

<b>Gatsby Benchmark</b>	<b>Summary</b>	<b>Criteria</b>	<b>How BMS will achieve the Benchmark</b>
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, parents, teachers, governors and employers.	<p>1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.</p> <p>1.2 The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area.</p> <p>1.3 The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	Our SLT and Governors back the BMS Careers Programme and our designated and trained person who is responsible for the delivery of Careers Education in BMS is Suzie McCreath Bird who will complete this alongside her role as Head of Year 7. The programme is evaluated annually by pupils, staff and all stakeholders. Parents will be asked for their evaluation comments after 'Careers Week'. Careers Week will take place in June 2019.
2.Learning from career and labour market information (LMI)	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.	<p>2.1 By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	Provide parents with links to websites and share appropriate information via parentmail. Ask local employers and experts to speak to pupils explaining career paths and labour market information (salaries etc). Provide pupils with opportunities to learn how to do such things as 'write CVs, apply for jobs' etc
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.	<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>3.3 All pupils should have access to these records to support their career development.</p> <p>3.4 Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.</p>	STEM sessions provided for pupils where gender stereotypes are challenged. BMS will seek to liaise with Berwick Academy to track each pupil's destinations after they leave school. Pupils will be provided with opportunities to compose a CV and take part in a mock interview in order to gain feedback about how they present themselves to others including speech, body language and confidence.

<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>4.1 By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>	<p>STEM / careers related activities in school to include: Energiser (mechanics) workshop, Salters chemistry festival held at Newcastle University, civil engineering competition and initial assembly, MSP, Ahlstrom, vets, Northumberland wildlife trust. Contact STEM Learning and Newcastle University outreach programme to deliver workshops in school. Ensure staff are making references to STEM related careers as appropriate for the topic/subject they are teaching. Such as (zoology, botany, ecology, conservation, Sports Science, Electrical engineering, mechanical engineering, doctor/surgeon/vet etc and forensic science in Science lessons for example. Deliver CPD to ensure all staff are on board and aware of their responsibility to link pupils learning with careers.</p>
<p>5. Encounters with employers and employees</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 activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>	<p>School will invite a variety of people from a range of career paths into school to be interviewed by pupils during Careers Week. This will give them an insight into various jobs and skills that are valued in the workplace. BMS will seek to invite Northumberland Education Business Partnership to deliver sessions to pupils that focus on employability skills. Guest speakers will visit school throughout the year as well as in Careers Week to inform pupils of their experiences in education, training and work. BMS will access modules from the Princes Trust 'Achieve' Programme and deliver these to pupils in school.</p>
<p>6. Experiences of workplaces</p>	<p>Every pupil 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.</p>	<p>6.1 By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 6.2 By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<p>At BMS we will endeavour to provide our pupils with at least two opportunities to experience the workplace. This will happen as part of Careers Week where pupils will participate in two separate 'work placements' in the local area in a field of work or their preference.</p>
<p>7. Encounters with further and higher education</p>	<p>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.</p>	<p>7.1 By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 7.2 By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>	<p>During Careers Week, guest speakers from the following providers will come into school to deliver sessions with pupils giving them further information that they each provide: Colleges/University/Apprenticeships/Job centre.</p>

## 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.

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.

BMS will seek to liaise with Berwick Academy, partnership schools, NEBP and other experts to tap into their Careers Guidance and/or Careers Advisor.