



BLENHEIM
SCHOOLS

Careers Guidance Policy



HYDESVILLE
TOWER SCHOOL

1 Introduction

- 1.1 The purpose of this policy is to provide details about our careers guidance programme.
- 1.2 The Department for Education (DfE) publishes statutory guidance on careers guidance and access to education and training providers. While the statutory careers guidance duty does not apply to independent schools in the same way as it applies to maintained schools and academies, the school uses the DfE guidance and the Gatsby Benchmarks as a framework for high-quality careers provision.

The school also complies with the Independent School Standards, which require pupils receiving secondary education to have access to accurate, up-to-date careers guidance which is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

- 1.3 The school's careers programme applies to all pupils from Year 7 through to the end of Year 11. Careers education, information, advice and guidance is embedded progressively throughout the curriculum and wider school experience, with additional support provided at key transition and decision-making points.

2 Regulations

- 2.1 The school complies with the Independent School Standards relating to careers guidance. Pupils receiving secondary education have access to accurate, up-to-date careers guidance which:
- (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential.



3 Principles

The school's careers programme is based on the following principles:

- Careers guidance will be impartial, accurate and informed by current careers and labour market information.
- Pupils will be encouraged to consider a broad range of careers, education, training and employment pathways.
- The programme will challenge gender, social, cultural and other stereotypes and encourage pupils to consider opportunities beyond those with which they are already familiar.
- Careers provision will be appropriate to the age, ability, interests and aspirations of individual pupils.
- Additional support will be provided where pupils face barriers to accessing careers information, advice, workplace experiences or future pathways, including pupils with SEND and those who may be vulnerable.
- Pupils will have opportunities to meet employers, employees and representatives from further and higher education, technical education and apprenticeship providers.
- Careers learning will be embedded within the curriculum as well as delivered through PSHE, form time, enrichment and dedicated careers activities.
- Parents and carers will be provided with appropriate information to enable them to support their child's career and educational decision-making.

4 Overview and oversight

- 4.1 Effective careers guidance enables pupils to be well informed, well supported, know where to find information and choose a career or next step which is right for them.
- 4.2 We view careers guidance as connecting learning to the future for our pupils. We aim to motivate our pupils by giving them a clearer idea of the routes to jobs and future careers that they will find engaging and rewarding. We believe that good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.



- 4.3 The member of staff with responsibility for oversight of careers guidance is Miss Danni Fairbrother.
- 4.4 The delivery of the careers education programme is a shared responsibility of the staff team.

5 Elements of our programme

- 5.1 Our careers guidance programme is carefully planned and can be found in annex 1. Our guidance is intended to be woven into the educational programme and provide inspiration so that our pupils are empowered to make their own evidence-based decisions.
- 5.2 Details of external resources for staff, pupils and parents can be found in annex 2.
- 5.3 Gatsby Benchmarks
The school's careers programme is structured around the eight Gatsby Benchmarks for Good Career Guidance. The school uses the Gatsby Benchmarks as a framework for planning, delivering, monitoring and evaluating its careers provision.

The eight benchmarks are:

1. A stable careers programme.
2. Learning from careers and labour market information.
3. Addressing the needs of each pupil.
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.

The Careers Lead will monitor provision against the Gatsby Benchmarks and use appropriate evaluation tools, pupil feedback, destination information and other evidence to identify strengths and areas for development.



5.4 Access to careers information, advice and guidance

The school provides pupils and parents with access to reliable, impartial and up-to-date careers information, advice and guidance. Pupils are encouraged to use a range of sources to explore careers, education and training pathways and make informed decisions about their future.

In addition to the careers education and guidance provided through the school's planned programme, pupils can access information and advice through the Careers Lead, form tutors, subject teachers and external careers advisers where appropriate.

The school maintains a dedicated careers information area within the school library. This provides pupils with accessible information and resources relating to universities and higher education, sixth forms and further education colleges, apprenticeships and technical education, careers and occupational pathways, courses, employability skills, applications and interviews, and careers and labour market information.

Pupils are encouraged to make use of the careers information available in the library when researching possible career pathways, making decisions about GCSE and post-16 options and preparing for future education, training and employment. The school recognises the importance of labour market information (LMI) in helping pupils make informed decisions about their future. Pupils are encouraged to consider employment trends, skills requirements, qualifications, salary information, progression opportunities and the changing nature of different occupations when exploring career pathways.

The Careers Lead will review careers information and resources regularly to ensure that information provided to pupils and parents remains relevant, accurate and appropriate.

6 Evaluation and review

- 6.1 The Headteacher, together with the member of staff responsible for careers oversight, will keep the school's careers programme under regular



review to ensure that it remains relevant, effective and responsive to the needs of pupils.

- 6.2 The Careers Lead will monitor and evaluate the school's careers provision against the eight Gatsby Benchmarks. Evaluation will include the use of appropriate self-evaluation tools, pupil and staff feedback, participation and engagement data, records of careers and employer encounters, workplace experience feedback, destinations information and feedback from external providers and careers advisers where appropriate.
- 6.3 The school will use the findings from evaluation to identify strengths, areas for development and priorities for the ongoing improvement of the careers programme.
- 6.4 The proprietor will have oversight of the effectiveness of the careers programme and will review relevant evidence as part of the school's wider monitoring and evaluation arrangements.



Annex 1: Careers Programme

Careers programme

Year 7	Through the PSHE programme and wider school provision, pupils begin to develop their understanding of themselves, the world of work and possible future pathways. • Careers and Your Future – introduction to careers, the world of work and future aspirations. • Proud to Be Me – developing self-awareness, confidence and an understanding of individual strengths, interests and qualities. • Transition Points in Your Life – developing resilience and preparing for future educational and personal transitions. • How Can We Be Aspirational Students? – developing positive attitudes, aspirations and responsibility for learning. • Pupils set individual targets and reflect on their progress, strengths and areas for development. • Pupils develop effective study, revision and organisational skills to support their future learning. • Pupils explore their strengths and interests and begin to consider possible career pathways through the Morrisby careers platform. • Pupils have opportunities to attend careers talks, workshops and meaningful encounters with employers during Careers Week. • Pupils begin to develop an understanding of the skills and qualities needed for the workplace, including communication, teamwork, resilience and self-management. • Sleep and Relaxation – developing wellbeing, healthy routines and strategies to support effective learning and personal development.
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Year 8	Through PSHE and the wider careers programme, pupils develop their understanding of themselves, the changing world of work and the skills needed for future success. • Identity and Self-Esteem – developing self-awareness, confidence and understanding of personal strengths and qualities. • Stress Management – developing resilience and strategies to manage pressure and challenges. • AI and Chatbots / Algorithms and Content / How AI is Changing the Way We Think – exploring the impact of technology and AI on society, education and the future world of work. • Pupils develop effective study, revision and presentation skills and consider how these support their future learning. • Pupils develop key employability skills, including communication, teamwork, problem-solving and self-management. • Pupils explore entrepreneurship and the qualities and skills associated with successful entrepreneurs. • Pupils complete Morrisby Careers profiling activities to explore their interests, aptitudes and skills and begin to consider possible career pathways. • Pupils have opportunities to attend careers talks and workshops with employers as part of the school's careers programme and Careers Week. • Pupils receive information from BMet and Walsall College about apprenticeships and different post-16 pathways, including how different routes can lead to the same or similar careers.
Year 9	Through PSHE and the wider careers programme, pupils develop greater self-awareness and begin to make informed decisions about GCSE choices and future education and career pathways. • Equality and the World of Work – exploring the Equality Act 2010, gender equality, disability discrimination, racism and discrimination, and how barriers to equality can be challenged. • Pupils reflect on their achievements, strengths, interests and personal qualities and consider how these may relate to future career choices. • Pupils are introduced to GCSE options and consider how their choices may support their future education and career aspirations.



	• Pupils and parents receive information and guidance through the GCSE Options Evening and options booklet to support informed decision-making. • Pupils receive information about future employment trends and labour market information and consider how GCSE choices may influence future pathways. • Pupils visit Walsall College to explore post-16 pathways, including T Levels, apprenticeships, BTECs and other technical and vocational routes. • Pupils complete Morrisby Careers profiling activities to explore their interests, aptitudes and skills and identify possible career pathways. • All Year 9 pupils complete a careers questionnaire to support the development of a more personalised careers pathway. • Pupils identify and develop key employability skills, including communication, teamwork, problem-solving, self-discipline and resilience through PSHE, curriculum lessons, extra-curricular activities and experiences such as the Duke of Edinburgh's Award. • Pupils develop application, preparation and workplace skills through the PSHE programme. • Pupils have opportunities to attend careers talks and employer workshops as part of the school's careers programme and Careers Week. • Pupils attend What Career Live? at the NEC, where they can explore a range of careers, education and training opportunities. • Pupils take part in a work-experience-style vocational day delivered by Walsall College, providing practical experience and exposure to different vocational skills.
Year 10	Through PSHE, extended form time and the wider careers programme, pupils develop their understanding of the world of work, explore potential career pathways and prepare for post-16 choices. • British Values and Identity – developing an understanding of respect, tolerance, individual liberty and human rights and how these values contribute to positive relationships in the workplace. • Modern-Day Slavery – understanding exploitation, workers' rights, safe working practices and how to recognise and challenge unacceptable treatment in the workplace.



- Keeping Your Data Safe – understanding the importance of protecting personal and professional information and developing responsible digital behaviours relevant to the workplace.
- Pupils reflect on their achievements, strengths, interests and aspirations and consider how these may relate to future career pathways.
- Pupils develop critical thinking, problem-solving and lateral-thinking skills relevant to further education and employment.
- Pupils complete Morrisby Careers profiling activities to explore their interests, aptitudes and skills and identify potential career pathways.
- Finding the Right Career for Me? – exploring different careers, employer expectations, skills and qualifications.
- Why Pursue a STEM Career? – exploring STEM careers and the skills and qualifications required.
- What Are Employers Looking for in a CV? – developing employability and application skills and learning how to present skills, experience and achievements.
- All Year 10 pupils have an individual one-to-one careers guidance interview with an external careers adviser. Guidance considers pupils' individual interests, strengths, aspirations and current grades. A written record, including useful links and recommendations, is shared with the pupil and their parent/carer.
- Pupils have opportunities to attend careers talks and workshops with employers as part of the school's careers programme and Careers Week.
- Pupils attend the Skills Show at the NEC to explore careers, employers, education, training and future pathways.
- Pupils receive information from sixth forms, colleges and apprenticeship providers about post-16 pathways.
- Pupils visit local sixth forms and colleges and have opportunities to experience A-level taster sessions in subjects of interest.
- Work Experience and Career Exploration

- Pupils receive preparation for work experience through a dedicated work experience assembly, helping them understand the purpose of workplace experience and how it can support their career exploration.
- SIPs Education provides further preparation, including guidance on identifying suitable placements, workplace expectations, professional behaviour, communication, health and safety and the skills employers value.
- Pupils are encouraged, where practicable, to select a placement linked to their interests, strengths and potential career aspirations, enabling them to explore a particular occupation, sector or working environment.
- Pupils in Year 10 are encouraged to undertake a minimum of five days of work experience before leaving the school.
- Pupils learn about workplace rights and responsibilities, including professional conduct, communication, confidentiality, health and safety and respect for others.
- Placements may be arranged through SIPs Education or appropriate family and friends' workplaces. Where a placement is arranged through family or friends, the school ensures that appropriate checks and arrangements are completed before the pupil attends.
- During their placement, pupils complete a work experience booklet, recording their activities, the skills they develop, what they have learned about the workplace and how the experience relates to their career interests.
- Employers provide feedback on the pupil's performance and workplace skills and sign the completed booklet.
- Following the placement, pupils reflect on the experience, including what they have learned about the occupation or sector, the skills required, their own strengths and areas for development, and whether the experience has influenced their future career or education choices.
- The completed booklet and employer feedback are returned to school and can be used to support subsequent careers





	discussions and future education, training and employment decisions.
Year 11	Through PSHE, extended form time and the wider careers programme, pupils prepare for their transition to further education, training and employment and develop the knowledge, skills and confidence needed to make informed career decisions. • Social Media vs Real Life – exploring how online behaviour, digital identity and social media can affect personal reputation and future education and employment opportunities. • Pupils review their progress and set SMART targets, considering the grades and entry requirements needed for their chosen post-16 and career pathways. • Pupils explore post-16 options including sixth forms, colleges, apprenticeships and other education and training routes, considering how each pathway can lead to different careers. • Pupils develop CV writing, application and personal statement skills, learning how to communicate their strengths, skills, achievements and career interests effectively. • Pupils learn how to complete applications and prepare for interviews, including how to demonstrate the skills and qualities valued by employers. • Pupils learn about workers' rights, trade unions, health and safety and responsibilities in the workplace, developing their understanding of employment and professional expectations. • Pupils have opportunities to meet representatives from sixth forms, colleges and apprenticeship providers and receive information about entry requirements, courses, apprenticeships and progression routes. • Pupils have opportunities to attend careers talks and employer workshops, gaining first-hand information about different occupations, sectors and employment opportunities. • Pupils revisit Morrisby Careers activities to reflect on their interests, aptitudes, strengths and career aspirations and use this information to support their post-16 decisions.



	• Pupils have access to individual support from the Careers Lead throughout Year 11 regarding post-16 applications, career pathways, offers and destinations. • Pupils can continue to access work experience opportunities through SIPs Education or appropriate family and friends' workplaces, where suitable arrangements and checks are in place, allowing them to gain further insight into particular careers and develop employability skills. • Pupils in Year 11 are encouraged to undertake a minimum of five days of work experience before leaving the school. • Pupils continue to develop GCSE revision, study and organisational skills, recognising the importance of attainment and qualifications in accessing their chosen education, training and career pathways. • Pupils are supported throughout the year to make informed decisions and successfully transition to their chosen post-16 destination, with consideration given to their interests, strengths, attainment, aspirations and longer-term career goals.
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7 Impartial careers information, advice and guidance

The school ensures that pupils have access to impartial, accurate and up-to-date careers information, advice and guidance throughout Years 7–11. Information and guidance reflects the full range of education, training and employment pathways available to pupils.

During Year 10, all pupils have an individual one-to-one careers guidance interview with an external careers adviser. The guidance considers each pupil's interests, strengths, aspirations, current academic progress and grades. Pupils are supported to explore suitable future career and education pathways and to consider relevant qualifications, subjects, skills and entry requirements.

Following the interview, the external careers adviser provides a written record of the guidance, including relevant recommendations and useful links. This is shared with



the pupil and their parent/carer to support further discussion and decision-making.

Pupils can also access careers information and support from the Careers Lead, form tutors and subject teachers throughout Years 7–11, with additional individual support provided at key transition points, including GCSE option choices and post-16 applications.

The school ensures that pupils are made aware of a broad range of pathways, including A levels, further education, T Levels, apprenticeships, technical and vocational qualifications, higher education and employment with training. No particular pathway is promoted at the expense of other appropriate options.

Labour market information

The school recognises the importance of labour market information (LMI) in helping pupils make informed decisions about future careers and education pathways. Pupils are encouraged to consider employment trends, skills requirements, qualifications, salary information, progression opportunities and the changing nature of different occupations.

Pupils are signposted to reliable sources of LMI, including the National Careers Service, to support their exploration of different careers and sectors.

Addressing the needs of each pupil

The school recognises that pupils have different strengths, interests, abilities, aspirations and support needs. Careers provision is therefore adapted to the individual needs of pupils wherever appropriate.

Year 9 pupils complete a careers questionnaire to help identify their interests and inform their future pathway planning. Pupils in Years 10 and 11 receive further individual support at key transition points, including GCSE option choices and post-16 applications.

The school's approach aims to provide equitable access to careers information, advice, guidance, employer encounters and workplace experiences. Additional



support is provided where pupils face barriers to accessing careers provision, including pupils with SEND.

Pupils can also access support from the Careers Lead, form tutors and subject teachers throughout Years 7–11.

Linking careers guidance to the curriculum

There are links made to careers guidance throughout our curriculum, for example:

Subject	Example
Business	Self-employment v working as an employee – studying the pros and cons and types of industry , including franchises. Methods of recruitment and the selection process
English	Support provided with writing CVs and personal statements, and general application process for Sixth Form applications and apprenticeships. Creative and factual writing challenges – linking to journalism careers

Encounters with employers and employees

We recognise the value of our pupils having access to both employers and employees to receive first-hand information about careers and next steps. The school aims to ensure that pupils in every year group from Year 7 onwards have meaningful encounters with employers and employees each academic year, through activities such as careers talks, workshops, employer visits, Careers Week and other careers-related activities.

8 Experiences of workplaces

The school recognises the value of pupils gaining first-hand experience of workplaces in developing their understanding of employment, workplace expectations and the skills required for successful employment.

All pupils will have meaningful experience of a workplace or workplace-related environment by the end of Year 11. This may include work experience placements,



work shadowing, workplace visits, employer projects, virtual workplace experiences or other meaningful workplace-related activities.

In Year 10, pupils are supported through a dedicated work experience assembly and a preparation session delivered by SIPs Education. This preparation helps pupils understand what work experience involves, how to prepare for their placement, workplace expectations and responsibilities, and the practical considerations they need to think about before attending their placement.

Pupils are supported to consider their interests, strengths and skills when thinking about potential work experience opportunities.

Pupils in Years 10 and 11 are encouraged to undertake a minimum of five days of work experience before leaving the school. Where a work experience placement is arranged through SIPs Education, SIPs Education will undertake the appropriate checks and arrangements relating to the placement before the pupil attends.

Where a placement is arranged through a pupil's family or personal contacts, the school will ensure that appropriate information is obtained and that the placement is suitable and consistent with the school's safeguarding, health and safety and risk management requirements before the pupil attends.

The school will ensure that appropriate safeguarding, health and safety and risk assessment arrangements are in place before pupils undertake workplace experience.

Pupils are provided with a work experience booklet to complete throughout their placement. The booklet encourages pupils to reflect on their experiences, including what they have learned, the skills they have developed, the tasks they have undertaken and what they have learned about the workplace and their chosen area of work.

The booklet also includes a section for the employer or workplace supervisor to provide feedback on the pupil's participation, conduct, skills and engagement during the placement. The employer is asked to sign the booklet, which is returned to the school on completion of the work experience. This provides the school with evidence of the pupil's participation and an opportunity to consider feedback from



the workplace when supporting pupils with their future education and career choices.

Encounters with further and higher education and post-16 providers

We encourage every pupil to think proactively about their next stage of education, training and employment. Pupils are supported to understand the range of pathways available to them after Year 11 and how their choices can relate to their individual strengths, interests, aspirations and longer-term career goals.

The school provides pupils with opportunities to engage with a range of post-16 providers and institutions, including further education colleges, sixth forms, apprenticeship providers and organisations offering technical and vocational pathways. These encounters provide pupils with accurate and impartial information and, where possible, opportunities to experience different post-16 environments first-hand.

Pupils are provided with opportunities to access information about higher education and university pathways, including entry requirements, courses and the relationship between higher education and future careers.

Year 9

- Pupils visit Walsall College to learn about the range of post-16 pathways available, including T Levels, apprenticeships and other technical and vocational routes.
- Pupils receive information about the importance of achieving GCSE English and mathematics and the options available to pupils who do not achieve the required grades.
- Pupils are encouraged to consider how their GCSE choices and attainment may influence their future post-16 options.

Year 10

- BMet College visits the school to provide information about post-16 pathways, apprenticeships, technical education and other routes into further education, training and employment.



- Pupils visit Queen Mary's Grammar School for a tour and introduction to A-level study and the sixth-form experience.
- Pupils receive guidance on completing post-16 application forms, writing personal statements and presenting their skills, strengths and achievements effectively.
- Pupils have opportunities to visit local sixth forms and colleges and experience taster sessions in subjects or areas of interest.

Year 11

- BMet College visits the school to provide further information and guidance about post-16 pathways, apprenticeships, technical education and other education and training opportunities.
- Pupils visit St Francis of Assisi catholic college and have the opportunity to experience A-level taster sessions in subjects of particular interest to them.
- Pupils visit King Edward VI Handsworth Grammar School for Boys and King Edward VI Handsworth Grammar School for Girls and experience a morning as a sixth-form student, giving them first-hand experience of the sixth-form environment, expectations and opportunities.
- Pupils receive further support with post-16 applications, including applications to sixth forms, colleges and apprenticeship programmes.
- Pupils are encouraged to consider a broad range of post-16 options, including A levels, technical and vocational qualifications, T Levels, apprenticeships, further education and employment with training.

The school aims to ensure that pupils have meaningful opportunities to explore both academic and technical/vocational pathways. Provision is designed to support pupils in making informed and realistic decisions about their next steps and to ensure that no particular pathway is promoted at the expense of other appropriate options.



Annex 2: Useful Careers Resources

The following resources provide pupils, parents and staff with reliable careers, education, training and labour market information.

- **Department for Education – Careers Guidance:** Guidance relating to careers education and access to education and training providers. The school uses this as a framework when reviewing and developing its careers provision.
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- **Gatsby Benchmarks:** A framework for good career guidance which underpins the school's careers programme.
<https://www.careersandenterprise.co.uk/educators/gatsby-benchmarks-and-statutory-guidance>
- **Careers & Enterprise Company – Compass+:** A tool used to support the evaluation and development of the school's careers programme against the Gatsby Benchmarks.
<https://resources.careersandenterprise.co.uk/compass>
- **National Careers Service:** Provides careers information, advice and guidance, including information about careers, skills, qualifications, courses and employment.
<https://nationalcareers.service.gov.uk/>
- **National Careers Service – Explore Careers:** Provides information about different occupations, including skills, qualifications, salary information and progression opportunities.
<https://nationalcareers.service.gov.uk/explore-careers>
- **National Careers Service – Find a Course:** Provides information to help pupils research education and training courses and post-16 opportunities.
<https://nationalcareers.service.gov.uk/find-a-course>
- **Morrisby Careers:** Used by the school to support pupils in exploring their interests, aptitudes, strengths and potential career pathways. [Careers Advice & Guidance Online Platform – Morrisby](#)
- **Government Apprenticeship Service:** Provides information about apprenticeships, vacancies, entry requirements and applications.
<https://www.gov.uk/apply-apprenticeship>



- **Career Development Institute:** The professional body for careers development professionals in the UK, providing information and resources relating to careers education and guidance.
<https://www.thecdi.net/>





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