



CAREERS

PERSONAL DEVELOPMENT

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Responsibility	Ms N. Maggs (Director of Careers)
Chair of Governors	Craig Smith
Principal	Ms C. Cross

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Our Aim

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

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. For more detail on these encounters, see our provider access policy statement, which you can find https://www.sydneyrussellschool.com/?page_id=6766

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)
- As an academy in England, we're now required to provide and publish careers guidance.

The above guidance requires that schools publish information about their careers programme on their website.

This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found:

School Website Careers Page - [Link](#)

Roles & Responsibilities

Director of Careers

Our Director of Careers is Natalie Maggs, who can be contacted by:

Tel: 020 3959 9900 ext: 153/122

Email: nmg@sydneyrussellschool.com

Our Director of Careers, Natalie Maggs, works closely with 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 co-ordinator (SENCO) and careers adviser, 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
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

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

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
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a Careers leader
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

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:

- Focused lessons, tutor-led discussion, tasters, displays, events, guest speakers, work experience and future pathway interviews.

Key Stage 3 Programme

The programme at KS3 (Years 7-9) aims to spark curiosity in different career pathways, foster a positive “can-do” attitude, and support informed decision-making ahead of GCSE choices in Y9.

- Inspire pupil curiosity about a wide range of career and educational pathways.
- Promote a positive, “can-do” attitude towards future learning and work.
- Ensure pupils are well-prepared to make informed GCSE subject choices in Year 9.

To meet these aims, the programme will:

1. Deliver impartial and comprehensive careers education across Years 7 to 9, ensuring all students receive unbiased information.
2. Provide regular exposure to real-world workplaces through encounters with employers, technical training providers, colleges, and apprenticeship routes.
3. Challenge career stereotypes, affirming that all career pathways are accessible to every pupil.
4. Clarify how academic subjects relate to future career opportunities, helping pupils make meaningful links between learning and employment.
5. Develop pupils’ personal attributes - resilience, self-awareness, planning, and reflection - to support their future progression.

Activities (KS3)

Year	Activities
Year 7	• Tutor-led sessions introducing self-awareness and exploration of careers. • Career-theme assemblies and visits from guest speakers. • Early reflection on interests and how they connect to subjects and work.
Year 8	• Continued CEIAG tutorials focused on identifying strengths and interests. • Engagements with employers or providers, including workplace visits, talks, and career networking.
Year 9	• Guided support for GCSE option decisions linked to career aspirations through taster sessions and parent guardian evenings. • Continued employer and provider interactions tailored to students’ interests. • Reflective activities to break down stereotypes and reinforce the connection between subjects and future goals.

Key Stage 4 Programme

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training.

To meet these aims, the programme will:

1. **Provide structured careers education** through curriculum-linked lessons and targeted Personal Development days.
2. **Enable pupils to experience, research and evaluate** a range of opportunities - including post-16 courses, apprenticeships, vocational study, and university.
3. **Ensure every student receives at least one impartial careers interview**, with additional tailored guidance as needed.
4. **Promote encounters with employers, training providers, and higher/further-education representatives**, offering insight into real-world career and learning options.
5. **Develop employability skills**, such as CV writing, application composition, interview technique, financial capability, and personal planning.
6. **Support transitions beyond school**, offering sustained guidance through Year 11, results day, and into post-16 destinations.

Activities (KS4)

Year	Activities
Year 10	• Careers lessons or Personal Development sessions embedded in the curriculum, covering themes such as Labour Market Information (LMI), financial planning, and career investigation. • School based events including careers networking, post-16 provider assemblies, and taster experiences for technical and vocational courses. • A week-long work experience placement to deepen understanding of workplace environments. • Mentor (tutor)-led support focused on aspirations, career planning, and personal development led by the company Future Frontiers. • and how they connect to subjects and work.
Year 11	• Continued curriculum-linked CEIAG alongside assemblies and structured events about post-16 progression. • All students meet individually with a Level 6 qualified careers adviser for guidance on applications, CVs, personal statements, and interview preparation. • Provision of workshops and materials to develop application skills, financial awareness, and self-management. • Ongoing support through the summer term, results day, and entry into post-16 destinations, ensuring no student is left without guidance.

Key Stage 5 Programme

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. To achieve these aims, the programme is designed to:

1. Access a stable, curriculum-linked careers programme, Future Pathways, that is founded on the Gatsby Benchmarks, ensuring consistent progression and support.
2. Receive up-to-date labour market information so they can compare pathways such as university, apprenticeships, and employment.
3. Benefit from impartial, personalised guidance with at least one annual one-to-one interview by a qualified adviser (Year 12).
4. Engage directly with employers, higher/further education providers, and professionals through workshops, talks, and events.
5. Build advanced employability skills in CV writing, personal statements, interview techniques, networking, financial planning, and workplace etiquette.
6. Reflect on their journey at SRS, consolidating their skills, aspirations, and confidence to transition smoothly into post-18 life.

Activities (KS5)

Year	Activities
Year 12	• A structured careers curriculum delivered during tutor time or Future Pathways, covering post-18 pathways including university, apprenticeships, and employment. • At least one annual one-to-one session with a qualified careers adviser to set targets and plans. • Attendance at external events such as Higher Education fairs, apprenticeship expos, employer talks, and campus visits to broaden awareness. • A workplace experience or job shadowing placement to develop real-world understanding of work environments. • Workshops on core employability skills - CV and personal statement writing, interviewing, networking, financial literacy, and professional presence.
Year 13	• Opportunities to attend university open days, apprenticeship provider events, and sector-specific networking sessions. • Specialist support through drop-in workshops - covering UCAS submissions and personal statements. • Roles in peer mentoring or ambassador programmes, reinforcing reflection and communication of career readiness. • Post-results support, including guidance for reapplications and alternative progression routes where needed.

Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings

with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher 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 pupils without SEND that is not also offered to our pupils with SEND.

Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Ms Natalie Maggs: nmg@sydneyrussellschool.com.

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:

- Surveys; leavers' information; feedback from pupils, parents, teachers and employers; evaluations

Links to other Policies

This policy links to our other policies:

➤ https://www.sydneyrussellschool.com/?page_id=4645