

Gatsby Benchmarks

Top Tips for Employers as advised in the Gatsby Benchmark Toolkit (Careers & Enterprise Company)

The Gatsby Benchmark Toolkit

GATSBY BENCHMARK 1

A stable careers programme

Every school should have an embedded programme of career education and guidance that is known and understood by

TOP TIPS FOR EMPLOYERS

1. Ask the school for their careers programme and see where your expertise will count most.
2. Be a critical friend – support and challenge the school to develop a stable careers programme.
3. Be prepared to build a long-term relationship and to contribute to all aspects of school life.
4. Make sure your staff are briefed before taking part in activities.
5. Contribute to the school's evaluation and act on feedback to do things differently or better next time.
6. Help schools develop a programme that takes into account the trends in your business, your sector and the wider economy.
7. Use your networks to encourage others to contribute to the careers programme and to take on key supporting roles.
8. Review all existing employer engagement and make sure that it has maximum impact and streamline where appropriate

GATSBY BENCHMARK 2

Learning from career and labour market information

All students 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.

TOP TIPS FOR EMPLOYERS

1. Check out the sources of information that the school promotes to its parents and students as part of your preparation.
2. Share additional insights, sources and contacts from your own sector and from your LEP so that teachers, Careers Advisers and students have a more rounded picture of opportunities.
3. Provide references to good sources of information as part of employer engagement events.
4. Encourage students to undertake follow-up research so that they can find out more and start to put plans into action.
5. Provide practical examples of how different subjects are used within the workplace so that students value the skills and knowledge they are developing at school.
6. Illustrate your talks with film clips or job profiles from free careers resources, such as I Could or the National Careers Service.
7. Bring talks to life with concrete case studies that show diverse pathways and job opportunities in your organisation. You should also provide your organisation's websites with details of entry requirements.
8. Share your insights into trends in the labour market as part of your contribution but encourage students to do their own research too.
9. Contribute to the training of teachers and Careers Advisers about changes in the labour market to ensure those working directly with students on a day-to-day basis are up-to-date.
10. Listen to what young people say about careers information and share these insights with schools and the Enterprise Adviser Network to support ongoing improvement in the impact of careers messaging.

GATSBY BENCHMARK 3

Addressing the needs of each pupil

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

TOP TIPS FOR EMPLOYERS

1. Consider how you can support special schools with employer encounters and work experience. Talk to other employers in your area who have had positive experiences working with SEND students, for example, National Grid and their EmployAbility programme.
2. Consider how you can offer mentoring support to more vulnerable students through proven mentoring programmes, for example, Talentino, Young Enterprise or Youth at Risk.
3. Draw advice from teachers and specialist agencies, such as the National Autistic Society, on how best to accommodate and support students with SEND.
4. Ensure that you share the learning goals and mind sets schools are seeking to develop through employer encounters and experiences of work.
5. Work with the school to embed equality and diversity into your programme of support through use of positive role models and other approaches.
6. Review how far your support is reaching all students with the school.
7. Assess with the school how your contribution provides students with the knowledge and support they need for the next phase of their journey.
8. Work with schools to explore the opportunity to talk to parents as well as students about work opportunities to help broaden families' horizons.
9. Share personal stories about overcoming barriers and accessing support.
10. Support schools to record careers events and activities through systematic evaluation.

GATSBY BENCHMARK 4

Linking curriculum learning to careers

All teachers link curriculum learning with careers.

TOP TIPS FOR EMPLOYERS

1. Meet with heads of curriculum that relate to your industry and network to understand how you might help to bring their specific modules to life. Visit the education, training and skills section of GOV.UK to find out what you need to know about the curriculum. Sign up for email alerts to stay well- informed.
2. Ask your Enterprise Coordinator for relevant reports or resources to provide examples of best practice.
3. Take up invitations to participate in activities and events at options time. Students and their parents are particularly receptive to messages about careers around this time. Students choose subjects they will study up to age 16 in year 8 or 9 early in the spring term. Post-16 options are chosen towards the end of the summer term in year 10 and the first part of the autumn term in year 11. The key period for post-18 options is the second half of the summer term in year 12 and the autumn term in year 13.
4. Work with subject teachers to develop problem-based challenges. These will show how the perspectives, methods and skills developed through subjects are used in working life to solve real problems.
5. Volunteer as a presenter, adviser or judge to help the school or college run curriculum enrichment activities, such as STEM clubs, Young Enterprise, Dragons Den and Apprentice of the Year competitions.
6. Actively look for colleagues and individuals in your network that would be relatable role models and inspiring speakers to students and teachers within your school.
7. Get in touch with your professional body to find out what resources they have developed to support careers in the curriculum.

GATSBY 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.

TOP TIPS FOR EMPLOYERS

1. Promote encounters as an exciting new staff development opportunity and a way of aiding retention, increasing motivation and attracting new recruits.
2. Build links with local schools and be prepared to reach out to both special and mainstream schools. Being rooted in local communities helps enhance your business reputation and diversifies your talent pool.
3. Ensure the role models and staff you deploy are well briefed and encourage interest and achievement from the broadest range of students.
4. Ensure consideration is given to what the students want to learn and the teaching activities that will best meet these.
5. Develop a shared approach with the school to plan and judge the general effectiveness of the encounters.
6. Explore ways in which both the teachers and students can benefit from the encounters.
7. See this as a long-term investment. Building relationships with local schools will help deliver sustainable high-impact programmes.
8. Share approaches and celebrate success within your sector and business networks.
9. Accept that success will not look the same to everyone and different routes and technical and academic pathways may be valid.

GATSBY BENCHMARK 6

Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience to help their exploration of career opportunities and expand their networks.

TOP TIPS FOR EMPLOYERS

1. Schools must decide whether adults working with pre16 work experience students need to be vetted by the Disclosure Barring Service.
2. Set open-ended and real-life projects to inspire students and develop their enterprise and problem-solving capabilities.
3. Formulate a policy for your organisation around the links you want to have with schools. It should explain the business and philanthropic case for having links, such as social responsibility and bringing on the next generation and enable you to prioritise your use of resources.
4. See your organisation's links with schools as a training and development opportunity for your staff, especially for newly-appointed staff who can learn valuable skills while supervising students.
5. Participate in local collaborative networks such as the local enterprise partnership, local chamber of commerce, Rotary or similar grouping to co-ordinate and plan links with schools.
6. Explore different work experience models and get accredited with the Fair Train work experience quality standard for employers.

GATSBY 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 academic and vocational routes and learning in schools, colleges, universities and the workplace.

TOP TIPS FOR EMPLOYERS

1. Outreach activities cannot be left to higher and further education institutions alone – employers can help tackle the deep-seated cultural and social reasons why young people from disadvantaged backgrounds are in danger of being left behind.
2. Highlight the significance of advanced further and higher education qualifications, including higher and degree level apprenticeships in your industry or sector.
3. Check with your professional body and/or HR department to ensure that you are passing on accurate and up-to-date information about the qualifications that are recognised in your industry and the wide range of entry points and routes.
4. Recognise that many parents still have an outmoded view of apprenticeships and may not have been to university or know how they have changed. Use your knowledge to bring them up to date.
5. Draw on your experience of applying for courses and jobs to pass on valuable advice to young people about being enterprising, determined and resilient when searching for apprenticeships or choosing higher education.
6. Anticipate the kinds of questions students may ask you. Asking direct questions about salary is not unusual so you may want to come armed with generalised information about salary ranges!

GATSBY 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 pupils but should be timed to meet their individual needs.

TOP TIPS FOR EMPLOYERS

1. Find out what arrangements the school has put in place for a student's personal guidance.
2. Assist the school in building coherence between the employer encounters and personal guidance.
3. Draw on the expertise of the Careers Adviser in getting to grips with the complex educational choices facing students and the destinations they choose. Help the Careers Adviser to work effectively with students by sharing information about employment trends in the organisation or sector you work in.
4. Ask the adviser for case studies and examples of students' aspirations to illustrate your talks or activities.
5. Work with the school to ensure students are prepared to benefit from employer encounters and experiences of work. Also ensure they have opportunities to reflect on what they have learned and how it relates to their career planning.
6. Encourage students to make best use of the personal guidance on offer.
7. If you receive feedback from students about access to or delivery of personal guidance, share it with the careers lead at the school.
8. Work with the school and the Careers Adviser to ensure personal guidance connects to other careers interventions and forms a meaningful whole.
9. Share information with schools about how you and your organisation support career development for new recruits and existing staff.