

# Tiffin School Careers Programme - Mapping to Gatsby Benchmarks

Further information on the Gatsby Benchmarks can be found [here](#).

Benchmark and summary	What we do
<p><b>1. A STABLE CAREERS PROGRAMME</b></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>	<p>Our School Careers Programme, backed by the Senior Leadership Team and the Governing Board, is published on our website for anyone to access under 'Tiffin Life' - 'Careers'. Parents can also access careers resources via <a href="#">UNIFROG</a></p> <p>We utilise our PPD days to enrich all students with careers guidance activities. (6 per year) with uploads onto UNIFROG via the Locker feature.</p> <p>UNIFROG access is shared with parents/guardians, students and staff for a well-rounded approach and to support all students.</p> <p>Our 21st Century Life delivers careers guidance through lessons, assemblies and activities.</p> <p>David Ryde, who is our Careers Leader and has the role of Head of Careers &amp; Progression, is responsible for the programme. He is a Level 7 qualified Careers Adviser.</p> <p>We evaluate the programme and each of the activities within it annually, utilising the following:</p> <ul style="list-style-type: none"><li>● The Compass Careers Benchmark Tool provided by the Careers and Enterprise Company</li><li>● The Gatsby Benchmarks and the 'Good Career Guidance The Next 10 Years' report</li><li>● Survey of teachers delivering aspects of the careers programme in PSHE</li><li>● Our destinations data</li><li>● Questions and feedback from parents in surveys</li><li>● Feedback from employers who have supported our careers programme.</li></ul>

<p><b>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b></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>	<p>We run careers lessons for each year group from Year 7. There is a range of subject specific, and careers in general, talks from alumni, local organisations and parents.</p> <p>In our Key Stage transition programmes, we emphasise the importance of research and good quality information in decision-making. Students use UNIFROG to look at their own options and pathways via PDD Careers Portfolio Workbooks (6 days)</p> <p>We utilise resources and aim to bring in speakers from a range of work areas beyond the traditionally known professions, to expand students' awareness of labour market opportunities and give them an up to date understanding of career paths.</p> <p>We run information sessions for parents at the same time as we are beginning to support their child through a Key Stage transition, to ensure that they are involved and well-informed about the options and the impact of these choices. In these, we also signpost parents to UNIFROG for useful resources, guides and links to reliable sources of information. They can also access this via Insight.</p> <p>We circulate a weekly "Careers News" bulletin to all students in years 7 to 13. Y12 and Y13 can also access a weekly Progression Bulletin. These include ideas and insights into careers, work experience, apprenticeships and higher education.</p> <p>PDD Days are directed careers guidance work days with an ongoing portfolio documents on UNIFROG collating work experience, seminars, careers work etc</p>
<p><b>3 ADDRESSING THE NEEDS OF EACH PUPIL</b></p> <p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate</p>	<p>We have an open-door policy for careers, for all year groups, and students are encouraged to drop in. We write up notes after these meetings, which are shared with the students, and - with informed consent - available to relevant tutors and HOY's, for information and follow-up.</p>

<p>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>	<p>For 1-to-1 careers meetings, we identify and prioritise students with additional needs: including SEND and Pupil Premium students, and those eligible for Free School Meals. We also consider additional data, for example to identify students who would be the first generation in their family to go to university, are Young Carers, or who live in areas with low participation in higher education. We actively engage disadvantaged students in careers guidance with a guaranteed 1-2-1 meeting each year.</p> <p>We actively promote ‘widening participation’ university and work experience opportunities, for example including these in Careers News and Progression Bulletins. Careers support contributes to ‘cultural capital’ - providing exposure to the knowledge, opportunities and experiences that will help students to thrive and that will positively impact their awareness, ambition and ability to move on to positive and sustained destinations.</p> <p>We are signed up for our SEND students to receive extra support from Year 10 from ‘Achieving for Children’ through the ‘Next Steps Programme’.</p> <p>In each engagement with employers/employees we seek to represent a variety of work areas and workers of different ethnicities and we encourage all students to consider a full range of industries and careers.</p> <p>The destinations of our students are overseen by the Head of Sixth Form and published on our website.</p>
<p><b>4 LINKING CURRICULUM LEARNING TO CAREERS</b></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</p>	<p>At Tiffin, STEM subjects are held in very high regard by students and parents, as evidenced by the high take-up of the sciences and Maths at A Level and the university course and work choices of our leavers. However, in the careers programme balance is paramount and we also promote the benefits of arts, humanities and social science pathways and a broad curriculum.</p>

<p>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>	<p>KS3 and KS4 careers lessons consider which skills are developed within the curriculum, by different subjects.</p> <p>The Year 9 options support helps students to consider links between GCSE subjects and post-16 options.</p> <p>The 6th form progression programme encourages students to consider links between A Level subjects and post-18 options.</p> <p>We also look to develop other opportunities for helping students to explore links between the curriculum and careers. Examples include: the Maths department running a data session and stock market session in Key Stage 3. School trips (e.g. for Classics) often involve meeting people who work in a related field and trips to events like 'Chemistry in Action' lectures apply the subject or curriculum in work contexts.</p> <p>UNIFROG is used for market and career information linked to individual students needs/interests.</p>
<p><b>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b></p> <p>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.</p>	<p>Years 7 and 8 will undertake Speed Careers during activities week.</p> <p>Work experience opportunities will be encouraged on PDD days as part of our careers guidance project. This will include virtual, face to face, take your son to work day and online information.</p> <p>5 days/opportunities for KS3 (7-9) 5 days face to face for KS4 (10-11)</p> <p>Year 10 careers days have included the National Careers Challenge and an Employability Workshop run by Young Enterprise.</p> <p>Year 12 students have the opportunity to visit an advertising agency, as part of the Advertising Unlocked initiative.</p>

	<p>Students from Year 10 up, have the opportunity to participate in the Young Reporters Scheme, run by Newsquest Media Group.</p> <p>Students from Year 8 up, have apprenticeships speakers, as part of National Apprenticeship Week.</p> <p>We invite alumni back to talk about their career paths, the reality of their jobs (for good and bad), what has helped them find their direction and what is valued in their industry.</p> <p>We are also in the process of further developing our relationships with employers, working with the South London Careers Hub.</p>
<p><b>6 EXPERIENCE OF WORKPLACES</b></p> <p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<p>Work experience and insight opportunities - in-person and virtual - are circulated weekly to students, via 'Careers News' and Y12 and Y13 Progression Bulletins.</p> <p>5 days work experience at KS3- mixture of PDD days and activities week.</p> <p>5 days work experience at KS4- 4 days during activities week (Year 10), 1+ days PDD/Post exams (Year 11)</p> <p>Year 11 and Year 12 are encouraged and supported to look for work experience and volunteering opportunities in the period following summer exams. Sessions on researching and finding opportunities are included in the careers programme.</p>
<p><b>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b></p> <p>All pupils should understand the full range of learning opportunities that are</p>	<p>During the Year 9 options programme we introduce alternative options like UTCs, and what subjects and qualifications they offer, and signpost to their open days.</p> <p>During our post-16 options programme we introduce students to the range of pathways and qualifications available, including technical education qualifications like BTECs and T Levels and</p>

<p>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.</p>	<p>how they differ from A Levels; plus apprenticeships.</p> <p>A local college presents to Y10 students, on technical qualifications and apprenticeships, and on college life.</p> <p>We sign post students to information about a variety of qualifications and subject areas on UNIFROG via our PDD Careers Guidance Days. This is backed up by advice we give in individual meetings with students and can be seen in our meeting notes. The importance of exploring alternative options is reinforced by presentations from the Head of Year.</p> <p>During our post-18 options programme we run sessions on the range of options, including: UK university, universities overseas and apprenticeships.</p> <p>Students are encouraged to attend university open days and apprenticeship and career insight sessions.</p>
<p><b>8 PERSONAL GUIDANCE</b></p> <p>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 and other key staff to ensure personal guidance is</p>	<p>Every Year 11 and 12 student has the opportunity for a 1-to-1 meeting with the Head of Careers, who is a L7 qualified careers advisor.</p> <p>Priority students are identified and discussed with the SENCO and Heads of Year. This includes all Disadvantaged students, including SEND, Pupil Premium and those eligible for Free School Meals who receive a meeting each year.</p> <p>Access to career guidance is also delivered in small groups (based on interests)</p> <p>We have an open-door, drop-in policy, and the careers office sign makes it clear that we are available for students to drop in. This message is contained in every Careers News and Progression Bulletin. KS3 and KS4 students are encouraged to drop-in before school, break, lunch and after school. 6th form students are additionally encouraged to utilise free periods.</p> <p>Meeting notes are shared with the students, and - with informed consent - available to relevant tutors and HOY's, for information and follow-up. These are kept in UNIFROG locker feature.</p>

effective and embedded in the careers programme.	
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