

Gatsby Benchmarks – how Priestley Smith School matches

Benchmark	Detailed guidance	Benchmark matching
A stable programme	<ul style="list-style-type: none"> • Embedded programme of career education and guidance known and understood by pupils, parents, teachers and employers. • Should have explicit backing of SLT and have appropriately trained person responsible. • Published on school's website so can be accessed by all and regularly evaluated 	Pupils receive careers interviews with Birmingham Careers Service in years 8, 10, 12 with extra interviews if needed
Learning from career and labour market information	<ul style="list-style-type: none"> • Pupils and parents have access to good-quality information about future study options and support of an informed adviser. • By 14, pupils to have accessed and used info about career paths and the labour market to make their own decisions on study options • Parents should support children with help from school 	<p>PFA information shared with parents and pupils from careers adviser</p> <p>Pupils use online careers programme to explore possible options</p> <p>Careers, FE and HE information shared regularly on social media</p>
Addressing the needs of each pupil	<ul style="list-style-type: none"> • Pupils have different career guidance needs at different stages. Opportunities for advice and support tailored to the needs of each pupil. • Careers programme should embed equality and diversity considerations throughout. • Careers programme should challenge stereotypical thinking and raise aspirations. • Systematic records kept of the individual advice given to each pupil, and subsequent agreed decisions and pupils can access these. • Accurate data collated and kept for each pupil on their education, training or employment destinations for at least three years after they leave school. 	<p>Pupils receive personalised PFA interviews with Birmingham Careers Service in years 8, 10, 12 with extra interviews if needed.</p> <p>School has RRS silver award and routinely embeds equality and diversity considerations</p> <p>Pupils develop their own ongoing vocational profile</p>
Linking curriculum learning to careers	<ul style="list-style-type: none"> • Curriculum learning linked with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. • By 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	Curriculum learning is linked to PFA outcomes, including careers.

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Encounters with employers and employees	<ul style="list-style-type: none"> • 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. • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer 	Programme of speakers invited into school to look at application and interview skills, recruitment processes, job diversity and Access to Work
Experiences of workplaces	<ul style="list-style-type: none"> • First-hand experiences of the workplace through work visits, work shadowing and/or work experience • By 16, every pupil should have had at least one experience of a workplace. • By the age of 18, every pupil should have had one further such experience. 	<p>Work experience or equivalent for all pupils in year 10 for 1 – 2 weeks</p> <p>Work experience or equivalent one day a week in year 13</p>
Encounters with further and higher education	<ul style="list-style-type: none"> • All pupils should understand the full range of learning opportunities that are available to them - both academic and vocational routes and learning in schools, colleges, universities and in the workplace. • By 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. • By 18, all pupils who are considering applying for university should have had at least two visits to universities. 	<p>Visits to a range of ms and specialist colleges supported and implemented by school, sometimes specific to individual pupils.</p> <p>Visit to Worldskills show which highlights vocational pathways as well as academic.</p>
Personal guidance	<ul style="list-style-type: none"> • Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal or external, trained to an appropriate level. These should be available whenever significant study or career choices are being made. • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	Pupils receive PFA interviews with Birmingham Careers Service in years 8, 10, 12 with extra interviews if needed.