

Gatsby Benchmarks

Pride Passion Partnership Professionalism Positivity



The Bridge London
The Bridge School

Benchmark		Benchmark Explanation	The Bridge School CCaC Interventions
1.	A stable careers programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.	<ul style="list-style-type: none"> • The Bridge School has implemented a stable, structured careers programme that is led by an experienced Sixth Form teacher and has support of the Senior Leadership Team (SLT). • Careers programme underpinned by ASDAN Personal Progress Units and delivered by all Sixth Form teachers. • Careers lead and SLT meet termly to review planning and provisions to ensure coverage of ASDAN modules • Publication of careers programme on website (Academic Year 2024-25)
2.	Learning from career and labour market information	Every learner, and their parents (where appropriate), 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.	<ul style="list-style-type: none"> • All students will have access to and use information about career paths and the labour market to inform their own decisions on study options. • Transition planning Preparing for Adulthood from YR9 Annual Reviews. • Transition Team involvement for all YR13 students • Parents/carers will be encouraged to access and use information about labour markets and future study options to inform and offer support to the learners in their care. • Labour market information will be used in marketing materials.

3.	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • The Bridge School's careers programme will actively seek to challenge stereotypical thinking and raise aspirations. • The Bridge School will keep records of the individual advice given to each student at the Annual Review from YR9. • All students and families have access to these records to support their career development. • The Bridge School will collect and maintain accurate data for each learner on their education, training or employment destinations.
4.	Linking curriculum learning to careers	<p>All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths.</p> <p>Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<ul style="list-style-type: none"> • Every student will have the opportunity to experience how their learning helps people gain entry to (and be more effective workers within) a wide range of different occupations. • All students will have access to developing their employability skills through ASDAN Personal Progress Units. • The Bridge School will emphasise the importance of functional maths and English.
5.	Encounters with employers and employee	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 range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include learners' own part time employment where it exists.	<ul style="list-style-type: none"> • Every year, alongside their study programme, students will participate in meaningful encounters with an employer where appropriate • 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. • At least one encounter should be delivered through their curriculum area and the other will be facilitated by a work placement.

6.	Experiences of workplaces	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.	<ul style="list-style-type: none"> • By the end of year 14 students following ASDAN Personal Progress will have had at least one experience of a workplace where appropriate – either on-site or off-site. • All students will have access to developing their employability skills through ASDAN Personal Progress which will be delivered by Sixth Form teachers and supported by external agencies where appropriate.
7.	Encounters with further and higher education	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.	<ul style="list-style-type: none"> • By the end of the programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. • This will include a range of further education colleges, social care providers and organisations that provide apprenticeships • The lead teacher with support from SLT will facilitate contact with other agencies or training providers through the delivery of high quality, impartial careers information, advice and guidance.
8.	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level*. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet individual needs.	<ul style="list-style-type: none"> • All students will have access to a trained Transition social worker from YR13 who will engage with both student and family to support their Post-19 placement. • The Bridge School has partnerships with local FE colleges in Central and NE London who will continue to support the delivery of high quality, impartial careers information, advice and guidance where appropriate.