



THE PRIORY SCHOOL

D O R K I N G

Headteacher: Mrs J Trimnell

Careers Education and Guidance Policy



Approved by	LGB	Date Approved	03 September 2025
Review Cycle	Annual	Date of Next Review	September 2026

Version	Date	Update	Owner
V1	July 2025	P3 Updated to 'Department for Education's statutory guidance 2025'.	Head
Final	September 2025	Approved by LGB	Head

Relationship to other policies

- Equality Policy
- Health and Safety Policy
- PSHCEE and RSE Policy
- Special Educational Needs Policy
- Teaching and Learning Policy

At The Priory School, we are dedicated to ensuring every student receives the guidance and support needed to thrive in their future endeavors. We firmly believe that each young person deserves the opportunity to discover their unique talents, develop essential skills, and explore diverse career pathways. Our goal extends beyond academic excellence – we strive to foster educated, confident, active, and responsible young individuals who are prepared to navigate the complexities of the modern world. Whether a student aspires to attend university, pursue an apprenticeship, or embark on a professional journey, we are committed to equipping them with the necessary tools and knowledge to make informed choices.

We understand that every student has distinct interests, strengths, and aspirations. Our comprehensive career guidance program is tailored to empower everyone to identify their passions and explore careers that align with their abilities and goals. Through personalised services interviews, workshops, and in school activities, we aim to foster self-discovery and provide invaluable insights into various professional fields.

We actively seek partnerships with local businesses, organisations, and industry professionals to offer work experience, shadowing, and assembly talks. These hands-on experiences allow students to gain practical knowledge, develop essential skills, and make informed decisions about their future paths.

Aims

- To enable our students to develop their knowledge about further education, training and employment.
- To enable our students to make informed decisions about their futures.
- To ensure our students have access to guidance at key transition points in their education.
- To ensure that careers provision is accessible to all, promotes an ambitious attitude, and is monitored and evaluated for its effectiveness.
- To link curriculum learning to the world of work. This policy 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 (The Baker Clause).
- Students are entitled to access our independent careers provision at any time.
- Formal careers appointments for all students begin during Year 10.

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, form time, lessons and taster events.
- Understand how to make applications for the full range of academic and technical courses. In compliance with the updated Provider Access Legislation, students will engage in a minimum of four 'Employer Encounters.' Two encounters during Years 8 and 9 and two during Years 10 and 11. We also adhere to the 8 Gatsby Benchmarks as detailed in the appendix.

Implementation:

At Key Stage 3 we aim to develop the skills and confidence needed to make realistic and informed decisions about Key Stage 4 courses and develop an understanding of self in relation to future roles along with an understanding of work, training and continued education.

Students are encouraged to improve self-awareness through reviewing their own interests, developing their individual character virtues, aptitude and preferred approaches to learning and preferred subjects. Students will have the opportunity to engage in work-shadowing days and will be provided with opportunities to meet industry experts.

At Key Stage 4 we aim to develop students' skills and confidence to enable them to make realistic and informed decisions about their future beyond compulsory schooling. We also aim to help them develop the skills necessary to manage the transition from Key Stage 4 into Further Education, training, or employment.

We encourage students to participate in all opportunities. We also ensure they develop their research skills so they can find out the information they need to make career choices. Students are supported in understanding how to write a CV and its importance in the interview process. Students will access several employer engagement events, engage with higher education providers, as well as providers of technical and alternative training qualifications.

As a school we ensure that our programme does not show bias towards a particular career pathway and promotes a range of options for all students.

Careers Programme

Our careers programme is embedded into the curriculum and includes a variety of enrichment activities. Our programme has been designed and developed in line with the eight Gatsby Benchmarks to ensure best practice and to meet the requirements of the Department for Education's statutory guidance 2025.

Our programme provides a range of encounters with employers, experiences of the workplace, advice sessions with an external qualified careers adviser and opportunities for self-reflection and skills development in form time, embedded within subject areas and in extracurricular opportunities. We continue to develop our Careers Guidance and Education programme in line with the eight Gatsby Benchmarks.

Careers education, guidance and work-related learning will be planned by the Careers Leader and delivered in a variety of ways to include:

- Planned activities delivered during form period by Form Tutors.
- Themed assemblies including visitors from business and industry.
- ICT and PSHCEE lessons.
- Cross Curriculum Delivery.
- College taster days for years 10 and 11
- Visits/trips
- Online Careers software - Unifrog accounts for all students in Key Stages 3, 4.
- Work experience for all Year 10
- Volunteering opportunities.

Commitment

The Priory School is committed to providing a planned programme of careers education, information and guidance for all students in Years 7 to 11.

Recording Assessment

Within school, we utilise the Unifrog platform to help students record their career experiences, interests, and research activities. Students can log details about work shadowing/experience, volunteering, and other career-related endeavors, as well as indicate their areas of professional interest. This information is monitored by staff members, who can identify students' strengths, passions, and areas for further exploration or development. Unifrog also serves as a valuable tool for students to research different career paths, educational programs, and job opportunities. By engaging with the platform's resources, students can enhance their research skills, explore various industries and roles, and gain insights into the qualifications and experiences needed for their desired careers. Staff members can review students' research activities and provide guidance to ensure they are thoroughly investigating their options.

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 students, parents, teachers, governors and employers.

2. Learning from career and labour market information. Every student, 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 student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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. 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 student 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 student 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 students 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 student should have opportunities for guidance interviews with a career 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.”