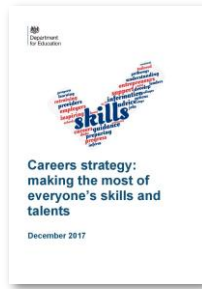


# Gatsby Benchmark 4 (and 5)

Gerard Liston, Director, FORUM Talent-Potential CIC  
Sarah Metcalfe, Assistant Headteacher, Brookfield Community School



career? Matthew Taylor's recent review also recognises the importance of high-quality work experience and encounters at different education stages.<sup>2</sup>

24. We want to extend this opportunity to benefit everyone, especially young people from disadvantaged areas who may not otherwise access these crucial experiences. **Secondary schools should offer every young person at least seven encounters with employers during their education, with at least one encounter taking place each year from years 7-13, supported by the CEC's network of Enterprise Coordinators and Advisers and their Investment Funds.** This will make sure all young people get a chance to engage with a wide range of employers, exceeding the four encounters demonstrated to have an impact on employment and earnings<sup>3</sup>, and providing employer experiences in line with the requirements of the Gatsby Benchmarks. These must be meaningful encounters which help young people build their broader understanding of workplaces and employment. This will be a significant change from the current position, in which only 33% of schools report that the majority of their pupils have at least one meaningful encounter every year that they are at school.<sup>4</sup>

25. There are now over 2,000 Enterprise Advisers in the CEC's network, covering over half of schools and colleges in England, focusing first on those areas in most need of support. **By 2020, we will make an Enterprise Adviser available to all secondary schools and colleges.** The CEC will make sure that all Enterprise Advisers are aware of the additional needs of disadvantaged young people and the barriers that they face to entering employment. The newly identified Careers Leaders, tasked with driving forward an ambitious careers strategy in their school or college, will use this national network of Enterprise Advisers to help deliver inspiring employer encounters for those who will benefit the most.

65. Most schools have a member of staff with a designated role to coordinate careers activities within the school: they are sometimes called the 'careers teacher'. This title does not convey the importance of leadership in this role. As the Gatsby Benchmarks show, careers guidance involves a set of complex activities across the whole school, as well as working with external stakeholders. To lead and coordinate these activities requires a person with leadership skills, administrative ability, and specialist knowledge of careers. They need the explicit backing of the head teacher and Governors. We believe that designating such people as 'Careers Leaders' recognises the importance of the role and will help to build the status of careers guidance for their school. Careers Leaders can develop a strategy with senior leadership and ensure the whole school can deliver a careers programme which meets the world-class expectations set out in this strategy.

**Careers Leaders need to:**

- have the appropriate skills and experience;
- be sufficiently senior to lead the implementation of all eight of the Benchmarks;
- have buy-in from the Governors and the Senior Leadership team;
- work with subject teachers across the school so that careers provision is embedded within the curriculum.

66. The Gatsby Benchmarks describe a system in which a careers programme works for every single young person, whatever their background or needs. We will therefore expect Careers Leaders to provide and, when needed, prioritise careers support for disadvantaged young people who have fewer opportunities to get the right advice, guidance and experiences. This may include young people such as those eligible for the Pupil Premium, those with special educational needs and disabilities, or those classed as looked after children and Children in Need by their local authority. Careers Leaders will be expected to make sure that young people from disadvantaged backgrounds are aware of the subject choices, experience and qualifications required to pursue different career options.

<p>10. We want to ensure that the Gatsby Benchmarks (Section 4)</p>	<p><b>LABOUR MARKET INFORMATION</b></p> <p>1. <b>LABOUR MARKET INFORMATION</b></p> <p>Employers' market opportunities: They will need the support of an advice adviser to make best use of available information.</p>			
<p>11. We want to ensure that the Gatsby Benchmarks (Section 5)</p>	<p><b>3. ADDRESSING THE NEEDS OF EACH PUPIL</b></p> <p>Pupils have different career guidance needs at different stages. Opportunities to advise and support needs to be tailored to the needs of each pupil. A school's careers programme should provide equality and diversity considerations throughout.</p>			
<p>12. We want to ensure that the Gatsby Benchmarks (Section 6)</p>	<p><b>5. CURRICULAR LEARNING TO CAREERS</b></p> <p>Curriculum: Subject teachers should integrate careers into their subjects for a wide range of their curriculum.</p>			
<p>13. Our work suggests that the Gatsby Benchmarks (Section 7)</p>	<p><b>5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYERS</b></p> <p>Employers: Every pupil should have multiple opportunities to meet employers about work, employment and training opportunities that are relevant to their needs. This can be through a range of involvement activities including visiting employers, mentoring and enterprise schemes.</p>			
<p>14. Our work suggests that the Gatsby Benchmarks (Section 8)</p>	<p><b>8. EXPERIENCES OF WORKPLACES</b></p> <p>Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>			
<p>15. The eight benchmarks to be met in the Gatsby Benchmarks (Section 9)</p>	<p><b>7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b></p> <p>All pupils should encounter the full range of learning opportunities that are available to them. This includes both academic and vocational routes through schools, colleges, universities and the workplace.</p>			



**4.4 OUR TEN RECOMMENDATIONS**  
Below we set out our ten recommendations. Each is followed by further explanation.

**RECOMMENDATION 1: THE BENCHMARKS**  
To school, government, Ofsted and employers  
We recommend Benchmarks 1 to 8 as defining the elements of good practice in career guidance. Schools should be guided by them when setting their own career programmes, and Ofsted should be aware of them when making judgements about the quality of career guidance in schools.  
Prioritising implementation of the benchmarks  
Our school survey shows that schools will not find it easy to implement all the benchmarks at once, and the costing exercise confirms that some will need more resources than others. This implies that schools will need to plan in some

The first priority is to have a well-organised and well-understood career programme (Benchmark 1), because the schools are all the other benchmarks. Clarity is also needed, although the measure of cost of implementation, which is part of the benchmark, may make it harder to plan. Given what Ofsted has said about the evidence of employer links, many schools may need to address Benchmark 5 and 6 (Documents with employer and Experience of workplaces) as a matter of high priority. These schools will have elements of Benchmark 7 (Documents with further and higher education) in place, but our school survey suggests they will need to do more to introduce pupils to the full range of learning opportunities, including both academic and vocational routes, if they are to meet the benchmark.  
Most schools will already have something in place to give personal guidance to pupils (Benchmark 8), but our school survey suggests that not all are well-short of the benchmark. Similarly, many schools will have systems in place to provide

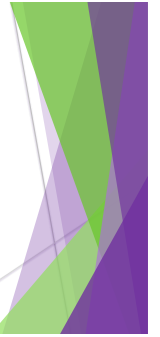
Further detail on this recommendation  
Publishing the Careers Plan is important to enable pupils, parents and employers to know what will be available to them, and as a basis for obtaining the data from them.

**RECOMMENDATION 2: THE CURRICULUM**  
To government and schools  
Every secondary school should be required to have a Careers Plan, published on the school's website. The recommendation refers to Benchmark 1.  
Further detail on this recommendation  
Publishing the Careers Plan is important to enable pupils, parents and employers to know what will be available to them, and as a basis for obtaining the data from them.



[www.forum-talent-potential.org](http://www.forum-talent-potential.org)

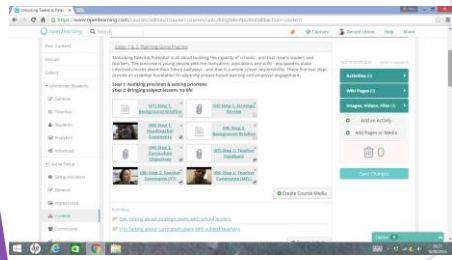
- ▶ Step 1: Strategic Commitment & Priorities
- ▶ Step 2: Bringing Subject Lessons 'To Life'
- ▶ Step 3: Purposeful Projects & Challenges
- ▶ Step 4: Employer Engagement & Partnerships
- ▶ Step 5: Student Self-Assessment & Development
- ▶ Step 6: Celebrating Success/Sharing Good Practice



[www.forum-talent-potential.org](http://www.forum-talent-potential.org)

Assessing impact on young people's:

- ▶ Personal motivation
- ▶ Future aspirations
- ▶ Employability skills



**Good Practice**

Building Talent & Potential is all about building the capacity of schools, and their senior leaders and teachers, to ensure young people will have the right opportunities and support to succeed in their future. This is a shared responsibility. There are many ways in which schools can work together to ensure good practice and ensure good practice is shared.

**STEP 1: BUILDING PARTNERSHIPS & SHARING PRACTICE**

**CLICK HERE** to find the view from the audit in the 'Good Practice' section of the audit report.

**CLICK HERE** to find the view from the audit in the 'Good Practice' section of the audit report.

**CLICK HERE** to find the view from the audit in the 'Good Practice' section of the audit report.

**CLICK HERE** to find the view from the audit in the 'Good Practice' section of the audit report.

**CLICK HERE** to find the view from the audit in the 'Good Practice' section of the audit report.

**CLICK HERE** to find the view from the audit in the 'Good Practice' section of the audit report.

**CLICK HERE** to find the view from the audit in the 'Good Practice' section of the audit report.



Brookfield Community School

- ▶ Chesterfield in Derbyshire
- ▶ 11-18 comprehensive school
- ▶ x1330 students (sixth form x300)
- ▶ Ofsted 'Good' in all areas
- ▶ Benchmark 4 highlighted in audit



Hello,

For the Subject Meetings on the 14<sup>th</sup> May we would like all staff to meet in the hall at 3pm where there will be a 15 minute presentation about the project outlined below.

We would then like you to spend some time afterwards in the subject meeting discussing and identifying with your department a potential SOW that would work well.

Once the meeting is over and you have had time to reflect - could you please email me directly with the following info please by the end of Fri 17 May.

Potential topic/SOW identified:  
Intended Year group/Class:  
Reasons it will/should happen to be involved:  
(Ideally this should be a SOW that will be delivered this academic year - it should also ideally be with a class that includes PP students)

We will then select the six ideas that we think will work the best.

**The Project:**  
I have secured some funding for the school through Careers Local. As a result, we have been given a fantastic opportunity to get involved in a project that could potentially have a direct positive result on learning and learning skills for our students. The project is still in the early stages of planning and we will have more of an update on our website.

### Year 8 Art & Textiles

**BRITISH BIRDS COLLAGRAPH**  
**YEAR EIGHT**

**Notes:**

- Students will be given the opportunity to design and create a collage that will be displayed in the school.
- Students will be given the opportunity to design and create a collage that will be displayed in the school.
- Students will be given the opportunity to design and create a collage that will be displayed in the school.

LEARNING OBJECTIVES	ACTIVITY	ASSESSMENT CRITERIA
1. To understand the importance of British Birds.	1. Research and identify British Birds.	1. Accuracy of research.
2. To understand the importance of British Birds.	2. Design and create a collage.	2. Creativity and originality.
3. To understand the importance of British Birds.	3. Present and display the collage.	3. Presentation and display.

### Year 8 Art & Textiles

**British Birds Collagraph Project**

### Year 8 Art & Textiles

**British Birds**

**Ring Ouzel**

**Eastern Moors Partnership**

The Eastern Moors is part of the Peak District National Park and is located near this school. The entire site is designated as a Site of Special Scientific Interest (SSSI) and has a diverse mix of wildlife - including bird life.

### Year 8 Art & Textiles

**Art Curriculum Project - Brookfield Community School**

Olivia Kallinika - [olivia.kallinika@easternmoors.org.uk](mailto:olivia.kallinika@easternmoors.org.uk)  
16 March 2018 at 11:39

**Good morning,**

Thank you for your emails and for your patience. It really is very busy time for all at the Eastern Moors. We have limited staff and resources and so have to be very careful what we do and don't take on.

The project is really exciting and I am happy to discuss that in relation to the project. It really is very exciting for some of the artwork to come out at a later date. Maybe we can display it at the Museum Discovery Centre for a time.

Could you let me know the times when the project will be taking place. We would be happy to have you and what you would like to see in the project. For example, can we use it for an exhibition time? It would be great to have you on our website, or just use it to publicise support of the project?

Katherine Clark  
Visitor Experience Manager

### Year 7 Science

**Step 3: Planning the learning project**

**Step 3: Planning the learning project**

**Notes:**

1. To understand the importance of British Birds.

2. To understand the importance of British Birds.

3. To understand the importance of British Birds.

Year 7 Science

**The UCB Oxidation Challenge**

It would help to be able to reassure customers that we can deal with oxidation of our bars without the need to look through a long technical document. It is particularly important when working in other countries.



Year 7 Science

**The UCB Oxidation Challenge**

So, we are challenging you to come up with a 2 minute boardroom presentation that explains how iron oxides and explains how treatments can reduce this process and allow our bars to be used in extreme situations.



Year 7 Science



Year 10 Business Studies

Subject content	What students need to learn:
1.4.1 The options for start-up and small businesses	<p>The concept of limited liability:</p> <ul style="list-style-type: none"> <li>limited and unlimited liability</li> <li>the implications for the business owner(s) of limited and unlimited liability.</li> </ul> <p>The types of business ownership for start-ups:</p> <ul style="list-style-type: none"> <li>sole trader, partnership, private limited company</li> <li>the advantages and disadvantages of each type of business ownership.</li> </ul> <p>The option of starting up and running a franchise operation:</p> <ul style="list-style-type: none"> <li>the advantages and disadvantages of franchising.</li> </ul>

Year 10 Business Studies




Year 10 Business Studies

**Options for start-ups and SMEs**



One of us will come to hear your ideas and proposals. We'll share our own thoughts and answer your questions.



### Year 10 Business Studies



### Year 10 English



### Year 10 English

GCSE English: Spoken Word



Can you think of an organisation in Chesterfield that would value and could benefit from these English skills.

### Year 10 English

GCSE English: Spoken Word



S41 Radio is the Community Radio Station for Chesterfield, broadcasting live 24/7 on high quality digital stream.

### Year 10 English

GCSE English: Spoken Word



I'm Jez Revell and I am a director and presenter in S41 Radio. We want you to create some stories to broadcast.

### Year 10 English

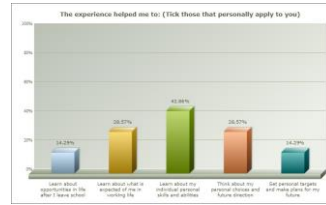




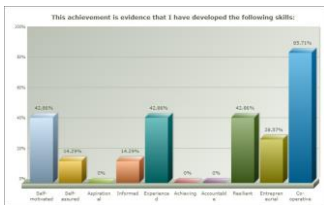
Impact?



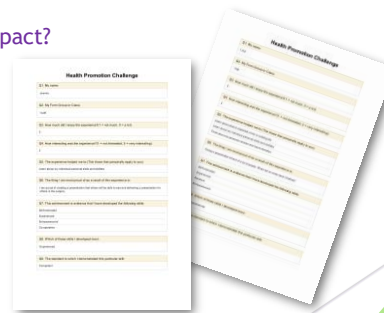
Impact?



Impact?



Impact?



- ▶ [www.forum-talent-potential.org/good-practice](http://www.forum-talent-potential.org/good-practice)
- ▶ CPD event for teaching staff
- ▶ Whole school and inclusive
- ▶ Sustainable and affordable

