

Appendix 3

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools and colleges. The National Careers Strategy is built around them:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

The Enterprise Advisor Network, commissioned by the SCR Executive on behalf of the LEP, with funding from the Careers and Enterprise Company (CEC), is focused on supporting schools and colleges in SCR on achieving Gatsby benchmarks 5 and 6 only.

The CEC also provide resources directly to schools and colleges to encourage good practice, this includes a training programme for Careers Leaders and access to a range of funded resources. The SCR MCA does not currently have influence over the direction and investment of this funding.

The Careers and Enterprise Company provide a report which gives an indication of progress across the schools and colleges in the City Region towards the Gatsby benchmarks. They do this through the provision of an online tool available to all schools and colleges to undertake a voluntary self-assessment of their performance, known as Compass. The tool has several caveats attached - not all schools and colleges complete it, some do it at a greater frequency than others and, as a self-assessment, the information collected may not be an objective assessment of practice.

The last publication of results from Compass, as of the end of July 2018 showed that of the 85 schools/colleges in SCR who completed the self-assessment (75% of 112 schools/colleges) on average achieved 2.1 of the benchmarks which is in line with the national figure and compares to other local LEPS (D2N2 have achieved 2 and Leeds City Region 2.1). The table below gives a summary of the SCR performance against all 8 benchmarks compared with the national average:

Benchmark	SCR assessment	National assessment	Variance
BM1	3.5%	6.1%	-2.6%
BM2	25.9%	31.8%	-5.9%
BM3	17.6%	13.1%	+4.5%
BM4	28.2%	25.9%	-2.3%
BM5	31.8%	38.3%	-6.5%
BM6	35.3%	36.6%	-1.3%
BM7	12.9%	12.5%	+0.4%
BM8	52.9%	49%	+3.9%