

Careers Policy

Policy Review and Approval

Review interval: 2 Years
 Review term: Summer Term
 Reviewed by: Assistant Head: Personal Development
 Approved by: Executive Head Teacher

First approved: July 2019
 Last approved: July 2025
 Next review: July 2027

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 programme

Our school motto is Aspire and this underpins our careers programme from when our students start their journey at Gildredge House. 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. Underpinning this is the modern Work Experience Programme and enterprise activities which run from Key Stage 2 through to Key Stage 4.

Our careers programme is in place from the Primary phase through to the Secondary phase, with many other careers-linked activities taking 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 understand routes to careers that they are interested in, and to make informed choices about their next step in education or training; and
- promote a culture of high aspirations and equality of opportunity.

Gildredge House is committed to supporting the careers programme and fulfilling its statutory duty. With the backing of our Governors, Senior Leadership Team, Teachers, support staff, parents/guardians, 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 school community are aware of the careers programme through regular internal and external updates and through the 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.
- The updated Gatsby Benchmarks (May 2025).
- The Careers Strategy (Careers and Enterprise Company).
- Careers Guidance in Schools and Colleges (Career Development Institute 2021).

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1st January 2023. The Act explains that we must provide a minimum of **six encounters** with technical education or training providers to all students in Years 8 and above. For more

detail on these encounters, please refer to our Provider Access Policy Statement in the Appendix of this policy.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This Act came into force on 1st 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 the necessary information and shows how our school complies with this requirement.

In December 2017, the DfE 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 Education, Information, Advice and Guidance (CEIAG) 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 (LMI).
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 Simmonds: Assistant Head - Personal Development
- Miss Swain: Primary phase Careers Lead
- Mrs Bray: Careers and Enterprise Coordinator, Level 6 Careers Adviser, Level 6 Career Leadership
- Mrs Uzorka Ion: 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, 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;
- assist Teachers with CPD on CEIAG to ensure that they have an up-to-date understanding on the modern world of work;
- establish and develop links with employers, education, and training providers, and careers organisations;
- work with all stakeholders including parents/guardians and the East Sussex Careers Hub;
- work closely with relevant staff, including our Special Educational Needs Co-ordinators (SENcos) and Careers Advisor, to identify the guidance needs of all students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans;
- work with our Assistant Head - Inclusion for looked-after children (LAC), previously LAC, EAL students, HPA, 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; and
- work with external providers offering a range of mentoring, support and one-to-one sessions for these students.
- review our school's Provider Access Policy Statement at least annually, in agreement with the Executive Head Teacher.
- ensure that the school website is kept up-to-date so that all stakeholders have access to the most up-to-date LMI and careers-related information.

3.2 Senior Leadership Team (SLT)

Our SLT will:

- support the careers programme;
- support the Careers Leader in developing their strategic careers plan;
- link the careers programme to the School Development 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 and above about technical education qualifications and apprenticeships, and set out arrangements for this in our Provider Access Policy Statement;
- network with employers, education and training providers, and other careers organisations;
- ensure that the Careers Leader engages with all stakeholders, including parents/guardians to develop and enhance the careers programme;
- link all careers activities to ensure that all students have their own personal careers profile through Morrisby and use this information to evaluate the careers programme;
- use The Careers and Enterprise Company's 'Future Skills Questionnaire' to ensure that evaluation of the careers programme is planned effectively and meets the needs of all our students; and
- engage with the Careers and Enterprises internal Careers Leadership Review and uses the findings from this review to improve the careers programme.

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;
- ensure the careers link Governor liaises with the Careers Coordinator and East Sussex Careers Hub to receive up-to-date training with respect to changes to CEIAG and keep up to date on statutory requirements;
- make sure independent careers guidance is provided to all students throughout their secondary education (11-16 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 7 onwards to inform them of approved technical education qualifications and apprenticeships;
- ensure that details of our careers programme and the name of the Careers Leader are published on the school's website;
- ensure that arrangements are in place for the school to meet legal requirements, including publishing our Provider Access Policy Statement;
- ensure the school is working towards achieving the Modern Work Experience Requirements by September 2026; and
- evaluate students career profiles.

4. Our careers programme

Gildredge House 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 programme was developed around the eight Gatsby Benchmarks. Careers is an important part of the curriculum, with all Teachers aware that education will, in time, support a student's career. All Teachers refer to and discuss careers opportunities specific to their subject areas, as well as exploring the transferable, enabling skills which allow students to develop and grow across both 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 in Personal Development lessons. Teachers are also expected to embed careers within lessons across all Faculties and they are appropriately trained to do so. Teachers also have access to resources and up-to-date CEIAG CPD so that they are aligned to the modern world of work.

Our careers programme does not 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 and follow the Equalex Framework when designing the modern Work Experience Programme.

Gildredge House guarantees impartial and independent advice. We promote independent websites relevant to all career needs; from choosing a Post-16 education institution, training and apprenticeship providers, or University, to pursuing a career via Personal Development lessons, drop down days, and one-to-one meetings.

All staff are expected to contribute to the careers programme through their roles as support staff, Tutors, Mentors, Teachers, and Heads of Faculties. Careers education is planned and monitored after each activity and the careers programme is evaluated annually by the careers team. The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), careers lunch time sessions, mentoring opportunities, as well as employability sessions offered by local employers. It also includes experiences of the workplace with trips to employers through 'Open Doors' visits, as well as visits from our local businesses to give students employer encounters.

The careers programme includes Labour Market Information and research work-related learning (including the inclusion of a ten day modern Work Experience Programme linked to the Equalex Framework), action planning and recording achievement. Other focused events, e.g. a Careers Fairs, Apprenticeship and Mock Interview Days are also provided. Work experience preparation and follow-up take place in Personal Development lessons and other appropriate areas of the curriculum. Parents/guardians are also invited to engage in career meetings, and career appointments can be arranged by the Careers Adviser as well as student's personal Tutors and Teachers. 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 consider how they affect others around them.

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

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

3. Learner voice through Reflection

We 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

We help students to recognise and to aspire to obtaining decent employment by relishing challenges and taking on new opportunities, while striving to do their best.

5. Sustainability through Support

We help students to understand that positive career choices need to be based on sustainable living and working and supporting ourselves and others to achieve this.

6. Social justice through Integrity

We help 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.

Careers management - 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 important skills and attitudes. Students also have the opportunity to develop roles through sport and creative subjects so that they can set goals and reflect, both 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 students with these important 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 employment rights and their responsibilities, as well as learning to manage their own personal finances and challenging stereotypes, gives students the tools to create their own work-life balance.

See the big picture - students are encouraged to navigate and understand careers-related information. This learning extends further than understanding occupations and qualifications; it extends to investigating issues such as child labour, discrimination, and understanding relevant issues such as how work practices have changed and will continue to change, for example, 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 the following:

- Personal Development lessons
- Careers-focused Tutor Time lessons

- Careers assemblies
- Encounters with employers visiting the school
- Options assemblies
- STEM sessions
- Further and Higher Education encounters
- Careers drop down days
- Guest speakers
- Visits to employers through East Sussex Hub's 'Open Doors' opportunities
- Apprenticeship talks
- Talks from Further Education and Apprenticeship providers
- Drop-in careers sessions
- Access to Labour Market Information through the careers library during Personal Development lessons and during break and after school sessions

4.3 Key Stage 4

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

- Careers 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
- Visits to employers through East Sussex Hub's 'Open Doors' opportunities and through school Faculty trips
- Apprenticeship talks
- Talks from Further Education and Apprenticeship providers
- Workshops with Apprenticeship and training providers
- Assessment Centre preparation
- Mentoring sessions
- Bespoke extended work experience to meet the needs of all students
- CV workshops and CV writing sessions
- Drop-in careers sessions
- Access to Labour Market Information through the careers library during Personal Development lessons and during break and before and after school sessions

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 as their peers, with adjustments and additional support as needed. Please see the separate 'Careers Programme for students with SEND and Vulnerable Learners'.

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. The school subscribes to the 'Vulnerable Learners Protocol' where students receive personalised transition support. This may include meetings with students and their families to discuss education, training, and employment opportunities, supported internships and transition plans into Post-16 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.

The school works closely with ESCC Inclusion Community of Practice and will continue to support ESCC when developing student and parent transition to Post-16 education guides for students with SEND.

4.5 Access to information about our careers programme

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

An individual 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

4.6 Assessing the impact on students

Our careers 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/guardians;
- destination forms;
- destination data;
- Morrisby online platform; and/or
- 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 modern Work Experience Programme offered at Gildredge House seeks to support the joint aims of providing ten days' of work experience 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. We follow the Career and Enterprise Company's Equalex Framework which consists of at least ten days' of work experience, including a Take Your Child To Work Day.

All students in Year 10 complete a week's work experience placement which takes place during the Spring Term. Students, supported by their parents/guardians and the school, are responsible for securing a placement.

Parents/guardians and students are informed of the importance of work experience through communications, a handbook, and at a Parent Information Evening. Further support is provided in school by the Form Tutor and the Careers Advisor. Bespoke work experience is offered to our SEND and vulnerable learners, and all students are supported to find their own placement. All placements are subject to health and safety checks which are conducted by the ESCC Work Experience Team to ensure the employer is suitably equipped and staffed to provide a meaningful and safe work experience placement.

Students are free to organise their own ongoing work experience placements which can take place in the school holidays throughout the year. We encourage students in Year 11 to leave the Easter holiday period free for revision sessions.

Additional support on finding an appropriate placement can be requested through the Careers Department. Any Health and Safety information needed by parents/guardians to engage with work experience through the school holidays is also offered by our Careers Department.

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

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 careers programme using the Compass evaluation tool (supported by the Careers and Enterprise Company) termly, as well as tracking all students' career profiles and activities using Morrisby. This provides us with information on how we are performing against the Gatsby Benchmarks.

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 and after all careers-related events in and out of school.

Students develop a profile on Morrisby through which their activities and skills development can be recorded and monitored by staff such as Form Tutors and the Careers Department. All one-to-one careers interview reports and action plans are uploaded to Morrisby allowing students to access their full careers profile. This includes SEND students' annual reviews. Any student profile can be exported with their student records, should they leave to go to another school.

All participants in the careers programme complete surveys following key events. Leavers' destination information is also analysed annually, and student aspirations are recorded through the school's Alumni.

The careers programme is monitored by Governors and staff throughout the academic year and reviewed annually. Parents are given feedback from the review, so they are aware of changes to the careers programme.

The Careers Newsletter provides all stakeholders an opportunity to feedback on the programme. Our Careers Department works closely with the Careers Hub to ensure that they are up-to-date with Labour Market Information knowledge and the changes to careers policy and trends.

As recommended by the Careers and Enterprise Company, the school also engages in an internal Careers Leadership Review.

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 Policy Statement (see Appendix)
- SEND Policy
- Careers Programme for students with SEND and Vulnerable Learners

Appendix: Provider Access Policy Statement

This document sets out the school's arrangements for managing the access of providers to students at Gildredge House for the purpose of giving students information about providers' 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 7-11 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, Year 11 parent information evenings, and other taster events; and
- 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 or on 01323 400650, extension 2037.

Opportunities for access

The school offers a comprehensive careers education, information, advice, and guidance programme. An overview of our careers programme can be found on the school website. We welcome employers, parents/guardians, and educational institutions to engage with our students.

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 must be discussed and agreed in advance of a 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. Any printed literature can be sent to the school for the attention of: Mrs Bray, Careers Department, Gildredge House, Compton Place Road, Eastbourne, BN20 8AB. Links can be emailed to Mrs Bray on s.bray@gildredgehouse.org.uk.

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 The Youth Employability Service, and parents/guardians to deliver talks, assemblies, lessons, workshops, one-to-one mentoring, and online sessions to our students. We also welcome ESCC to pilot careers programmes and engagement with our students can be arranged.

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 4.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events. Opportunities for providers to speak with students and parents/guardians may include on a one-to-one basis supporting GCSE, Post-16 or Post-18 option choices and through a mentoring programme.

Providers are also welcome to support our continued professional development by offering sessions to keep staff informed about the modern world of work. This supports the embedding of careers into the curriculum.

Gildredge House proactively seeks to build relationships with providers 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 across all Year Groups.

Employers and parents/guardians can join the Gildredge House Careers Business Partnership and 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 to Year 11.

Gildredge House ensures that staff involved in personnel guidance and pastoral support are up-to-date on their knowledge of these Post-16 pathways, through a programme of Continuing Professional Development.

Accessing the school site

Agreed providers can make use of the school car park. On arrival, visitors should make their way up the school drive to sign in at the School Office and collect a visitor badge. A member of the Careers Department will collect visitors from the School Office.

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

Telephone: 01323 400650, extension 2037

Website: www.gildredgehouse.org.uk

Monitoring

The Gildredge House careers programme is monitored for quality and impact by the Careers Leader and Senior Leadership Team as well as through the internal Careers Leadership Review. Monitoring of access to and opportunities to engage with technical, vocational and training providers will form part of this process.