

THE GATSBY BENCHMARKS

<p>1. A stable careers programme</p>	<p>Each educational institution needs to incorporate a comprehensive career education and guidance initiative that is familiar and clear to students, parents, educators, businesses, and other relevant stakeholders.</p>	<ul style="list-style-type: none"> • Each college must establish a reliable and organised career programme that receives explicit support from the senior management team. A designated and suitably trained individual should be accountable for overseeing this program. • The college's career program should be easily accessible on the institution's website, ensuring that students, parents, college staff, and employers can readily access and comprehend its content. • Regular evaluation of the program should occur, incorporating input from students, parents, college staff, and employers as an integral part of the assessment process. 	<p>John Leggott Sixth Form College provides this by:</p> <ul style="list-style-type: none"> • Careers Programme • LMI and career related resources • Student Feedback • Named Careers Leader who works closely with the Senior Leadership Team
<p>2. Learning from career and labour market information.</p>	<p>Each student, with the involvement of their parents when applicable, should be provided access to high-quality information regarding potential</p>	<p>Throughout their educational journey, all students should have the opportunity to engage with and utilise information related to career trajectories and the job</p>	<p>John Leggott Sixth Form College provides this by:</p> <ul style="list-style-type: none"> • Information on LMI available on student Google classrooms • Careers Events

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	<p>educational paths and prospects within the job market. To make optimal use of this information, they should be aided by knowledgeable advisors who can provide informed guidance.</p>	<p>market. This information should play a pivotal role in shaping their decisions regarding study paths. Additionally, parents should be motivated to access and utilise information concerning labour market trends and prospective study avenues. This will enable them to provide well-informed support to the students under their guidance.</p>	<ul style="list-style-type: none"> • External speakers The JLC Upskill programme • Parents Evenings
<p>3. Addressing the needs of each learner.</p>	<p>Students possess diverse career guidance requirements that evolve over various stages. It is imperative to customise advisory and support opportunities to suit each student's specific needs. The career program within an educational institution should seamlessly integrate considerations of equality and diversity at every juncture.</p>	<ul style="list-style-type: none"> • The careers program of a college should proactively aim to challenge conventional stereotypes and elevate aspirations. • Colleges must maintain comprehensive and structured documentation of individualised guidance provided to each student, along with the subsequent decisions reached. • This advisory recordkeeping should be seamlessly integrated with any previously offered guidance during the learner's prior 	<p>John Leggott Sixth Form College provides this by:</p> <ul style="list-style-type: none"> • Impartial careers advice available to all

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		<p>educational phases, including secondary school, if accessible. Initiation of these records should commence at the initial interaction or point of transition.</p> <ul style="list-style-type: none"> • Access to these records should be extended to all students to bolster their career advancement. <p>Furthermore, colleges should amass and uphold accurate data about the educational, training, or employment pathways pursued by each learner.</p>	
<p>4. Linking curriculum learning to careers</p>	<p>Every faculty member should establish connections between the curriculum's learning objectives and potential career avenues, even within courses not exclusively vocational. For instance, educators in STEM fields should emphasise the applicability of STEM subjects across diverse career trajectories. Study programs should also underscore the significance of Mathematics</p>	<p>During the entirety of their study program, culminating by the completion of their course, each learner should have been afforded the opportunity to grasp how their chosen subjects facilitate individuals in entering various occupations and subsequently enhancing their proficiency as workers within these diverse fields.</p>	<p>John Leggott Sixth Form College provides this by:</p> <ul style="list-style-type: none"> • Organising subject trips to show wide range of opportunities • Supporting students to re sit Maths and English GCSE • Subject specialist staff

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		and English, considering them as fundamental requisites sought by employers.		
5. Encounters with employers and employees		Each student should be presented with numerous chances to gain insights from employers about work dynamics, employment aspects, and the competencies held in high regard within professional settings. These opportunities can manifest through an array of enrichment activities such as guest speakers, mentorship programs, and entrepreneurial initiatives. This engagement should encompass the students' own part-time employment experiences where applicable.	Annually, in conjunction with their academic curriculum, students should engage in a minimum of two substantial interactions with employers. Of these encounters, at least one should be integrated into their specialised field of study. Furthermore, educational institutions should document and consider the impact of students' personal part-time employment on their personal growth. A 'meaningful encounter' refers to an instance where the learner gains insights into the nature of work or the requisites for achieving success within a professional environment.	<ul style="list-style-type: none"> • John Leggott Sixth Form College provides this by: <ul style="list-style-type: none"> • Academic talks by external guests • Careers Fairs • Employer visits JLC Upskill Programme • EPQ
6. Experiences of workplaces		Every student should partake in direct, firsthand engagements with the workplace, facilitated by work visits, work shadowing,	Upon completing their study program, each student should have encountered at least one workplace experience, in addition to any	John Leggott Sixth Form College provides this by: <ul style="list-style-type: none"> • Work Experience • The Gatsby Benchmarks

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	and/or work experience. These experiences serve to aid their exploration of potential career paths, broaden their horizons, and establish connections within various professional spheres.	part-time employment they might have pursued.	
7. Encounters with further and higher education	Every student should possess comprehensive awareness of the diverse spectrum of learning opportunities accessible to them. This encompasses both academic and vocational pathways, spanning educational institutions such as schools, colleges, universities, and also encompasses learning experiences in professional work environments.	<ul style="list-style-type: none"> • Upon completing their educational program, each student should have engaged in a significant interaction* with various learning and training providers that could potentially constitute the subsequent phase of their career journey. This encompasses entities like further education colleges, institutions of higher education, as well as apprenticeship and training providers. This interaction should offer students the chance to interact with both educators and learners. <p>*A 'meaningful encounter' signifies an experience where the learner gains insight into the learning environment</p>	<p>John Leggott Sixth Form College provides this by:</p> <ul style="list-style-type: none"> • Open Events • School outreach activities • University Fair • Jobs Fair • Apprenticeship week • Careers Advice • Alumni visits • Uni visits and summer schools • UCAT and BMAT aptitude tests • JLC Aspire Programme

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		and the experience of being a student in that context.	
8. Personal guidance	<p>Every student should be afforded chances to participate in guidance interviews with a qualified career advisor. This advisor could be either an internal member of the college staff or an external professional, granted they possess suitable training to fulfil this role. These guidance sessions should be accessible to all students whenever they are making significant decisions about their educational or career paths. While these sessions are anticipated for all students, their timing should be tailored to accommodate individual requirements. The college should also ensure that access to a level 6 advisor is available as needed.</p>	<p>By the conclusion of their study program, every student should have undergone at least one such interview.</p>	<p>John Leggott Sixth Form College provides this by:</p> <ul style="list-style-type: none"> · Having access to Level 6 qualified Careers Advisors who can provide independent careers advice