

**Benchmark 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, governors and employers

- Careers leaders plan, review and develop programmes
- Invitations to parents and carers for careers and college events
- College Park transition document shared at year 9 annual reviews.

**Benchmark 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.

- Teachers plan lessons which enable students to access, use and analyse career & LMI
- Careers lead shares updated information on labour market with class teachers, parents and carers.
- Class teachers plan lessons and trips based on labour market information.

**Benchmark 3:** Addressing the Needs of Each Student. 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.

- Preparing for adulthood outcomes written for each student at Year 9 annual reviews. Outcomes are pupil centered and tailored to the needs of each student.

**Benchmark 4:** Linking Curriculum Learning to Careers.

- Curriculum is linked to employability and work skills.
- Pupils with specific career paths have opportunities to gain relevant skills in STEM subjects.
- All teachers should link curriculum learning with careers.

**Benchmark 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.

- Teachers and employers plan activities together.
- Pupils have opportunities to visit multiple workplaces
- Pupils are involved in enterprise projects.

**Benchmark 6:** Experiences of Workplaces. Every Student 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.

- Careers lead and teachers plan effective experiences of work.
- Pupils will be given opportunities to complete work experience placements in the local community.

**Benchmark 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.

- Plan effective activities with FE, HE and apprentice providers
- Pupils visit a local college one day a week for a minimum of one term to support with transition.

**Benchmark 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.

- Pupils have multiple opportunities to receive guidance from class teachers and careers lead.
- Discussion on possible pathways is had during annual review meetings from years 9-14.