

# The Eight Gatsby Benchmarks

<b>1</b> <b>A STABLE CAREERS PROGRAMME</b>	Every college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, employers and other agencies.
<b>2</b> <b>LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b>	Every student, and their parents/carers/guardian (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.
<b>3</b> <b>ADDRESSING THE NEEDS OF EACH PUPIL</b>	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.
<b>4</b> <b>LINKING CURRICULUM LEARNING TO CAREERS</b>	All subject staff should link curriculum learning with careers, even on courses which 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. Study programmes should also reflect the importance of maths and English as a key expectation from employers.
<b>5</b> <b>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b>	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, and should include students' own part-time employment where it exists
<b>6</b> <b>EXPERIENCES OF WORKPLACES</b>	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.
<b>7</b> <b>ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b>	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.
<b>8</b> <b>PERSONAL GUIDANCE</b>	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level, (the college should ensure that access to a <u>level 6 adviser</u> is available when needed). 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.

# Careers For You

## REFLECT

- Do you like practical hands on activities?
- Do you like working with tools?
- Do you like working with equipment and machinery?
- Do you like building things?
- Do you like making things better?
- Do you like working outside?
- Do you like growing things?

**A Doer:** Doers tend to follow tradition, and are practical with lots of common sense. Realistic in their approach, doers usually like to get things done.

**Possible careers:** Hospitality, Tourism, Cookery, Land and Conservation, Horticulture, Mining and Resources, Automotive, Carpentry, Electrical, Engineering, Welding, Bricklaying, Building and Construction, Plumbing, Hairdressing, Beauty Therapy, Health & Safety

## INVESTIGATOR

- Are you analytical, intellectual and explorative?
- Do you like science?
- Do you like conducting research?
- Do you like analysing and solving problems?
- Do you have good maths skills?

**A Thinker:** Thinkers tend to be independent and are often curious about how things work. They generally have an investigative approach to life.

**Possible careers:** Business and Computing, Accounting, Land and Conservation Management, Horticulture, Mining & Resources, Automotive, Carpentry, Wine, Electrical, Engineering, Welding, Health & Safety, Applied Science, Web Based Technologies

## ARTISTIC

- Are you creative, original in thought and have an interest in self expression?
- Do you like activities like art, drama, dance, music or creative writing?
- Do you like to use your imagination?
- Do you have an interest in visual arts, languages and writing?

**A Creator:** Creators usually prefer to follow careers that are more independent and less structured and are generally thought of as being creative with an artistic approach to life.

**Possible careers:** Hairdressing, Interior Design, Beauty Therapy, Art, Fashion Design, Building Design, Travel and Tourism, Furniture Making, Visual Arts

## SOCIAL

- Do you think of yourself as being friendly and trustworthy?
- Are you cooperative and supportive?
- Do you like healing and nurturing others?
- Do you like helping people as in teaching, counselling, nursing or giving information?
- Do you like working in a team environment?
- Do you like solving social problems?

**A Helper:** Helpers are usually people who are good listeners and have excellent communication skills. They are generally socially minded and love to help others.

**Possible careers:** Business Aged Care, Nursing Child care, Sport, Recreation and Fitness, Community Services, General Education, Youth Work, Disability Work, Education Support, Training and Assessment

## ENTERPRISING

- Are you sociable, energetic and ambitious?
- Are you interested in leadership, business or politics?
- Are you competitive, persuasive and motivating?
- Do you like selling ideas or things?
- Do you like power, status and thrive on taking risks?

**A Persuader:** Persuaders enjoy meeting people and speaking in public. Enterprising individuals are usually thought of as being persuasive and take an innovative approach to life.

**Possible careers:** Business Administration, Management, Computing, Fashion Design, Interior Design, Hospitality, Travel & Tourism, Hairdressing, Beauty Therapy, Retail, Building Design.

## CONVENTIONAL

- Are you a detailed person who is organised, accurate and efficient?
- Do you like working with written records, numbers, systems and machines in an orderly way?
- Do you work well with date, numbers, processes and procedures?

**A Organiser:** Organisers love organising things. They have good implementation and follow up skills and are structured and methodical in their approach to life.

**Possible careers:** Business Administration, Computing, Accounting, Accounts Administration, Carpentry, Electrical, Mining and Resources, Laboratory Technician