



# Career Education and Guidance Policy

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## Independent Day School for Boys and Girls Fairley House School

<b>Date of issue:</b>	<b>May 2022</b>
<b>Date for review/update:</b>	<b>May 2023</b>
<b>Named person responsible for review:</b>	<b>Michael Taylor</b>
<b>Approved by:</b>	
<b>POLICY CHANGES</b>	
<b>Date of amendments</b>	<b>Page number and update</b>

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## **1. Aim, objectives, values and ethos**

Fairley House School's Careers Education and Guidance policy has the following objectives in line with the Eight Gatsby Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees
- To support students to obtain work experience placements at Year 10
- To provide opportunities for students to encounter further and higher education
  - To provide personal guidance to students on careers education

This policy is underpinned by our long-term vision and core values of 'Opportunity and Achievement for all'; ensuring all our students receive the correct guidance and support to enable them to flourish within and beyond their school years. We are committed to implementing a careers programme that allows students to be aspirational in their pursuit of their chosen career paths which helps foster wellbeing, promote success and improve life chances.

## **2. Content**

Fairley House School operates within guidance and procedures set out by the Department for Education (DfE). Following publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation, and further guidance from the DfE in 2018, the school is committed to ensuring that the eight benchmarks of good practice are in place. These eight benchmarks are:

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

- A full summary of the eight Gatsby Benchmarks can be found in the appendix section.

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 8	Discussions via Assembly about jobs and what is out there. Discuss a range of jobs-how these might lead to different job and the opportunities these have. Promotion and progression.	Key Stage 4 options event Enterprise Day	Team building and management skills.
YEAR 9	Assembly and tutor group opportunities employability skills  At the end of term-last lesson of every subject: some time should be given to talk about the jobs that the subject might offer:- Geography-eco-tourism.	What is expected in a job: Time keeping Communication Work ethic Presentation Uniform/branding Leadership  At the end of term-last lesson of every subject: some time should be given to talk about the jobs that the subject might offer:- Geography-eco-tourism.	What to look for in work experience-what is that you want to get out of this?  At the end of term-last lesson of every subject: some time should be given to talk about the jobs that the subject might offer:- Geography-eco-tourism.
YEAR 10	Assembly and tutor group: What kind of job might you like? How to get there and what is required. Networking event with parents/governors. Parent/governors-talk about their jobs-what they entail and how they came to be in that role.	Interview technique Mock interviews	Work experience preparation sessions Work experience
YEAR 11	Tutors discussions on opportunities at post 16. College Sixth Form What to pick University/apprentice	Post-16 Saturday/evening jobs- Work and responsibilities- What changes when you leave FHS.	Year 11 Awards Evening

### **3. Outcome**

- To contribute to strategies for raising achievement, by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity and diversity
- To encourage participation in continued learning including higher education and technical and vocational qualifications
- To develop enterprising and employability skills in students
- To involve all school stakeholders (Parents, Past Students and Governors) in the careers education of students.

### **4. Students**

Students at Fairley House School have access to a wide range of activities based exclusively on career education, future guidance and subject specific career links which includes:

Work experience provision in Years 10

- Access to a range of activities, including employer talks, careers fairs, motivational speakers, college visits and access individual teacher support
- Meaningful encounters with employers, helping all students learn about what it is like to work in a variety of occupations
- Access to advice on options available at Post-16 including apprenticeships and college application.
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET. (not in education, employment or training)
- Career Specific lessons in Years 8-11 during subject lessons and year group assemblies.
- Year 10 career specific tutor time activities

### **5 Implementation**

The Careers Lead from the Leadership Team and the Careers Adviser coordinate the careers programme and update the senior leadership team. Year 10 work experience is planned and supported by Head of Year 11 and Mr Taylor. Mr Taylor and Head of Year 11 will also oversee this process, ensuring every student in Year 10 has a suitable work experience placement for the duration of the two weeks. All teaching staff contributes to Careers Guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by external speakers and senior leadership. The Careers programme is planned, monitored and evaluated by the Senior School Leadership Team.

## 6 Curriculum

Careers guidance is part of the school's curriculum and is embedded into the all aspects of the school, in particular Assemblies and RSHE/Tutor time. Career guidance includes improving skills such as interviews techniques, financial awareness, careers education sessions, online guided research activities, external speakers and Governor and Parent lead events. Work experience preparation is conducted through assemblies, RSHE lessons and tutor time (in Year 10) Fairley House School reflects on the work experience provision offered in Year 10 through student feedback.

## 7 Statutory requirements and expectations

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which: a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from Year 8 to Year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given. Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-inschools>

### **Gatsby**

The DfE's guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance" by the end of 2020

(para.17, p.14) For further information: Gatsby Good Career Guidance  
<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers & Enterprise Company Gatsby benchmark toolkits for schools:  
[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby\\_benchmark\\_toolkit.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf)

## 8 Evaluation

This policy will be evaluated annually by the Governing body to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

## 9 Author

This policy will be reviewed and updated May 2023

## 10 Appendix The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.
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