



Life after Laurus

A guide for staff

The intended audience for this document is **staff**.

All students have an equal entitlement to high quality Careers Education, Information, Advice and Guidance at Laurus schools that helps to prepare them for choices and transitions affecting their future education, training and employment.

The government has created a framework of guidelines that as a school we should look to implement. These are known as the Gatsby Benchmarks, a framework of 8 guidelines that define the best careers provision in schools and colleges. The Careers Strategy is built around them, and they make a great place to start for planning or improving your programme.

The Eight Gatsby Benchmarks

1. A stable careers programme. ...
2. Learning from career and labour market information. ...
3. Addressing the needs of each pupil. ...
4. Linking curriculum learning to careers. ...
5. Encounters with employers and employees. ...
6. Experiences of workplaces. ...
7. Encounters with further and higher education. ...
8. Personal guidance.

Click for more information: <https://www.careersandenterprise.co.uk/educators/gatsby-benchmarks/>

Ofsted will review the quality of Careers Education as part of the school review:

Careers information, education, advice and guidance

256. All secondary schools are expected to provide effective careers information, education, advice and guidance (CIEAG), in line with the statutory '[Careers guidance and access for education and training providers](#)', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

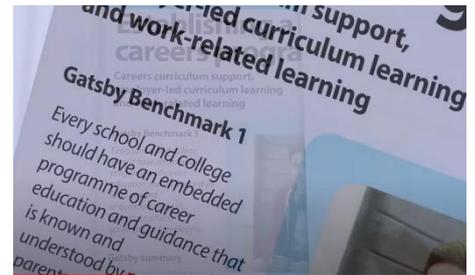
257. As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships



An Introduction

"Watch this video about the Gatsby Benchmarks and why they were introduced"



The Gatsby Benchmark

"This will provide you with an understanding of the Gatsby Benchmarks for schools"



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- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

258. In assessing a secondary school's personal development offer, inspectors will assess the quality of CIEAG and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

- the quality of the unbiased careers advice and guidance provided to pupils
- the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
- how the school provides good quality, meaningful opportunities for pupils to encounter the world of work
- the school's use of the [Gatsby Benchmarks](#)
- the school's published information about its CIEAG provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

259. If a school is not meeting the requirements of the Baker Clause, inspectors will state this in the inspection report. They will consider what impact this has on the quality of CIEAG and the subsequent judgement for personal development.

ALL teaching staff have a responsibility to ensure that Careers Education is embedded into their teaching as part of the curriculum. This will be built into curriculum plans.