**Prompt questions for support & review of Compass completions – Schools version**

As a school reaches eight Gatsby Benchmarks, it is important to feel confident that each school’s interpretation of the benchmarks, aligns with others across the country.

These prompt questions are designed to support a review process, enabling every school to feel confident they have achieved all eight benchmarks securely. Please note that these questions are prompts to encourage further good practice rather than add additional sub benchmark questions.

These questions could be used by an Enterprise Coordinator or an Enterprise Adviser in their meetings with Careers Leaders to encourage reflection on the quality of the school’s current provision. These may also be used Careers Leaders/School Leaders themselves in peer to peer review meetings with other schools.

This process should also help to shape a school’s next steps for continued improvement.

If you have any questions about the use of the document or any feedback please email: education@careersandenterprise.co.uk

**Gatsby Benchmark 1 – A stable careers programme**

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| **Benchmark 1 Prompt Questions** | **Notes** |
| Does the institution meet statutory requirements? |  |
| Is CL from SLT or have access to and support from SLT? |  |
| What is the intent of the careers programme? |  |
| How are learning outcomes within the careers programme identified and measured? |  |
| What time/resource is available for careers programme? |  |
| How is careers programme evaluated? |  |
| How does evaluation of careers programme drive progress? |  |
| How does stakeholder voice inform careers programme? |  |
| What is included in whole staff CPD around careers programme and aims? |  |
| Is EA used as a critical friend around the careers programme development and review? |  |
| How do governors engage with the careers programme? |  |
| How does CL engage with (other) members of SLT to develop careers programme? |  |
| Has CL/key staff/EA completed online CEC training? |  |
| Has CL completed CL face to face training? |  |
| Is careers programme available on website and accessible/understandable to all stakeholders? |  |

**Benchmark 1 Action Plan for continuous improvement**

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| **Action** | **Who?** | **Resource** | **When?** |
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**Gatsby Benchmark 2 – Learning from careers and labour market information**

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| **Benchmark 2 Prompt Questions** | **Notes** |
| How are key stakeholders informed and updated about LMI? |  |
| How is CL confident that LMI is understood and used appropriately by key stakeholders? |  |
| How are alumni being used within careers programme? |  |
| How does destination data inform careers programme? |  |
| How is LMI progressively covered throughout careers programme for students? |  |
| How are personal guidance professionals engaged with how LMI is delivered within the institution? |  |

**Benchmark 2 Action Plan for continuous improvement**

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| **Action** | **Who?** | **Resource** | **When?** |
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**Gatsby Benchmark 3 – Addressing the needs of each student**

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| **Benchmark 3 Prompt Questions** | **Notes** |
| How are student needs identified to inform careers programme? |  |
| How is career programme tracked and monitored? |  |
| Are there gaps in provision for any groups within career programme? |  |
| Has institution identified any groups/individuals at risk of disengagement/NEET and what action has been taken (impact?) |  |
| Is there a widening participation plan for the school? |  |
| How does the institution approach challenging stereotypes?  |  |

**Benchmark 3 Action Plan for continuous improvement**

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| **Action** | **Who?** | **Resource** | **When?** |
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**Gatsby Benchmark 4 – Linking curriculum to careers**

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| **Benchmark 4 Prompt Questions** | **Notes** |
| How does CL engage with middle leaders? |  |
| What time/resource is given to career learning outcomes (CVs, mock interviews, etc.) |  |
| What CPD/support is available to staff delivering career learning outcomes? |  |
| How do middle leaders, tutors and subject teaching staff support with delivery of careers programme? |  |
| How are career learning outputs (CVs, mock interview, etc.) planned into careers programme? |  |
| How are teaching staff encouraged to think about how they can 'teach through the lens' of careers? |  |
| Is impact of careers through the curriculum ('through the lens') mapped in terms of effect on attendance, progress, behaviour, etc? |  |
| How is extra-curricular and social action activity tracked and recorded within careers programme? |  |
| How is STEM championed throughout the curriculum? |  |

**Benchmark 4 Action Plan for continuous improvement**

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| **Action** | **Who?** | **Resource** | **When?** |
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**Gatsby Benchmark 5 – Encounters with employers and employees**

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| **Benchmark 5 Prompt Questions** | **Notes** |
| Is employer engagement progressive through the key stages? |  |
| How do employer encounters support with meeting identified learning outcomes (BM1)? |  |
| How are students/teachers/employers/parents supported to maximise impact of employer encounters? |  |
| Is there a protocol for welcoming employers into the school and maintaining positive relationships? |  |
| How are employer encounters evaluated? |  |
| How are employer encounters linked to BM4? |  |
| Is the institution aware of LEP strategic economic plan and how is it referred to? |  |

**Benchmark 5 Action Plan for continuous improvement**

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| **Action** | **Who?** | **Resource** | **When?** |
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**Gatsby Benchmark 6 – Experiences of workplaces**

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| **Benchmark 6 Prompt Questions** | **Notes** |
| What is the intent of any experiences of work? |  |
| What are key planned leaning outcomes from experiences of work? |  |
| How are experiences of work implemented? |  |
| How are experiences of the workplace progressive for students within the careers programme? |  |
| How are students/teachers/employers and parents prepared for experiences of work? |  |
| How are experiences of work evaluated? How is impact measured? |  |
| How do experiences of work fit within a progressive careers programme? |  |

**Benchmark 6 Action Plan for continuous improvement**

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| **Action** | **Who?** | **Resource** | **When?** |
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**Gatsby Benchmark 7 – Encounters with further and higher education**

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| **Benchmark 7 Prompt Questions** | **Notes** |
| What are planned career learning outcomes from FE/HE visits? |  |
| How is consideration of FE/HE visits and interventions progressive through the careers programme? |  |
| How is impact of FE/HE visits measured? |  |
| How do students learn about the full range of learning opportunities that are available to them? |  |

**Benchmark 7 Action Plan for continuous improvement**

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| **Action** | **Who?** | **Resource** | **When?** |
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**Gatsby Benchmark 8 – Personal guidance**

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| **Benchmark 8 Prompt Questions** | **Notes** |
| How is independent/impartial personal guidance provided to students? |  |
| How is personal guidance service commissioned and evaluated? |  |
| How are interviews embedded for students - how are students prepared/debriefed? |  |
| How is action planning supported and monitored? |  |

**Benchmark 8 Action Plan for continuous improvement**

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| **Action** | **Who?** | **Resource** | **When?** |
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