



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 21/22

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

22ND SEPTEMBER 2021

**The GATSBY GOOD CAREER BENCHMARKS PILOT
UPDATE AND FUTURE PLANNING**

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

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1. PURPOSE OF REPORT

The purpose of the report is to provide information on the Gatsby Good Career Benchmark pilot conducted in 22 Rhondda Cynon Taf secondary schools from January 2019 to December 2021. The report will outline the continuing work of the GBM and plan to develop and enhance the use of the Gatsby Benchmarks in RCT schools.

Key Terms	
GBM	Gatsby Benchmark Manager – responsible for the development of the Gatsby Good Career Benchmark pilot.
CWRE	Careers and Work-Related Experiences
CEIAG	Careers Education, Information, Advice and Guidance

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Consider the content of the report and the impact of the project on Careers and Work-Related Experiences (CWRE) in schools.
- 2.2 Consider whether they wish the Director of Education and Inclusion Services to report on further information in any future meetings.

3. REASONS FOR RECOMMENDATIONS

- 3.1 To provide Members with an update on the impact of the project on CWRE in schools.

4. BACKGROUND

- 4.1 The Gatsby Benchmarks derive from the 'Good Career Guidance' report from The Gatsby Foundation, funded by the Sainsbury Foundation. Through investigation and research using CWRE models from across the world; the Gatsby Foundation identified a set of eight benchmarks that schools can use as a framework for excellence in CWRE.

- 4.2 The Benchmarks are widely acknowledged as a breakthrough in the development of Careers Education. They are now part of the formal Careers Education strategy in England and are born from extensive research into what "Good Careers Education looks like" by Sir John Holman on behalf of the Gatsby Foundation.

- 4.3 They are:

- A stable careers programme;
- Learning from career and labour market information;
- Addressing the needs of each pupil;
- Linking curriculum learning to careers;
- Encounters with employers and employees;
- Experiences of workplaces;
- Encounters with further and higher education;
- Personal guidance.

- 4.4 Careers Wales stated in its 2019 Strategy for Career Leadership, as linked below, that Wales should: "Formally adopt the Gatsby benchmarks as measures of the different components of Careers Education, Information, Advice and Guidance (CEIAG)":

<https://www.gwegogledd.cymru/a-strategy-for-career-leadership-in-wales/>

- 4.5 Rhondda Cynon Taf was selected by Welsh Government to host a pilot of the Gatsby Benchmarks in its secondary schools, with a view to the benchmarks being rolled out across all Welsh schools.

In January 2019, Kate Owen was appointed as Gatsby Benchmark Manager (GBM) to manage the pilot on a two-year secondment from her substantive post as Deputy Head of the School of Support in Ysgol Nantgwyn. Kate Owen had previously been an Assistant Headteacher and Head of English with responsibility for Safeguarding and Wellbeing in Tonypany Community College for 12 years and has taught in Welsh secondary schools since 1998.

- 4.6 The GBM and members of the RCT Employment Education and Training Team

visited the team responsible for developing the Gatsby Benchmarks in the English pilot in Newcastle. The GBM worked closely with the North East Local Enterprise Partnership, the Careers and Enterprise Company and the Career Development Institute to learn from the experiences of the English Gatsby pilot and develop a model that would be suitable and effective for schools in Rhondda Cynon Taf. An audit plan was developed and the GBM approached secondary schools in RCT to develop their knowledge of the Gatsby Benchmarks. This took the form of one-to-one discussions with Headteachers and the development of the role of Career Leader. The GBM developed a role description for the Career Leader and an audit process to measure progress against the benchmarks.

- 4.7 By September 2019 all 22 schools offering secondary provision to pupils in Rhondda Cynon Taf had a Career Leader in post and had been audited against their progress in the benchmarks at least once. This include EOTAS provision and special schools.
- 4.8 Career Leaders began meeting with the GBM on a half termly basis. During these sessions the GBM and staff from the Employment Education and Training team would support the development of the Career Leader role and enhance the CWRE provision in the pilot schools. Members from the North East pilot travelled from Newcastle to Rhondda Cynon Taf to support this work and a range of partner organisations have supported by sharing provision opportunities and sharing best practice.
- 4.9 During the course of the pilot and during the ongoing work using the Gatsby Benchmarks in RCT schools, there has been recognition that the standard of the progress we have made has been excellent.

Hayley Jacobs, Career Leader at Bryn Celynnog Comprehensive has twice been shortlisted for the prestigious UK wide Career Development Institute Career Leader of the Year award, winning the title in 2021. Hayley was asked to and wrote an article on her approach to Career Leadership in a national publication.

Bryn Celynnog was approached to be showcased in the BBC Teach programme linked below:

<https://www.bbc.co.uk/teach/teacher-support/using-creative-enterprise-projects-and-links-with-external-organisations/z42bf4j>

The GBM has been approached by national publications to share what we are doing and has had articles on our Gatsby Benchmark approach before and during the Covid-19 pandemic published. An example of one of the articles is linked below and can be found on page 28:

<https://futuretalented.co.uk/future-talented-magazine-issue-8-autumn-winter-term-2020/>

The Careers Education programme run jointly with the GBM and the RCT Employment Education and Training Team were finalists in the 2021 UK wide Rate My Apprenticeship awards for the Best Career Programme.

5. UPDATE/CURRENT POSITION

Project Development

- 5.1 A system of tracking, using software already in use in our schools, was developed in the early stages of the pilot and is now used across all the pilot schools. The tracking ensures that schools can evidence that at least 91% of pupils have experienced the various elements of the Gatsby Benchmarks.
- 5.2 The Gatsby Foundation sent representatives to visit 2 pilot schools in 2019. They were very complimentary about what they described as our “innovative approach” to tracking and shared the model with schools in England.
- 5.3 The GBM had regular meetings with the then Minister for Education, Kirsty Williams, who visited schools in RCT to see the impact of the Gatsby Benchmarks in our schools. She was universally complementary of the work undertaken by the GBM and the school’s development using the benchmarks.
- 5.4 In the second formal audit in December 2019; all 22 pilot schools showed significant progress in the development of careers in the wider curriculum. This was quality assured during the Gatsby audit process.
- 5.5 Career Leaders began sharing good practice from across the pilot with their Curriculum Leads to support specific links between curriculum areas and career and further education options. Three curriculum working parties were initiated in July 2021, allowing teaching staff from Science, English, P.E and Humanities departments to discuss how CWRE interactions can improve and enhance pupil motivation and teaching experiences.
- 5.6 All schools now have a Career Plan that outlines the way they will address careers education and how pupils will be enabled to have the experiences as outlined in the Gatsby Benchmarks. This is reviewed by the GBM and Career Leader during the Gatsby audit process.
- 5.7 The Gatsby Benchmarks have been discussed with School Governing Bodies, with an update from the Career Leader now appearing as an annual agenda item. Headteachers and Governing Bodies have also been issued with a guidance document looking at how to utilise the role of Career Leader, using the excellent practice and outcomes seen in Bryn Celynnog school as a measure of good practice.
- 5.8 At the onset of the Covid-19 Pandemic, the GBM, working closely with the RCT Employment, Education and Training team, developed a set of “Covid Benchmarks” for schools to use as an emergency measure. This ensured that despite schools being unable to offer face to face work experience and employer

engagement, they could follow clear guidelines to allow pupils to continue linking their curriculum to future careers and access all elements of the benchmarks.

- 5.9 The GBM was asked to share the emergency version of the benchmarks and the guidance issued to our schools with The Gatsby Foundation and the Career and Enterprise Company as they developed a strategy to support schools in England.
- 5.10 Prior to the pandemic, an interim report was commissioned by Welsh Government to assess the progress of the pilot. In March 2020. The report was made at the start of the Covid-19 pandemic, just as schools closed for most pupils.
- 5.11 The report can be viewed using this link:
<https://gov.wales/gatsby-benchmarking-pilot-interim-evaluation>
<https://llyw.cymru/gwerthusiad-interim-or-peilot-meincnodi-gatsby>

Project Conclusion

- 5.12 Welsh Government made the decision not to lengthen or expand the pilot beyond December 2021 or to roll the Gatsby Benchmarks out across Wales.

14 January 2021 Statement from <https://gov.wales/decision-reports->

“The Minister for Education has agreed to cease the Gatsby Pilot as originally planned on 31 December and that Careers Wales should take forward the development of a new Quality Award for good careers guidance in schools and process for rolling out across Wales.”

- 5.13 As an alternative to rolling out the benchmarks across Wales, a Toolkit for CWRE in Primary and Secondary schools has since been developed by Careers Wales. Its aim is to give schools the information they need to develop their own approach to CWRE.
- 5.14 The GBM was invited to sit on the steering group for this work. To date the new toolkit has not been released for consultation, published or launched.
- 5.15 In April 2021, the GBM was invited to sit on the UK Career Development Institute, Community of Interest in Careers Education Board, acting as the representative for Wales. This has involved collaborating with and co-writing a section of a new Career Development Framework as linked below. This framework has not been adopted by Welsh government, however Professor Tristram Hooley and other key members of the COICE group were part of the team responsible for developing the new toolkit for CWRE in Wales.
https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf
- 5.16 RCT senior leadership have since decided to continue the work started by the pilot in Rhondda Cynon Taf initially for another two years. The GBM has been seconded for a further two years to continue developing The Gatsby Good Career Benchmarks in RCT schools.

- 5.17 The GBM will support schools in the best use of the new toolkit when it is published. The Gatsby Benchmarks will continue to be used as a measure of excellence and the GBM will continue to audit and support their development.
- 5.18 The GBM has developed a new layer of Gatsby support for schools. This is known as Gatsby+ and aims to provide bespoke and intensive career planning, work experience; and links between career plans and curriculum learning for pupils who are not reaching their academic potential.
- 5.19 The GBM is trialing this work in Ysgol Nantgwyn, Porth Community School and Pontypridd High and Ysgol Gyfun Cwm Rhondda. The aim is to initially use Gatsby+ to support up to five pupils in each of these schools and train staff in each school to be able to implement the approach for more pupils in need of this type of support. A main focus of Gatsby + is to motivate pupils and inspire them beyond the limits they may have set for themselves.
- 5.20 The GBM will then work with a further three schools using Gatsby+ each term.

6. EQUALITY AND DIVERSITY IMPLICATIONS

- 6.1 An Equality Impact Assessment is not currently required - the contents of the report are for information purposes only.

7. CONSULTATION

- 7.1 There is no requirement to undertake any consultation.

8. FINANCIAL IMPLICATION(S)

- 8.1 There are no financial implications aligned to this report.
- 8.2 The salary of the GBM is no longer funded by Welsh Government and is now funded corporately.

9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 9.1 There are no legal implications arising from the recommendations in this report.
- 9.2 It is the understanding of the GBM that the new CWRE toolkit is not intended to be legislation or for compulsory use.

10. LINKS TO THE COUNCIL'S CORPORATE PLAN/OTHER CORPORATE PRIORITIES/SIP

- 10.1 This is an information report presenting the overview of progress made by the local authority in relation to the impact of the project on CWRE in schools.

However, this report is clearly connected to one of the priorities in the Council's Corporate Plan 2020- 2024 that is:

- Ensuring **People:** *are independent, healthy and successful;*
Within this priority one of the Council's commitments is to ensure it has "*Improving services for children and young people and ensuring the needs of children are considered in everything we do*"
- Creating **Places:** *where people are proud to live, work and play;*
Within this priority one of the Council's commitments is to ensure it has "*good schools so all children have access to a great education*"

11. **CONCLUSION**

- 11.1 To conclude, the Gatsby Good Career Benchmarks have had a positive impact on the delivery of CWRE in schools in Rhondda Cynon Taf and will support schools in the use of the new toolkit.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

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