

EDIT EDUCATION CEIAG DEVELOPMENT PLAN 2025/26

THE GATSBY BENCHMARKS

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 students, parents, teachers and employers.
2. **Learning from career and labour market information:** Every student, 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 for each student:** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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. 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 student 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 student 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 students 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 student 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 students but should be timed to meet their individual needs.

Activities	Overview	Impact	Gatsby Benchmark
Displays	Career based displays are placed around site, updated regularly with promotion of key activities and external events	Increased awareness/profile of careers	3
Enrichment	All enrichment activities are linked to employability skills.	Students aware of their skills developed through the enrichment programme and their strengths/areas for development in terms of the employability skills	3,4
Skills development and reflection	Yr11 students will undertake a 1-1 careers session, complete a CV and receive an Employability pack providing resources on application forms, job searching and updating CV. Yr 11 students will receive additional support 1-1 in terms 2/3 to secure post 16 destination	Students aware of their skills developed and their strengths/areas for development Students are actively given options and supported in choosing a Post 16 destination	3,8
Visiting speakers	Careers focused visiting speakers to visit provision.	Students have an improved awareness of the variety of jobs and careers available, the skills and qualifications required and the realities of the associated job market.	2,5
Work Experience and Work Inspiration	Sessions on site delivered by Steps To Work and Starting Point to provide Yr 10/11 information and routes for post-16 support in Labour Market Where students are undertaking work experience organised by referring school, additional support provided to individual students to reflect on and develop skills	Students have meaningful encounters with employers and have gain understanding of a range of career options and the flight paths to engage in them Students maximise the opportunities gained through work experience, supporting successful uptake of Post-16 destination	5,6

College and Further Education Aspiration	Sessions both on site and delivered on an outreach basis delivered by Walsall College Schools Outreach team	Students have a full understanding of the FE options available to them and how to access them	7
Measuring Impact	Yr 11 cohorts will be actively tracked in terms of progress and post-16 destination and results shared.	Effective tracking ensures we can measure the outcomes of CEIAG work and develop mechanisms for continuous development and improvement	1