

Gatsby Benchmarks

The Gatsby Charitable Foundation commissioned Sir John Holman - Emeritus Professor of Chemistry at the University of York, senior education adviser and former Headteacher - with setting out what career guidance in England would be like if it was good by international standards. Eight benchmarks for good careers were established (see table below). The Careers and Enterprise Company Audit and Development tool utilises the Gatsby benchmarks to assess careers and in particular enterprise, which are benchmarks 4, 5 and 6.

Gatsby Benchmark	Definition	Category
1 A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.	<ul style="list-style-type: none"> Talks and websites CV workshops Mock interviews Mentoring Employability workshops Enterprise activities Employer – delivered classroom learning
2 Learning from Career and Labour Market Information	Every pupil, and their parents, 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.	
3 Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	
4 Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.	
5 Encounters with Employers and Employees	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 activities including visiting speakers, mentoring and enterprise schemes.	
6 Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	
7 Encounters with Further and Higher Education	All pupils 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"> Workplace visits and experience Work shadowing Volunteering and citizenship
8 Personal Guidance	Every pupil should have opportunities for guidance interviews with a career 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.	