

GATSBY BENCHMARKS

Bedford High School have achieved 100% across all

Gatsby Benchmarks

The Gatsby Benchmarks have been central to government statutory guidance for secondary and guidance for colleges since 2018. Since then, national performance against the eight benchmarks has more than tripled.

The eight benchmarks define world-class careers guidance for young people in England, based on international evidence. They are now used in over 4,700 secondary schools, colleges and independent training providers.

In 2024, following two years of extensive research and consultation, the Gatsby Benchmarks were updated to ensure they continue to define world-class career guidance for young people.

The Eight Gatsby Benchmarks:

1. A stable careers programme:

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.

2. Learning from career and labour market information:

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.

3. Addressing the needs of each pupil:

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate 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.

4. Linking curriculum learning to careers:

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

6. Experiences of workplaces:

Every learner should have first-hand experiences of workplaces 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, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

8. Personal guidance:

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 effective and embedded in the careers programme.