



### Policy Review and Approval

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Reviewed by: Assistant Head: Personal Development  
Approved by: Executive Head Teacher

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*A copy of this policy and other related policies can be obtained from the School Office*

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We have the highest aspirations for our school and every member of our school community. By promoting a culture of Ambition, Support, Perseverance, Integrity, Reflection and Empathy, we strive to Aspire, in all that we do.

## 1. Aims of our careers curriculum

Our school motto is Aspire and this underpins our careers programme from when our students start in EYFS. We expect and encourage our students to raise their aspirations and give them the skills to achieve their full potential. We are passionate about breaking stereotypes and encourage students to remove barriers to their success by exposing them to as many career opportunities and pathways as we can, so that they can make informed decisions about their next steps after leaving Gildredge House.

So that students can achieve this, we have a careers curriculum programme in place from the Primary phase, through to Secondary and Sixth Form, as well as many other careers linked activities, which take place throughout the academic year.

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- help students prepare for the workplace, by building self-development and career management skills;
- provide experience and a clear understanding of the working world;
- develop students' awareness of the variety of education, training and careers opportunities available to them;
- help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training;
- promote a culture of high aspirations and equality of opportunity.

Gildredge House is committed to supporting the careers programme and in doing so to fulfil its statutory duty. With the backing of our Governors, Senior Leadership Team, teaching staff, support staff, parents and employers along with members of the wider community through the Gildredge House Careers Business Partnership, the school aims to deliver a broad careers programme for everyone.

The whole school community are aware of the careers programme through regular internal and external updates and through the weekly Careers Newsletter.

## 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997.
- The Education and Skills Act 2008.
- The School Information (\*England) Regulations 2008.

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1<sup>st</sup> January 2023. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all students in Years 8 onwards. For more detail on these encounters, see our Provider Access Policy Statement in the Appendix.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1<sup>st</sup> September 2022, and amended the existing duty in The Education Act 1997. As a result, our school secures independent careers guidance from Year 7.

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

In December 2017, the Department for Education published a new Careers Strategy for secondary schools followed by statutory guidance in January 2018. Schools must have an appointed Careers Leader and a Careers Information, Advice and Guidance (CIAG) Programme for each academic year. All schools should be meeting the eight Gatsby Benchmarks outlined below.

### **The Gatsby Benchmarks:**

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each student.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

## **3. Roles and responsibilities**

The careers team at Gildredge House are:

- Mr Danny Simmonds: Assistant Head - Personal Development and Careers Leader
- Miss Jess Swain: Primary phase Careers Lead
- Mrs Sara Bray: Careers and Enterprise Coordinator and Careers Advisor
- Mrs Marilyn Benzing: Link Governor for Careers

### **3.1 Careers Leader**

Our Careers Leader is also a member of our Senior Leadership Team (SLT) and will:

- take responsibility for developing, running and reporting and evaluating on the school's career programme;
- plan and manage careers activities;
- manage the budget for the careers programme;
- support teachers to build careers education and guidance into subjects across the curriculum;
- establish and develop links with employers, education and training providers, and careers organisations;
- work closely with relevant staff, including our special educational needs co-ordinators (SENCOs) and Careers Advisor, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans;
- work with our school's Assistant Head - Inclusion for looked-after children (LAC), previously LAC, EAL students, at risk of NEET students and other vulnerable groups to:
  - make sure they know which students are in care or are care leavers;
  - understand their additional support needs;
  - make sure that, for LAC, their personal education plan can help inform careers advice.
- Review our school's Provider Access Policy Statement at least annually, in agreement with the Governing Board.

### 3.2 Senior Leadership Team (SLT)

Our SLT will:

- support the careers programme;
- support the Careers Leader in developing their strategic careers plan;
- make sure the Careers Leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard;
- allow training providers access to talk to students in Years 8 onwards about technical education qualifications and apprenticeships, and set out arrangements for this in our school's Provider Access Policy Statement;
- network with employers, education and training providers, and other careers organisations.

### 3.3 The Governing Board

The Governing Board will:

- provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements;
- appoint a member of the Governing Board who will take a strategic interest in careers education and encourage employer engagement;
- make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, and includes a range of educational or training options and promotes the best interests of students;
- make sure that a range of education and training providers can access students in Years 8 onwards to inform them of approved technical education qualifications and apprenticeships;
- make sure that details of our school's careers programme and the name of the Careers Leader are published on the school's website;
- make sure that arrangements are in place for the school to meet legal requirements, including publishing our Provider Access Policy Statement.

## 4. Careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from Year 7 onwards. We also have a careers programme that runs through the Primary phase, in line with the Primary Careers Framework.

Our careers strategy was developed around the eight Gatsby Benchmarks. Careers is an important part of the curriculum, with all teaching staff aware that education will in time support a student's career. All Subject Teachers refer to and discuss careers opportunities specific to their subject areas, as well as exploring the transferable, enabling skills which enable students to develop and grow across all phases of the school.

All staff are expected to contribute with careers education being delivered in Tutor Time, through trips and visits to the workplace, careers days and Careers and Community lessons. Teaching staff are also expected to embed careers within lessons across all departments.

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for students. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each Year Group.

Gildredge House guarantees impartial and independent advice. Promotion of independent websites relevant to all career needs, from choosing a College, training provider or University to pursuing a career via Careers and Community lessons, drop down days and one-to-one meetings.

All staff are expected to contribute to the careers education and guidance programme through their roles as Class Teachers, Tutors and Subject Teachers. Careers education is planned, monitored and evaluated by the careers team. The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research work-related learning (including two weeks' work experience), action planning and recording achievement. Other focused events, e.g. a Higher Education Fair are also provided. Work experience preparation and follow-up take place in Careers and Community lessons and other appropriate parts of the curriculum. All staff have a part to play in the implementation of this policy.

#### **4.1 Primary careers framework**

Students are encouraged from a young age to have personal autonomy, to be aspirational and to consider their choices not only for themselves but to think about how they affect others around them too, all the while, contributing through everything that they do.

#### **ASPIRE values in careers education**

##### **1. Personal autonomy through Ambition**

Students are taught to become ambitious enterprisers, optimistic, adaptable and resilient.

##### **2. Knowledge and skill development through Perseverance**

Help students to gain the knowledge, skills and attitudes they will need to get and keep fulfilling jobs.

##### **3. Learner voice through Reflection**

Give students a say in their own personal development so that they stay motivated and engaged, learning about their strengths as well as their weaknesses.

##### **4. Good work through Ambition**

Helping students to recognise and to aspire to decent employment by relishing challenges and taking on new opportunities, whilst striving to do their best.

##### **5. Sustainability through Support**

Helping students to understand that positive careers choices needs to be based on sustainable living and working and supporting ourselves and others to achieve this

##### **6. Social justice through Integrity**

Helping students to recognise and tackle the barriers to fair and equal treatment, including challenging stereotyping and discrimination.

Grow throughout life - students create their own story and take responsibility for their decisions through lifelong learning. Students identify their personal strengths and reflect on how to create their own opportunities.

Explore possibilities - students identify role models and explore opportunities outside of their existing cultures and known workplaces. Students' horizons are broadened through their own imagination and stereotyping and understanding status between jobs is addressed.

Manage career - students have the opportunity to explore their own career management through applying for jobs at school through recruitment simulation and in doing so, develop

and learn skills and attitudes. Students also have an opportunity to develop roles through sport and creative subjects so that they can set goals and reflect on their own and in groups.

Create opportunities - students are encouraged to be role models for others. They recognise how to use networks to create opportunities, how to use initiative and take the lead on what they want to discover. Running entrepreneurial activities with local employers and adults provides learners with opportunities.

Balance life and work - students are encouraged to understand the balance of all the different roles we play in our own lives. Understanding their employee rights and their responsibilities as well as learning to manage their own personal finances and challenging stereotypes, gives learners the tools to create their own work life balance.

See the big picture - students are encouraged to navigate and understand career related information. This learning extends further than understanding occupations and qualifications; it extends to investigating issues such as child labour, discrimination and understand relevant issues such as how work practices have changed and will continue to change e.g. understanding the challenges of climate change and artificial intelligence.

#### **4.2 Key Stage 3**

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects. This includes:

- Careers and Community lessons
- Careers focused Tutor Time lessons
- Options assemblies
- STEM sessions
- Higher Education encounters
- Careers drop down days
- Guest speakers

#### **4.3 Key Stage 4 and Key Stage 5**

Our Key Stage 4 and Key Stage 5 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- Careers and Community lessons
- Careers focused Tutor Time lessons
- Pathways assemblies
- Careers assemblies
- Further and Higher Education days
- Work placement visits
- Mock interviews
- Taster days
- Guest speakers
- Careers Fairs
- Career mock interviews
- Workshops with Apprenticeship and training providers
- Visits to employers

#### **4.4 Students with special educational needs or disabilities (SEND)**

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our Careers Leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their

families to discuss education, training and employment opportunities, supported internships and transition plans into Higher Education.

Our Careers Leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to students without SEND that is not also offered to our students with SEND.

#### 4.5 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting the Careers and Enterprise Coordinator and Careers Advisor, Mrs Bray, via email: [s.bray@gildredgehouse.org.uk](mailto:s.bray@gildredgehouse.org.uk)

#### 4.6 Assessing the impact on students

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives through:

- evaluation forms;
- feedback from students and parents;
- destination forms;
- destination data;
- Morrisby online platform;
- future skills questionnaires.

#### 4.7 Work experience

*“Work experience can provide an important opportunity for a student to show an employer what he or she is capable of. In some cases it will be an important stepping stone to full- or part-time employment....”* (Work Experience made simple - DfE, 2012).

The Work Experience Programme at Gildredge House seeks to assist the school in its joint aims of providing opportunities for all students to learn and achieve, and promoting students' spiritual, moral, social and cultural development; preparing all students for the opportunities, responsibilities and experience of life. This is achieved by providing all students with the opportunity to learn about work, learn through work, and learn for work.

All students in Year 10 and Year 12 complete a week's work experience placement which takes place during the Summer Term. Students, supported by their parents and the school, are responsible for securing a placement. Students in the Sixth Form are encouraged to undertake work experience as appropriate for their study programme. Parents and students are informed of the importance of work experience and given an overview of the process at a Parent Information Evening and by letter. Further support is provided in school by the Form Tutor and the Careers Advisor. All placements are subject to checks which are conducted by an outside provider to ensure they are suitably equipped and staffed to provide a full and safe work experience placement.

Students in Years 10-13 are free to organise their own ongoing work experience placements which may take place in the holidays throughout the year, though we would encourage students in Year 11 and Year 13 to leave the Easter holiday period free for revision.

For work experience enquiries, students and parents can contact the Careers and Enterprise Coordinator and Careers Advisor, Mrs Bray, via email: [s.bray@gildredgehouse.org.uk](mailto:s.bray@gildredgehouse.org.uk)

#### 4.8 Monitoring our provision

We monitor, evaluate and review our processes ensuring that we offer a solid and accessible careers programme for our students. We monitor our programme using the Compass evaluation tool (supported by the Careers and Enterprise Company) termly. This provides us with information on how we are performing against the Gatsby Benchmarks and what we need to improve.

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews. Students develop a profile on Morrisby through which their activities and skills development can be recorded and monitored by staff including Form Tutors and the Careers and Enterprise Coordinator and Careers Advisor. All participants in the programme complete surveys following key events including students, parents and employers. Leavers' destination information is also analysed annually.

The careers programme is monitored by Governors and staff throughout the academic year and is reviewed annually. This is also monitored by reviewing destinations data. Parents are given feedback from the review, so they are aware of changes to the careers programme. The weekly Careers Newsletter gives all stakeholders an opportunity to feedback on the programme. Our Careers and Enterprise Coordinator and Careers Advisor works closely with the Careers Hub to ensure that they are up to date with their own labour market information knowledge and on the changes to careers policy and trends.

#### 5. Links to other policies

Our Careers Policy should be read in conjunction with the following:

- Child Protection and Safeguarding Policy and Procedure
- Provider Access Legislation Statement
- SEND Policy



## Appendix: Provider Access Statement

This document sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### Student entitlement

All students in Years 7-13 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships - through options events, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.

### Management of provider access requests

Any provider wishing to request access should contact the Careers and Enterprise Coordinator and Careers Advisor, Mrs Bray, via email: [s.bray@gildredgehouse.org.uk](mailto:s.bray@gildredgehouse.org.uk) or on 01323 400650, extension 2037.

### Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be found on the school website.

The school will work with providers to identify the most effective opportunity for them to share information about education and training opportunities.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. Requirements are discussed and agreed in advance of the visit.

Providers are welcome to leave a copy of their prospectus or other relevant course literature so that it can be displayed in the Careers Section of the school library.

The school is happy to consider requests from Apprenticeship and training providers, further education colleges providing technical, vocational and academic education, Sixth Forms, Universities, employers, former students (alumni members), Gildredge House Careers Business Partnership members, outside organisations supporting careers work, such as YES and National Citizen Service and parents are also welcome to deliver talks, assemblies, lessons, workshops, one-to-one mentoring and online sessions to our students.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE, post-16 or post-18 option choices. Gildredge House's careers programme is monitored for quality and impact by the Careers Leader and Senior Leadership Team; monitoring of access to and opportunities to engage with technical, vocational and training providers will form part of this process.

We are also happy to accept requests from providers out of area to broaden the opportunities available to all our students. Such institutions include ESCG (Hastings, Eastbourne and Lewes) BHASVIC, DV8, Brighton Met, BN1Arts, Hailsham Community College, Seaford Head

Sixth Form and Bexhill College. Universities such as University of Sussex and University of Brighton are also welcome to engage with our students. We welcome engagement with providers from Key Stage 1 to Key Stage 5.

Gildredge House proactively seeks to build relationships with these partners as we plan our Careers Education, Information, Advice and Guidance programme activity throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across all Year Groups.

Employers and parents are welcome to join the Gildredge House Careers Business Partnership and can have access to our students through the work of the partnership. The school will ensure that students have at least six encounters with providers of approved technical education qualifications or apprenticeships, from Year 7, all the way up to Year 13. Gildredge House ensures that staff involved in personnel guidance and pastoral support are up-to-date on their knowledge of these post-16 and post-18 pathways, through a programme of Continuing Professional Development.

### Accessing the school site

Agreed providers can make use of the school car park on arrival and make their way up the school drive. Please use the Secondary phase button on the pedestrian gate and enter through the main School Office through the sliding glass doors. Sign in with the School Receptionist and wait to be collected by a member of the careers team.

**Gildredge House  
Compton Place Road  
Eastbourne  
East Sussex  
BN20 8AB**

**Telephone: 01323 400650, extension 2037**

**Website: [www.gildredgehouse.org.uk](http://www.gildredgehouse.org.uk)**

### Complaints

In the event of a complaint, please contact the Assistant Head: Personal Development in the first instance.