

Gatsby Benchmark	1. Stable Careers Programme	2. Learning from Career and Labour Market Information	3. Addressing the needs of each student	4. Linking Curriculum learning to Careers	5. Encounters with Employers and Employees	6. Experiences of Real Life Workplaces	7. Encounter with Further and Higher Education	8. Personal Guidance
Overview	Whole staff responsibility. Develop skills and knowledge through careers education to ensure students can make informed choices.	Information around the different career paths to help with informing students' future aspirations.	Inclusive support for all students. Disadvantaged students, those with SEND, those with experience of social care, and who face other barriers achieve the best possible outcomes.	Identifying how subjects studied have an impact on career choices.	Exploring and engaging with different employers/ sectors through career events and enrichment activities.	Providing opportunities to take part in work experience and being aware of different sectors they can work.	Explore post 16/18 options by attending, workshops, taster days at colleges/ university to help with making informed choices.	At least yearly personal Guidance from Year 9 onwards and opportunities in the earlier years.

	Autumn	Spring	Summer
Year 7 GB: 1, 2, 3, 4, 5, 6, 7	LMI and careers journey assembly PSHE: Skills for adulthood (decision making, communication), personal strengths, developing character (making choices) Aspirations SLT meeting Yorkshire Ambulance visit with careers element Future Skills Questionnaire Choosing Success and Becoming an Independent Learner, IntoUniversity	College and technical qualification encounter Apprenticeship employer and provider encounter Careers Fair Experience of the workplace visits Aspirations SLT meeting	Aspirations assembly STEM day with careers element Aspirations SLT meeting
Throughout	- Careers in the curriculum - visiting speakers and specific links in lesson - Curriculum enrichment visits with careers element - Future Chef - Careers of the week LMI activities in tutor - LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink - IntoUniversity workshops and visits - Sparks workshops and visits		
Learning Outcomes	Students begin to grow by becoming aware of the sources of help available to them and begin to understand that learning, skills, qualifications and knowledge of the labour market are important for lifelong success. Students start to explore the range of possible jobs and the main learning pathways available to them. Through STEM activities, students become aware of the opportunities available to them in within		

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	science and technology industries. Through the PSHE and the whole school curriculum, students begin to develop an awareness of heritage and values and have opportunities to develop friendships and relationships with others. During PSHE and tutor, students develop an awareness of money and how to be a positive member of the community while understanding British Values, rights and responsibilities, prejudice and stereotypes. Students are encouraged to take initiative in their learning and there is the ethos of the importance of physical and mental wellbeing. Students develop their ability to learn from setbacks and challenges.		
	Autumn	Spring	Summer
Year 8 GB: 1, 2, 3, 4, 5, 6, 7	LMI and careers journey assembly PSHE: What contributes to my identity, how choices can effect personal goals. Aspirations SLT meeting Yorkshire Ambulance visit with careers element Prison! Me! No Way! With careers element Future Skills Questionnaire Maximising Memory, IntoUniversity	College and technical qualification encounter Apprenticeship employer and provider encounter Careers Fair Experience of the workplace visits Aspirations SLT meeting Buddy Programme - Introduction to HE, Day Visit to a University, IntoUniversity	Aspirations assembly Aspirations SLT meeting
Throughout	• Careers in the curriculum - visiting speakers and specific links in lesson • Curriculum enrichment visits with careers element • Future Chef • Careers of the week LMI activities in tutor • LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink • IntoUniversity workshops and visits • Sparks workshops and visits		
Learning Outcomes	Students consolidate and build on all of the careers learning from year 7. They continue to challenge themselves to try new things and become more aware of the different career sectors and that many require certain skills and minimum qualifications as part of the recruitment and selection process. Through the PSHE and the whole school curriculum, students continue to develop an awareness of heritage and British Values and have opportunities to develop friendships and relationships with others. During PSHE, students develop an awareness of how their choices can effect personal goals, including aspirations.		
	Autumn	Spring	Summer
Year 9 GB: 1, 2, 3, 4, 5, 6, 7, 8	LMI and careers journey assembly Aspirations SLT meeting Yorkshire Ambulance visit with careers element	College and technical qualification encounter University visit Apprenticeship employer and provider encounter	Aspirations assembly Aspirations SLT meeting Experience of the workplace visits

	Future Skills Questionnaire	Options assembly - future pathways and LMI (HOP) Options assembly - making choices Options parent/carers event Careers Fair Aspirations SLT meeting Pathways to Success, Transferable Skills, Careers in Focus including employer visits, IntoUniversity	College Taster Day (including apprenticeships, T-Levels etc.)
Throughout	• 1:1 Personal Guidance • Careers in the curriculum - visiting speakers and specific links in lesson • Curriculum enrichment visits with careers element • Future Chef • Careers of the week LMI activities in tutor • LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink • IntoUniversity workshops and visits • Sparks workshops and visits • SHINE workshops and visits • NextGen Leaders		
Learning Outcomes	Along with building on previous careers learning, students really look forward to the future as they continue their transition through the school and prepare to choose their GCSEs. Subject teachers, tutors and the range of careers activities are focused on helping students make positive choices for GCSE that align with their aspirations. Students become more aware that different jobs and careers bring different challenges and rewards and that to be successful, they need to be imaginative and flexible. 1:1 personal guidance meetings really start to focus students on future aspirations and the steps required.		
	Autumn	Spring	Summer
Year 10 GB: 1, 2, 3, 4, 5, 6, 7, 8	LMI and careers journey assembly Aspirations SLT meeting Yorkshire Ambulance visit with careers element Future Skills Questionnaire Thinking Futures Event (employer visits, LMI, alumni aspirational workshops)	College and technical qualification encounter University visit Apprenticeship employer and provider encounter 6 th form assembly Careers Fair Aspirations SLT meeting	Aspirations assembly Aspirations SLT meeting Work Experience College Taster Day (including apprenticeships, T-Levels etc.) 6 th form Taster Day

	Business in Focus, visit to the Centre, IntoUniversity		
Throughout	1:1 Personal Guidance - Careers in the curriculum - visiting speakers and specific links in lesson - Curriculum enrichment visits with careers element - Future Chef - Careers of the week LMI activities in tutor - LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink - IntoUniversity workshops and visits - Sparks workshops and visits - SHINE workshops and visits		
Learning Outcomes	Students build their confidence and optimism about their future and take responsibility in planning their pathway for the future while considering the risks and rewards. As part of the work experience programme, students challenge themselves to try new things and consider what jobs and roles they find interesting along with what might be available to them in the labour market. Through the opportunities available to students and their own research (including communicating with family and employers/employees), they become much more reflective on their experiences, learning and future pathways. They develop a knowledge of rights and responsibilities in the workplace and society and reflect on their physical and mental well-being.		
	Autumn	Spring	Summer
Year 11 GB: 1, 2, 3, 4, 5, 6, 7, 8	LMI and careers journey assembly Aspirations SLT meeting Yorkshire Ambulance visit with careers element Future Skills Questionnaire University visit Parent/ carer aspirations event Apprenticeship Fair (employers and training providers event) Aspirations Day (employers and education providers delivering mock interviews and workshops including FE, LMI, apprenticeships, choices, how to promote yourself)	College and technical qualification encounter Apprenticeship employer and provider encounter Careers Fair Aspirations SLT meeting	Aspirations assembly Aspirations SLT meeting 6th form taster day Exam results support (level 6)
Throughout	1:1 Personal Guidance - Application support (impartial, level 6) - Careers in the curriculum - visiting speakers and specific links in lesson		

	- Curriculum enrichment visits with careers element - Future Chef - Careers of the week LMI activities in tutor - LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink - IntoUniversity workshops and visits - Sparks workshops and visits - SHINE workshops and visits		
Learning Outcomes	Careers learning is consolidated and students decide on the learning pathway they should pursue next while responding positively to help, support and feedback. They understand the need to positively engage in learning and take actions to achieve good outcomes. Students recognise the role they can play in their family and community and how this may shape their career. Aspirations Day helps to embed the learning and experiences that students have had and really focus their minds on how to move towards the next steps to a positive career.		
	Autumn	Spring	Summer
6 th Form GB: 1, 2, 3, 4, 5, 6, 7, 8	HOP and Hull University - UCAS and Personal Statements (Year 13) Finance, resilience and staying positive workshop. Barclays (Year 12) Personal Statement Support 1:1. University of Lincoln (Year 13) Alternative Pathways. IntoUniversity (Year 13) Work Experience (Year 12) Social Media and Digital Footprint, HOP (Year 12) Apprenticeship Fair (employers and training providers event)	Interview Success, Barclays and SHA/SLT (Year 13) Scholarships, Lords Feoffees (Year 13) Gap Year, Project Trust (Year 12) Careers Fair	Work Experience (Year 12) UCAS Discovery Fair Exam results support (level 6) Degree Apprenticeships, Sheffield Hallam Uni (Year 12) Post 18/Making Choices, HOP and Hull University (Year 12) Introduction to UCAS, HOP and Hull University (Year 12)
Throughout	1:1 Personal Guidance - Application support (impartial, level 6) - UCAS Support (internal and external) - Health Academy - Tomorrows Teachers - Debating - EPQ - Core Maths - Btec Cooking - Btec Sports Leaders - Careers in the curriculum - visiting speakers and specific links in lesson - Curriculum enrichment visits with careers element - LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink		

	• Various universities delivering workshops on study skills, university life and preparing for exams, personal finance etc.
Learning Outcomes	The sixth form careers programme builds on prior learning by equipping students with the knowledge, skills and experiences needed to make informed choices about their future. It supports them to take responsibility for their learning, reflect on their achievements and set ambitious goals. Students are encouraged to plan their next steps in education and work, explore labour market information, research pathways and qualifications, and understand workplace expectations and recruitment processes. The programme also promotes resilience, confidence and leadership, while helping students to develop networks and consider entrepreneurial opportunities. Alongside this, it emphasises the importance of balancing work, life, wellbeing and finances, and encourages students to reflect on heritage, identity and values when shaping their career direction. They are supported to recognise rights and responsibilities in the workplace, challenge prejudice and discrimination, and critically assess information sources. Finally, the programme helps students to understand how careers are influenced by wider factors, including technology, science, the environment, politics, the economy and society, preparing them to transition successfully into life beyond school.