



Gatsby Benchmark	Intent	Year 7	Year 8	Year 9	Year 10	Year 11
1: A stable careers program	Trinity Academy New Bridge should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, governors and employers. This should be published and regularly evaluated.	Careers survey conducted with staff, learners, employers/ post 16 providers and parents annually. What works well about the school's careers programme? How could the careers programme be even better? Programme adapted as necessary. Programme published on school website. Meaningful experiences correlated with each of the Gatsby Benchmarks and referenced in Careers lessons linked directly to Learning Objectives and Learning Outcomes.				Intended destinations survey at start and mid-point of the year.
2: Learning from career and labour market information	All learners and parents should have access to high-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			Options chosen. Option subjects connect subject to career paths and labour market. Parents receive this information in options booklets.		
		Careers Awareness Assemblies to include apprenticeships and T Levels CV and application- apprenticeships-workshops - mock interviews All experiences, encounters and lessons are evaluated and reviewed in relation to this and information about our families' qualifications and working situation. Trinity Academy New Bridge website and on social media. Personal guidance interviews and workshops.				
3: Addressing the needs of each pupil	Learners have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with	Clubs and activities to develop and broaden skills and interests.	Clubs and activities to develop and broaden skills and interests.	Duke of Edinburgh Bronze Award Clubs and activities to develop and broaden skills and interests.		Communications with FE providers, employment and training providers,



	diversity and equality embedded in the school's careers programme.		1:1 careers interviews prior to choosing options,		Accurate data maintained. Interviews with learners at risk of NEET and for families that require additional support.
		Climb a mountain to create a metaphor of going to a Russell group University or a Higher/ Degree Apprenticeship, one step at a time.		Alternative Provision unit gives personalised careers advice, SMSC, PSHE, vocational and academic input.	
					Awareness Assembly- apprenticeships and T Levels CV and application- apprenticeships-workshops Mock interviews
4: Linking curriculum learning to careers	All teachers link curriculum learning with careers. Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers. All subject teachers emphasise	Careers in the Curriculum. Lessons have explicit links between curriculum areas and specific jobs and cover the skills, knowledge and academic/ vocational progression routes, as well as average salaries. This includes STEM subjects. Careers opportunities and connections are included in each subject's curriculum intent and each subject has an overview of which jobs, skills and knowledge are covered and when. This overview also includes planned visits, experiences, workshops, talks with FE, HE and workplaces.			
					Awareness Assembly- apprenticeships and T Levels CV and application- apprenticeships-workshops Mock interviews
		PSHE SOL contains Living in the Wider World unit in all year groups which includes careers, employability skills and materials to get learners 'workplace ready', along with life skills.			



	the importance of succeeding in English and Maths.				
5: Encounters with employers and employees	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	Finding your Dream: taster sessions with local employers and key sectors of growth including further education and AP providers.		Opportunities to visit a family member's workplace either as a one off or part of a regular work experience programme	Work experience, taster sessions at FE providers
6: Experiences of workplaces	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities.			Opportunities to visit a family member's workplace either as a one off or part of a regular work experience programme	Work experience along with AP opportunities
		Survey to ask learners if they have a part time job or experience of working with a family member.			
7: Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.	Links to STEM clubs and external providers including Nissan, VEX Robotics etc	Links to STEM clubs and external providers including Nissan, VEX Robotics etc	Links to STEM clubs and external providers including Nissan, VEX Robotics etc	FE and HE open evenings with transported tours arranged for families.
				FE Providers present at parents' evenings.	
					Awareness Assembly - apprenticeships and T Levels
					Workshops
					CV and application- apprenticeships-workshops



					Mock interviews	
					Higher Education introduction sessions	
					Exploring local Universities- visits TBC	
8: Personal guidance	Every learner should have opportunities for guidance interviews with a career adviser.			Independent 1:1 careers interview prior to selecting options where required	All have independent 1:1 careers interview.	Further 1:1 interviews for learners at risk of NEET. Additional interventions
					Mock interviews	