

# GOOD CAREER GUIDANCE

## THE NEXT 10 YEARS



### SUMMARY FOR LEADERS

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Effective careers guidance is crucial for all young people, whatever their background, and secondary schools play a key role in delivering it. It helps young people achieve better outcomes, leading to huge benefits for society and the economy.

The Gatsby Benchmarks are the world-class framework for good careers guidance. In the decade since the benchmarks were first introduced, the framework has delivered real, measurable impact on young people's lives, with over 4,700 institutions across England now using the benchmarks to measure and improve their careers guidance.



GATSBY



If I know what is coming up next and I know where and who I can go to for help, I am much happier and confident in the choices I make.

Year 12 Student

A lot has changed in the past decade: technological advances, innovation in education and major shifts in the labour market. The Gatsby Benchmarks have been updated to ensure careers provision is fit for the next decade. The revisions have been made to the benchmarks after two years of extensive research and stakeholder engagement.

The core of the Gatsby Benchmarks remains the same, but the changes we have made are important. Feedback from schools and colleges showed overwhelming support for the benchmarks and the impact they have had on young people's outcomes. So we have been careful to update the benchmarks only where necessary.

We have updated the definitions and measurable criteria, making changes informed by evidence of what will increase impact on outcomes for young people. These changes place careers guidance at the heart of 11-18 education, and better recognise the vital role of leadership. The revisions strengthen the importance of meaningful and varied encounters and experiences with employers and learning providers. They include a focus on parent and carer engagement and on inclusion and impact for each and every young person.



The Gatsby Benchmarks have transformed how we view careers and how we provide careers guidance for our young people.

They are a fantastically powerful tool in preventing NEET, developing multi-agency approaches with partners, and rethinking our approach to what is possible with employers and workplaces.

CEO, Wave Multi-Academy Trust and  
member of NAHT SEND and AP Council

## GATSBY BENCHMARKS FOR SECONDARY SCHOOLS

BENCHMARK	SUMMARY	CRITERIA
<p>1 A STABLE CAREERS PROGRAMME</p>	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</li> <li>• The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</li> <li>• The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.</li> <li>• The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.</li> </ul>
<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> <li>• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</li> <li>• Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</li> </ul>

## GATSBY BENCHMARKS FOR SECONDARY SCHOOLS

### *Continued*

BENCHMARK	SUMMARY	CRITERIA
<p>3 ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li> <li>• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</li> <li>• For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</li> <li>• Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</li> <li>• Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</li> </ul>
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<ul style="list-style-type: none"> <li>• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>• Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</li> </ul>

## GATSBY BENCHMARKS FOR SECONDARY SCHOOLS

*Continued*

BENCHMARK	SUMMARY	CRITERIA
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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</li> </ul>
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had meaningful experiences of workplaces.</li> <li>• By the age of 18, every pupil should have had at least one further meaningful experience.</li> </ul>
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</li> <li>• By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.</li> </ul>
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.</li> <li>• Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.</li> </ul>

## DEFINITIONS OF 'MEANINGFUL'

**The updated Gatsby Benchmarks 5, 6, and 7 (on previous pages) stipulate that young people should participate in meaningful encounters and experiences. Here we set out what constitutes a 'meaningful' encounter or experience.**

### DEFINING 'MEANINGFUL' IN BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

A meaningful encounter gives the young person the opportunity to learn about what work is like, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. Throughout a careers programme, young people should encounter employers of different sizes and specialisms, including the self-employed, that reflect trends in the labour market, regionally and nationally. These encounters could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).

A meaningful encounter will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- have opportunities for two-way interactions between the young person and the employer
- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter

## DEFINING 'MEANINGFUL' IN BENCHMARK 6: EXPERIENCES OF WORKPLACES

A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

Schools, colleges and ITPs can take into account any part-time work a young person may have, if it genuinely offers them a meaningful experience.

## DEFINING 'MEANINGFUL' IN BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

A meaningful encounter gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment. This should include the opportunity to meet both staff and learners/trainees. Throughout a careers programme, encounters should be sequenced so that a young person can build up a clear picture of opportunities available to them. Experiences or encounters could be in person or a combination of in person and virtual and could include providers delivering sessions in a school, college or ITP, as well as young people visiting the provider. Young people and providers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful encounter will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter

## THE REPORT

Full details are provided in our report  
Good Career Guidance: The Next Ten Years.

It sets out the evidence for each change  
alongside examples of impressive practice  
from across the country.

For more information and to read the full report  
go to [www.gatsbybenchmarks.org.uk](http://www.gatsbybenchmarks.org.uk)

You can email [careerguidance@gatsby.org.uk](mailto:careerguidance@gatsby.org.uk)  
with any queries about the report.