

Updated Gatsby Benchmarks

The updated Gatsby Benchmarks introduce significant changes to careers education, taking a more holistic and inclusive approach, with a focus on intent and impact. You can view the full report [here](#) and download a comparison of the old benchmarks vs the new [here](#). Find a summary of the key themes, with suggested resources to support you to implement the changes, below.

Whole-School Approach:

- **Leadership Commitment:** Stronger emphasis on leadership and governance support for careers education. The [Careers Impact Internal Review System](#) is a powerful tool for integrating careers education into whole school improvement and securing SLT support. Careers Leaders should be appropriately trained and can access fully funded CPD and qualifications [here](#).
- **Staff Development:** All staff should be involved in and understand the careers program and careers education should be integrated into all subjects and key stages. Our [Teacher Encounters Programme](#) can help to upskill your staff and increase their confidence in delivering careers in the curriculum. The CEC also have self-serve [Teacher Development courses](#) that can be accessed anytime.

Inclusive and Impactful Careers Education:

- **Individualized Support:** Tailored support for all students, including those with SEND and disadvantaged backgrounds. You can find out how to engage with SEND Alumni [here](#) to bring in positive role models for your students. [MySkillsMyFuture](#) is a valuable resource for supporting delivery of SEND careers education.
- **Record Keeping:** Detailed records of student experiences, aspirations, and destinations to inform support, and for programme evaluation. There is no longer a requirement to track destinations of leavers for 3 years, just recent leavers. [Compass+](#) is a free and comprehensive solution for recording student career learning.
- **Information and Data:** Young people should use up-to-date and accessible information on labour market trends, pathways, and local opportunities. This should be both quantitative (e.g., statistics) and qualitative (e.g., what a job is actually like). Access LMI for West Yorkshire [here](#).

Meaningful Encounters:

- **Quality Experiences:** More rigorous definition of "meaningful" experiences, including work placements and employer encounters. It is worth reading the report pages 35-39 to see the differences in what meaningful looks like for each of the benchmarks.
- **Reflection and Review:** Students should reflect on their experiences and how they inform their future plans.

Parental and Carer Engagement:

- **Active Involvement:** Establishments should actively engage parents and carers to support their children's career development. The CEC's [Talking Futures](#) is a comprehensive guide to approaches to parental engagement.

Learning Outcomes and Progression:

- **Clear Outcomes:** Careers education should be underpinned by clear learning outcomes and a progression model. I would recommend using the [CDI Framework](#) for your learning outcomes. For learning outcomes related to transferable skills, the [SkillsBuilder Framework](#) is also useful.
- **Two-Way Interaction:** Students should have opportunities to interact with employers and training providers.

Data collection, evaluation and improvement:

- **Data Collection and Analysis:** More detailed data collection, including careers readiness, aspirations and destinations. [Future Skills Questionnaire](#) is invaluable for gathering and analysing data on career readiness and aspirations.
- **Evaluation and Improvement:** Regular evaluation of the careers program to identify areas for improvement. Again [FSQ](#) supports formative and summative assessment. The [Careers Impact Internal Review System](#) is proving a powerful tool for driving systemic improvement. Contact me if you would like to find out more.

Implications for the Quality in Careers Standard

- QiCS is being updated. If your assessment or reassessment is scheduled for September 1st, 2025 or later, the new standards will apply. The assessment guide will be updated and released in advance.