

GATSBY BENCHMARKS

This Career Education and Guidance Policy is based on the 'Gatsby Benchmarks' which is a set of 8 key benchmarks that defines a world-class careers service.

Benchmark		Benchmark Explanation	College Interventions
1.	A stable careers programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.	<ul style="list-style-type: none"> Waltham Forest College will implement a stable, structured careers programme that has the explicit backing of the Senior Leadership Team and will identify and appropriately train a person responsible for it. The careers programme will be published on the college website in a way that enables learners, parents, college staff, employers and other agencies to access and understand it. The careers programme will be regularly evaluated with feedback from learners, parents, college staff, employers and other agencies as part of the evaluation process.
2.	Learning from career and labour market information	Every learner, and their parents (where appropriate), should have access to good 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.	<ul style="list-style-type: none"> All learners will have access to and use information about career paths and the labour market to inform their own decisions on study options. Parents/carers will be encouraged to access and use information about labour markets and future study options to inform and offer support to the learners in their care. Labour market information will be used in marketing materials and further information will be found on the Moodle page.

3.	Addressing the needs of each student	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • Waltham Forest College's careers programme will actively seek to challenge stereotypical thinking and raise aspirations. • Waltham Forest College will keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. • The records of advice given will be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records will be kept from the first point of contact or from the point of transition. • All learners should have access to these records to support their career development. • Waltham Forest College will collect and maintain accurate data for each learner on their education, training or employment destinations.
4.	Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	<ul style="list-style-type: none"> • Every learner will have the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of different occupations. • All learners will have access to developing their softer skills through the enrichment 'Get Skills' provision. • Waltham Forest College will emphasise the importance of maths and English.
5.	Encounters with employers and employee	Every learner 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	<ul style="list-style-type: none"> • Every year, alongside their study programme, learners will participate in at least two meaningful encounters with an employer.

		range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include learners' own part time employment where it exists.	<ul style="list-style-type: none"> • A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace. • At least one encounter should be delivered through their curriculum area and the other will be facilitated by a work placement. • The colleges will consider and take account of learners' own part-time employment and how that influences their own development.
6.	Experiences of workplaces	Every learner 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.	<ul style="list-style-type: none"> • By the end of year every learner on study programme will have had at least one experience of a workplace, additional to any part-time jobs they may have. • The College will organise insight days where employers visit the College to discuss career paths and employer expectations within sectors. • All learners will have access to developing their softer skills through the enrichment 'Get Skills' provision, which will be delivered by employers and external agencies. • The College will set up a meaningful work experience opportunity so learners have the opportunity to learn about what work is like or what it takes to be successful in the workplace.
7.	Encounters with further and higher education	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the end of the programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. • This will include a range of further education colleges, higher education providers and organisations that provide apprenticeship

			<ul style="list-style-type: none"> • The College will achieve this by organising HE, Jobs and Apprenticeship fairs and through the organisation of bespoke workshops. • The Learner Services Team will facilitate contact with other agencies or training providers through the delivery of high quality, impartial careers information, advice and guidance.
8.	Personal guidance	<p>Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.</p> <p>* The college should ensure that access to a level 6 adviser is available when needed.</p>	<ul style="list-style-type: none"> • All learners will have access to a trained Careers Advisor where appointments can be booked via Learner Service. • The College has partnerships with the National Careers Service who will continue to support the delivery of high quality, impartial careers information, advice and guidance • The College has also partnered up with the London Metropolitan University to deliver advice and guidance to learners who wish to pursue HE pathways.