

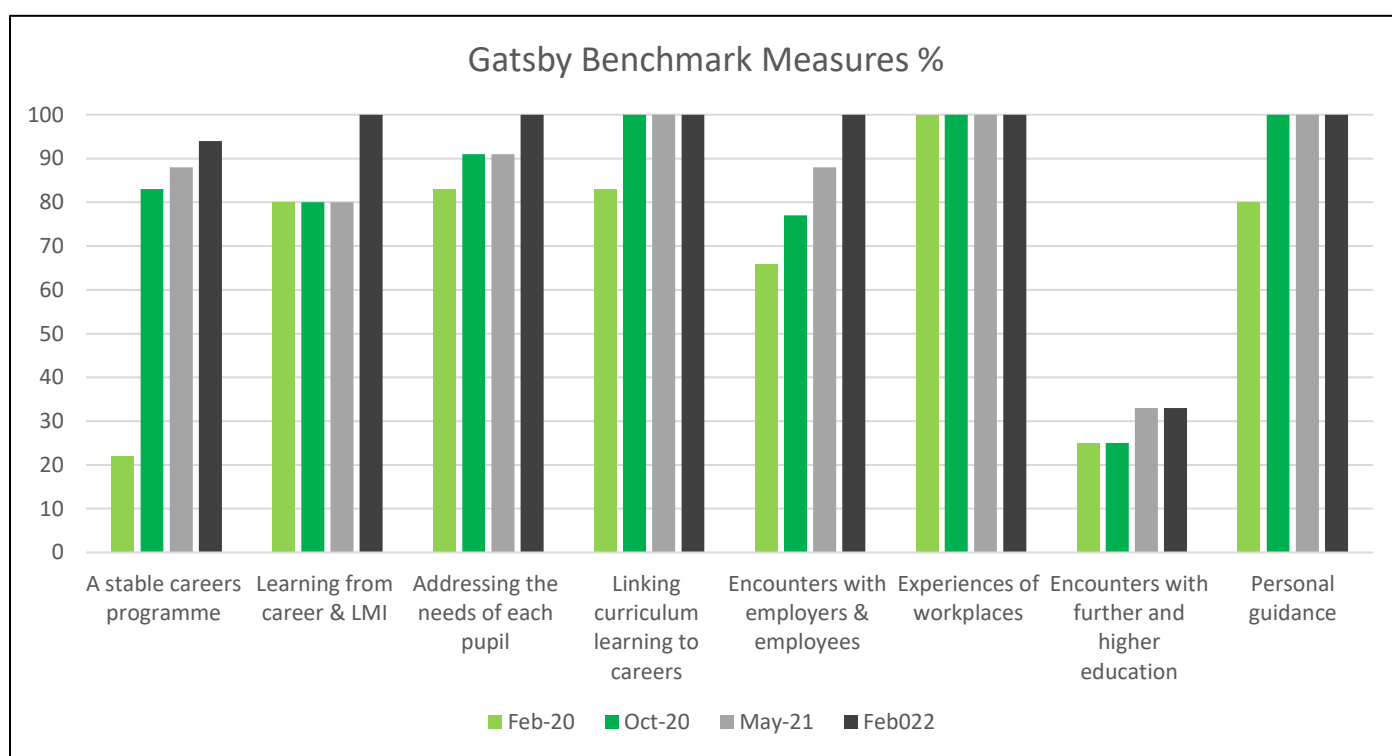


## Gatsby Benchmark Measures - Employ My Ability

### Comparison Evaluation Using Compass Career Benchmark Tool Updated report for February 2022

Compass evaluates a school or college's careers provisions against the eight benchmarks of best practice - known as the Gatsby Benchmarks. Employ My Ability completes the evaluation to ensure we continue offering the best provision possible for our students. EMA use the mainstream college assessment as it is more challenging and difficult to achieve 100% on the 8 measures in comparison to using the Special School assessment tool also offered by Compass. Using the mainstream college assessment, EMA continues to score 100% on many of the Gatsby Benchmark Measures. The evaluation is a useful way of measuring the positive work undertaken and identify the areas where we can expand and improve the careers education, information, advice and guidance work that we undertake and offer to ensure we continue aiming for 100% success in all 8 areas of Careers education. Paula Harris, EMA Careers lead, has completed the evaluation and written this brief summary in preparation to handover to the new careers leader within the organisation.

The table compares and identifies the progress made since February 2020.



**February 2022 update** - Employ My Ability have really focused on the benchmarks over the past 2 years as illustrated in the positive progress of the careers provision for all students. Employ My Ability now score 100% for 6 out of 8 Gatsby Benchmark Measures. This shows a massive increase compared to 3 measures scoring 100% in May 2021. A stable careers programme now achieves a measure of 94% compared to 88% nearly 1 year ago.

The one low scoring Benchmark measure is under the section of encounters with Further and Higher education providers. There are robust plans in place for this score to be increased with tours of colleges being planned for the last term and a plan for providers to come onto site to give presentations/talks ensuring students fully understand the offers available to them moving forwards.



### **Benchmark 1 – A stable Careers Programme**

**94%**

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.

**Actions** – To continue building the current CEIAG programme, regular review and evaluation, ensure the programme continues to be advertised and shared with students, parents, stakeholders and employers. Matrix standard being completed. More parental involvement with information provided for options post Employ My Ability.

### **Benchmark 2 - Learning from career & labour market information**

**100%**

Every learner, 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.

**Actions** - EMA now have a more structured evidence programme with RARPA. The Careers programme of work is evidenced on Multi Me for each student with clear vocational targets. Explore adding external links on the new website to transition events and guest speakers.

### **Benchmark 3 Addressing the needs of each pupil**

**100%**

Advice and support should be tailored to the needs of each learner. Keeping good records of learners and their destinations after school will help.

**Actions** - There has been the introduction of progression plans with goals identified. The goals are recorded on Multi Me and reviewed half termly. EMA track leavers destinations.

### **Benchmark 4 - Linking curriculum learning to careers**

**100%**

Careers and enterprise education should be part of and included in a learner's standard lessons, linking curriculum to real-world career paths.

**Actions** – continue with embedding the CEIAG policy across the college; feedback for each annual review from the careers adviser is provided; meaningful, progressive targets reviewed for work experience every 6 weeks.

### **Benchmark 5 - Encounters with employers & employees**

**100%**

All learners should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.

**Actions** – Part time work undertaken by students is recorded in the assessment and the influence this has on their learning. Targets being set with the employer and student to enable progression tracking and joined up working has been implemented. Feedback from employers and industry professionals take place regularly with work placement co-ordinator.

### **Benchmark 6 - Experiences of workplaces**

**100%**

It's important for learners to experience the workplace environment to understand the context in which they could one day be working.

**Actions** - Continue expanding offsite work experience opportunities including maintenance/gardening.

### **Benchmark 7 - Encounters with further and higher education**

**33%**

Careers provision should cover further and higher education as well as potential professions. Learners should have encounters with these organisations whilst at school.

**Actions** - Take students to visit sites and increase links with colleges with a view to exploring study options and careers opportunities. Consider the use of virtual tours during times where it is difficult to do actual site visits. Gilling campus have implemented tours (virtual) with planned site tours coming up. Moreton campus are still exploring this and planning on putting it into action in the last term. Apprenticeship providers can be invited onto campus to give talks and Universities can be visited to explore what employment opportunities there are as well as study options.

### **Benchmark 8 - Personal guidance**

**100%**

Every learner should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.

**Actions** - EMA to continue progressing personal careers guidance programme for all students ensuring evidence of discussions and how this informs differentiated and individualised timetables.