



Careers Guidance Policy

Fairley House School

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POLICY CHANGES	
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1. Aims

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

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils 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

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 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Jarrod Stevens. He is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting 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 coordinator (SENCO) to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans

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 our school's 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 pupils in years 8 to 13 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 pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 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

4. Our careers programme

From September 2024, students from Year 7 to 11 will complete a career's learning journey with the use of UNIFROG, PSHE sessions, assemblies and special events.

The programme is in line with achieving all GATSBY benchmarks.

BM1 A stable careers programme with a careers leader

BM2 Learning from career and labour market information

BM3 Addressing the needs of each pupil

BM4 Linking curriculum learning to careers

BM5 Encounters with employers and employees

BM6 Experience of workplaces

BM7 Encounters with further and higher education

BM8 Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including: lessons, tutor led discussions, events and guest speakers.

- Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects
- Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training

Year 7

Assemblies from external providers.

Advice from teachers – subject and Key Stage career notice boards.

Trip to Pizza Express

Enterprise day

UNIFROG careers guided sessions will run during form time and/ or PSHEE lessons, which include:

- Introduction to UNIFROG
- What are skills?
- What is your dream job?

Year 8

Assemblies from external providers.

Unifrog and other on-line websites.

Advice from teachers – subject and Key Stage career notice boards.

Enterprise day

Options evening to support GCSE choices

UNIFROG careers guided sessions will run during form time which include:

- Identifying Interests
- University V Apprenticeships
- Skills for careers

Year 9

Year 9 students will be involved with a range of Careers Education, Information, and Guidance (CEIAG) over the duration of the school year.

During PSHE students will focus on the job market and how their GCSE subjects match these job roles. They will also understand different career pathways such as apprenticeships and new technical qualifications.

Assemblies from Aspirational Speakers, and external providers.

Advice from teachers – subject and Key Stage career notice boards.

Assemblies from external providers.

UNIFROG careers guided sessions will run during form time which include:

- Leadership Skills
- Your skills, your team
- CV writing

Year 10

Year 10 students will be involved with a range of Careers Education, Information, and Guidance (CEIAG) over the duration of the school year.

Year 10 will complete planning for the future sessions during PSHE scheme of learning.

Year 10 students will focus on how to represent themselves professionally and key interview techniques.

Assemblies from external providers.

Advice from teachers – subject and Key Stage career notice boards.

Mock interviews

A week's work experience placement

UNIFROG careers guided sessions will run during form time which include:

- Teamwork and Communication

- Independency
- Behaviour at work

Year 11

During September, students will also have guided session with form tutors who will demonstrate effective use of UNIFROG giving students autonomy over their own careers planning journey.

Assemblies from Aspirational Speakers, and other external providers.

Unifrog and other on-line websites.

Advice from teachers – subject and Key Stage career notice boards.

UNIFROG careers guided sessions will run during form time which include:

- How to use UNIFROG
- Post16 options
 - BTEC and A Levels
- Apprenticeships

Year 11 will also be invited to the yearly Careers Fair.

Extracurricular Events

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	Trip to Pizza Express (BM 2, 5, 6)	Develop entrepreneurial skills through an enterprise day. (BM 2, 3, 4, 5, 6)	Employer talk (BM 2, 3, 4, 5)
YEAR 8		Key Stage 4 parents and pupils options evening (BM 3, 4, 8) Develop entrepreneurial skills through an enterprise day. (BM 2, 3, 4, 5, 6)	
YEAR 9			

YEAR 10		Mock interviews (BM 3, 5, 8)	A week's work experience placement (BM 3, 5, 6)
	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 11	Visit to a careers fair (BM 2, 3, 5, 7, 8)		Year 11 Awards Evening

5. Assessing the impact on pupils

Our career programme is designed so pupils 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 by: feedback from pupils, parents and teachers.

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the The Education Committee and reviewed annually.

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. Fairley House School is guided by the subscription to Unifrog.
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.

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