

GATSBY BENCHMARK 3

Addressing the needs of each pupil

WHAT GOOD LOOKS LIKE

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.



WHAT THIS MEANS IN PRACTICE

- The school has a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcome and the bridges of support they need to maximise their life chances.
- The school takes regional and national labour market information and destinations patterns into account. It grasps the regional and inter-school differences in the proportion of students securing apprenticeships at both key stage 4 and key stage 5. The school also addresses the significant differences in the take up of science, technology, engineering and mathematics (STEM) subjects and higher education progression on both a regional and gender basis.
- Students benefit from provision targeted to their needs. Students with special education needs and disabilities (SEND) face additional challenges in progressing from school to further learning and work. In mainstream schools, the needs of vulnerable and at-risk students are met through a specifically designed careers programme and additional support, including mentoring. Employers and other local partners are active in improving these students' chances of developing an independent life and taking their first steps into jobs and courses.
- Well-kept records enable staff and partners to track the consistency and impact of the careers and enterprise programme. Staff know what students' career education and guidance needs are and where they are in terms of their career planning. This draws on insights from tutors, Careers Advisers, mentors and the students themselves. Teachers and Careers Advisers maintain comprehensive records of individual advice and subsequent decisions, which are then integrated into their information management systems, such as SIMS, GroFar or other products. This helps schools to manage agreed actions and next steps, and to provide students and their parents with ongoing support.
- The school strengthens students' personal agency and self-advocacy skills by encouraging them to access and take ownership of their career development records. Some schools are developing student careers records using Google Classroom or working with initiatives like PixL Edge to help students develop and maintain a journal of their employability skills. Students should be able to draw on careers experiences and employer encounters and turn them into a clear and compelling story for applications and interviews.
- The school collects and maintains accurate data for each student around their education, training and employment destinations for at least three years after they leave. This information is shared with current students to support ongoing review and evaluation of the careers and enterprise programme.

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WHY THIS MATTERS

- Profound inequalities exist across different courses and jobs sectors. These affect national productivity and individual wellbeing. For instance, based on WorldSkills UK figures, 9% of professional engineers are female, 99% of beauty therapists are female and 95% of computer game developers are male. The gender pay gap is further evidence of a need to ensure our careers and enterprise provision tackles underlying inequalities. One analysis by Deloitte estimates that at the current rate, the pay gap will not be eradicated until 2069 – 99 years after the Equal Pay Act.
- The Social Mobility Barometer Poll shows half of people believe that where you end up in society is mainly determined by your background. Four in five believe that there is a large gap between the social classes in Britain with poorer people held back at every stage. 71% say there are significant differences in opportunity depending on where you live in the country. The poll uncovers deep social pessimism amongst students and calls for a coalition of businesses, communities, councils, schools and universities to champion a level playing field.
- According to Mencap, only 6% of people with learning difficulties are currently in paid employment, despite the fact that 60% want to and are able to be.
- Students with SEND are the most likely group to be absent or excluded from school according to recent Ofsted findings. They are also less likely to achieve in terms of their attainment and progression.
- Progression to higher education varies from under 10% in some schools to over 90% in others. This divergence is a focus for the National Collaborative Outreach Programme (NCOP) and solutions rely in part on more effective careers and enterprise programmes.

TOP TIPS FOR SCHOOLS

1. Use the Compass evaluation tool to assess how well existing provision meets the needs of all students.
2. Review the learning goals, mind-sets and skills your students need for progression.
3. Explore destinations figures for key stage 4 and post-16 students and identify any deficits in take up of pathways, subjects or courses that could be addressed by better tailoring of the careers programme.
4. Consult with your students about what they see as the most important barriers in making good post-school progression.
5. Ensure that your careers programme contains specific plans for groups of students who need tailored support to make effective career transitions.
6. Identify careers programme providers who, in collaboration with your Careers Adviser, other schools and Enterprise Adviser, can support the enhancement of your programme.
7. Develop and maintain systems for recording individual advice and careers interventions given to each student.
8. Help students to be proactive career managers by maintaining their own records of career development.
9. Collect and maintain accurate data for each student on their education, training and employment destinations after they leave school.
10. Use your information on student destinations to draw together a list of alumni who can support your careers and enterprise programme.

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TOP TIPS FOR EMPLOYERS

1. Consider how you can support special schools with employer encounters and work experience. Talk to other employers in your area who have had positive experiences working with SEND students, for example, National Grid and their [EmployAbility programme](#).
2. Consider how you can offer mentoring support to more vulnerable students through proven mentoring programmes, for example, Talentino, Young Enterprise or Youth at Risk.
3. Draw advice from teachers and specialist agencies, such as the National Autistic Society, on how best to accommodate and support students with SEND.
4. Ensure that you share the learning goals and mind sets schools are seeking to develop through employer encounters and experiences of work.
5. Work with the school to embed equality and diversity into your programme of support through use of positive role models and other approaches.
6. Review how far your support is reaching all students with the school.
7. Assess with the school how your contribution provides students with the knowledge and support they need for the next phase of their journey.
8. Work with schools to explore the opportunity to talk to parents as well as students about work opportunities to help broaden families' horizons.
9. Share personal stories about overcoming barriers and accessing support.
10. Support schools to record careers events and activities through systematic evaluation.

EXAMPLE RESOURCES

- You do not have to undertake the strategic overview of career learning goals by yourself! Check out the [framework offered by the Career Development Institute \(CDI\)](#) for key stage 2 to 5. The CDI website includes a range of audit tools to help schools take stock of existing provision against these outcomes.
- In planning your provision, look at the [percentage of students in sustained education, employment or training](#) and break this down to include gender, ethnicity, special needs and level of disadvantage.
- Consider how the [Access Toolkit](#) developed by TeachFirst could help teachers know what they can do, every day, to support the post-school progression of students.
- Investigate resources that challenge stereotypical thinking, including Lesson 6 in the [WorldSkills UK Career Planning Toolkit](#) or this [Equality Act 2010 lesson on TES](#).
- Explore the lessons from the [Aspires project](#), which looked at family influence on science capital.
- Check out [the national guidance for schools](#) on meeting equality law in relation to careers provision and advice on academic options.
- Make use of your local authority, as they collect and collate destination data.
- Career programme providers, such as [Career Ready](#), are funded by The Careers & Enterprise Company to work with employer volunteers and targeted students through mentoring and workshops to increase engagement and academic progress.
- The [SEND Gatsby Benchmarks Toolkit](#) can help better understand the career landscape for young people with special educational needs and disabilities (SEND).

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EXAMPLES OF SCHOOLS ADDRESSING THE NEEDS OF EACH STUDENT

Example 1

At Park Campus PRU, a short stay unit in Lambeth, huge efforts are put into encouraging student attainment and re-engagement with education. Teachers use Doodle to track the progress of individual students in personal, social and health education (PSHE), with students responding to statements such as, "I can identify different types of career pathways that I would be able to follow".

The unit adopts a multi-agency approach to developing a profile for individual students, where a learning mentor maintains a detailed key stage 3 and key stage 4 profile, including the careers-related activities they have participated in. From this, the mentor helps students to draw up a CV identifying the relevant experience and skills they have developed. Students also complete work experience diaries.

All students have a comprehensive Leavers' Folder or National Record of Achievement. Drawing on their work experience placements and personal development activities, they include:

- a letter from the Principal
- a record of the functional skills they have developed at the unit
- all of their certificates and references
- The school holds a leaving ceremony attended by parents to celebrate students' achievements and present them with their Leaver's Folder.

Example 2

A school in the north east have worked with Future First to build an alumni network. The alumni then feed into the 'Inspire' careers programme, which encourages them to attend careers fairs, support presentations and awards and work on projects with current students.

Example 3

Calderstone's School, a specialist science college in Merseyside, has worked with the Enterprise Adviser Network to survey year 7 to 13 learners about their career aspirations and interests, including subjects and extra-curricular activities. The school now has a comprehensive database identifying the motivations, subject preferences and predicted grades of each student.

The senior leadership team is working with the Enterprise Adviser Network to analyse, map and plan the most appropriate opportunities against the identified labour market need in the local area. This includes raising awareness of apprenticeship opportunities to ensure each student benefits from personalised and meaningful encounters with employers. The school plans to monitor and evaluate each encounter via student feedback and update the database to further develop the profiles of each student.

Students will be able to prepare other students for similar experiences, providing feedback in classroom settings, registrations and assemblies to inspire further engagement and refine the delivery model.

Teachers liaising with employers also add labour market intelligence and comments to the database to further drive up the quality of experiences. This intelligence is then shared with subject leads so they can promote encounters with employers and tailor labour market messages to their subject areas.