

Gatsby Benchmark	Further details from statutory guidance	How Innervate supports schools	Evidence of impact/ evidence to support Ofsted inspection	Section/ No
<p>1. A stable careers programme</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<p>Recommendations for schools:</p> <ul style="list-style-type: none"> • be working towards the Quality in Careers award which is set against the benchmarks • work with the Careers & Enterprise Company who can help produce an employer engagement plan which feeds into the school's careers programme 	<p>Innervate Evidence:</p> <p>Innervate CEIAG Delivery Calendar</p> <p>Innervate Career Services Growing Aspirations & Looking Forward Programme</p> <p>Example Innervate Audit to evaluate current careers programme</p> <hr/> <p>Suggested school evidence:</p> <p>Annual Careers Programme Plan for school including a range of activities, employers, external career guidance for each year group</p> <p>Feedback & Evaluation of the Careers Programme activities by students, parents, teachers and employers</p> <p>Minutes/ actions from Governor meetings discussing strategy & involvement with the schools careers Programme</p> <p>Screenshots of website</p> <p>Work in progress/ Certificate – Quality in Careers Award</p> <p>Communication/ Minutes/ Work with the Careers & Enterprise Company</p> <p>Employer Engagement Plan</p>	<p>Section 1: 1</p> <p>1:2</p> <p>1:3</p>

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<p>2.Learning from career and labour market information</p> <p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. <u>They will need the support of an informed adviser to make best use of available information.</u></p>	<ul style="list-style-type: none"> 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. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<p>Recommendations for schools:</p> <ul style="list-style-type: none"> be using resources that are free such as LMI for all and do not need to pay for on-line platforms 	<ul style="list-style-type: none"> We have experience of using many on-line resources and websites – can recommend and help the Careers Leader coordinate resources into the careers programme Innervate advisers can deliver LMI lessons and provide inset sessions to teachers Can provide information sessions for parents Our career guidance process supports the students’ career exploration and the use of career research and labour market information 	<p>Innervate Evidence: Resources & career lessons on LMI & careers</p>	Section 2:1
				<p>Personal Guidance – Our Approach & Professional Standards: provides an overview of the content for career exploration discussion</p> <p>Providing Current, Relevant & Accurate IAG – Participating in CPD</p> <p>Career Adviser’s CPD Log</p> <p>Career Action Plans</p>	8:2 2:2 2:3 3:4
				<p>Suggested school evidence: Scheme of work/ timetable indicating when year groups access and use LMI and Career resources</p> <p>Lesson plans providing learning objectives and outcomes</p> <p>Presentations from parent information event/ screenshots from school website detailing how parents can access Career & LMI resources</p>	

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<p>3.Addressing the needs of each student</p> <p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 	<p>Recommendations for schools:</p> <ul style="list-style-type: none"> Developing record keeping that shows how many key figures: tutor, HOY, subject specific, as well as careers personnel have all interacted, contributed and supported the learner with their career planning. Using destinations to measure and evaluate their current career provision 	<p>Innervate Evidence: Addressing the Needs of Each Student: Our Approach & Methods – including Caseload Preparation</p> <p>Interview History Reports for whole cohort, SEND Y11/10 & Pupil Premium Y11</p> <p>Year 10 One to one Interview Breakdown</p> <p>Career Action Plans</p> <p>Intended Destination Reports & Impact of our Career Service</p> <p>Case Studies</p> <p>Innervate CEIAG Delivery Calendar</p> <hr/> <p>Suggested school evidence: School records & reports showing range of interventions detailing how student has been supported by internal staff and external organisations like Innervate</p> <p>Destination Data</p> <p>Case Studies of student success and aspirations despite circumstances</p>	<p>Section 3: 1</p> <p>3:2</p> <p>3:3</p> <p>3:4</p> <p>3:5</p> <p>3:6</p> <p>1: 1</p>

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<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>	<ul style="list-style-type: none"> 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>Recommendations for schools:</p> <ul style="list-style-type: none"> Enabling teachers to take an active role in teaching careers and making the link to jobs and work through their subject lessons Careers not just in PSHE but delivered through the curriculum 	<ul style="list-style-type: none"> Innervate can provide support to teachers with resources, lesson planning and activity selection 	<p>Innervate Evidence: Career Inset Activities for Teachers</p>	<p>Section 4:1</p>
				<p>Suggested school evidence: Lesson plans/ presentations/ handouts created and delivered by teachers linking their subject to careers</p> <p>Scheme of work & timetables demonstrating how and when teachers from every subject are providing careers learning</p> <p>STEM specific career learning in lessons</p>	

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<p>5.Encounters with employers and employees</p> <p>Every student 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>	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<p>Recommendations for schools:</p> <ul style="list-style-type: none"> Providing at least one employer contact each year One STEM encounter before year 11 Enabling learning the key skills employers want "employability" Working with the Careers & Enterprise Company to identify an Enterprise Adviser 	<ul style="list-style-type: none"> Innervate advisers can ensure encounters are meaningful by providing follow up interactions (one to one or group meetings) to consider what the student has learnt and help the student reflect upon how this may impact on their career planning 	<p>Innervate Evidence:</p> <p>Career Inset Activities for Teachers</p> <p>Employability Career Lesson</p> <p>Personal Guidance – Our Approach & Professional Standards: provides an overview of how our advisers support students' reflection</p> <p>Case Studies</p>	<p>Section 4:1</p> <p>5:1</p> <p>8:2</p> <p>3:6</p>
				<p>Suggested school evidence:</p> <p>Annual Careers Programme Plan demonstrating how each year group participates in an encounter with an employer/ employee</p> <p>Presentations and activities delivered by employers and employees showing the key skills employers want</p> <p>STEM related employer encounter</p> <p>Feedback/ reflections from students to measure "meaningful"</p> <p>Communication/ planned actions from work with Careers Enterprise Company to identify an Enterprise Adviser</p>	

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<p>6.Experiences of workplaces</p> <p>Every student 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>	<ul style="list-style-type: none"> 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. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 	<p>Recommendations for schools:</p> <ul style="list-style-type: none"> Ensuring access to the workplace – does not have to be work experience, could be work visits Schools must demonstrate how they differentiate support for SEND students to access and make the most of an experience of the work place 	<ul style="list-style-type: none"> Innervate advisers can help students understand, prepare for and de-brief from such experiences of the work place and reflect upon the impact for their career planning 	<p>Innervate Evidence:</p> <p>Employability Career Lesson</p> <p>Personal Guidance – Our Approach & Professional Standards: provides an overview of how our advisers support students’ preparation and reflection</p> <p>Case Studies</p>	<p>Section 5:1</p>
				<p>Suggested school evidence:</p> <p>Annual Careers Programme Plan demonstrating how each year group participates in a work place visit and/ or work experience</p> <p>Record/ Log of work place visits and/ or work experiences</p> <p>Case studies demonstrating differentiated support for SEND</p> <p>Feedback/ reflections from students to measure impact on their exploration of career opportunities, and expand their networks</p>	<p>8:2</p> <p>3:6</p>

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<p>7.Encounters with further and higher education</p> <p>All students 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>Recommendations for schools:</p> <ul style="list-style-type: none"> Allowing access to providers of technical apprenticeships not just to selected students, but all students. Suggest how they are actively enabling all students to explore all options post-16 and not only encouraging students to stay at the school's sixth form or preferred education provider 	<ul style="list-style-type: none"> Innervate ensure that our information, advice and guidance is free from bias and impartial at all times By being an independent careers guidance provider we strive to ensure all students access IAG regarding all options, pathways and providers Our whole-cohort activities and presentations ensure all students access a wide range of options Innervate advisers can help students understand, prepare for and de-brief from such encounters with further and higher education providers and reflect upon the impact for their career planning 	<p>Innervate Evidence:</p> <p>Personal Guidance – Our Approach & Professional Standards: provides an overview of how our advisers support students' consideration of opportunities as well as the importance of practicing impartially</p> <p>Content of "What Next?" Assembly & Career Lesson</p> <p>Case Studies</p> <hr/> <p>Suggested school evidence:</p> <p>Annual Careers Programme Plan demonstrating how each year group participates in an encounter with an FE, HE and Training Providers</p> <p>Reporting highlighting how all students are allowed access to providers of technical apprenticeships</p> <p>Presentations and activities delivered by FE & HE Providers</p> <p>Record/ Log of visits and activities with providers</p> <p>Feedback/ reflections from students to measure their understanding of learning opportunities available to them</p>	<p>Section: 8:2</p> <p>7:1</p> <p>3:6</p>

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<p>8. Personal guidance</p> <p>Every student 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.</p>	<ul style="list-style-type: none"> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	<p>Recommendations for schools:</p> <ul style="list-style-type: none"> Only use career advisers who are on the CDI Professional register Qualified to level 6/7 Buy in services from Matrix accredited organisations 	<p>Innervate Evidence:</p> <p>Contract with Innervate</p> <p>Addressing the Needs of Each Student: Our Approach & Methods</p> <p>Personal Guidance – Our Approach & Professional Standards</p> <p>Matrix Accreditation Certificate</p> <p>Innervate Careers Guidance & Education Quality Assurance Processes/ Evaluation Methods</p> <p>Personal Guidance - Quality Observations</p> <p>Personal Guidance Interview – Student Evaluation & Feedback</p> <p>Providing Current, Relevant & Accurate IAG – Participating in CPD/ with logs</p> <p>Case Studies</p> <p>Career Action Plans</p> <p>Suggested school evidence:</p> <p>Communication/ planning documents/ records between school’s Careers Leader/ Manager and Innervate Career Services</p>	<p>Section 8:1</p> <p>3: 1</p> <p>8:2</p> <p>8:3</p> <p>8:4</p> <p>8:5</p> <p>2:2</p> <p>3:6</p> <p>3:4</p>

How Innervate will continue to support your school fulfil the Gatsby Benchmarks and statutory requirements:

1. A stable careers programme	<ul style="list-style-type: none"> • Provide any required consultancy regarding the careers programme for appointed careers leaders • Provide evaluation data for personal guidance, group advice and guidance and career lessons
2. Learning from career and labour market information	<ul style="list-style-type: none"> • Make recommendations for labour market information resources • Deliver labour market information lessons • Provide consultancy and inset sessions for teachers and staff to use and/or deliver labour market information • Provide for sessions for parents/ carers regarding how to use labour market information
3. Addressing the needs of each student	<ul style="list-style-type: none"> • Provide key evidence and reporting on interactions of our individual advice and guidance through Career Action Plans and Interview History reports • Deliver the “What Next?” questionnaire surveys to identify need and timing • Work with the school on feeding into further reporting and recording systems so school staff can follow up, our advisers can see progress towards a goal or encounters students have experienced to support their career development • Record, track and monitor intended destinations to ensure learner progression and success and measure the impact of our career services as well as the school’s career programme
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> • Provide support to teachers with resources, lesson planning and activity selection
5. Encounters with employers and employees & 6. Experiences of workplaces	<ul style="list-style-type: none"> • Innervate career advisers can ensure encounters are meaningful by providing follow up interactions (one to one or group meetings) to consider what the student has learnt and how this may impact on their career planning • Innervate career advisers can help students understand, prepare for and de-brief from such experiences of the work place and reflect upon the impact for their career planning
7. Encounters with further and higher education	<ul style="list-style-type: none"> • Innervate ensure that our information, advice and guidance is free from bias and impartial at all times • By being an independent careers guidance provider we strive to ensure all students access IAG regarding all options, pathways and providers • Our whole-cohort activities and presentations ensure all students access a wide range of options • Innervate advisers can help students understand, prepare for and de-brief from such encounters with further and higher education providers and reflect upon the impact for their career planning
8. Personal guidance	<ul style="list-style-type: none"> • Through the delivery of our Innervate Career Services programme, every student has access to a qualified career adviser in time for key study and career choices • Innervate Career Services will work with the school to ensure as many students are seen as possible • We are trained career guidance professionals to level 6/7 on the CDI register • We are a Matrix accredited organisation, achieving this first in 2013 and successfully again in 2016.