



BEACONSFIELD HIGH SCHOOL
A remarkable grammar school

CAREERS EDUCATION AND GUIDANCE POLICY

Date last reviewed: January 2024
Next review date: January 2027
For review by: E&O

Beaconsfield High School

Careers Education and Guidance Policy



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1. Policy Statement

1.1. Values and vision

This policy is underpinned by our long-term vision and core values. Beaconsfield High School aims to support its high achieving and ambitious students and to equip them with the knowledge, skills and confidence to plan and manage their individual pathways through learning and work on a lifelong basis. The learning outcomes, prepare students for the opportunities, responsibilities and experiences of education, training and employment at destinations associated with a selective and highly academic school. In school, through careers education, across all curricular and extra-curricular activities, and with support and independent advice and guidance we will encourage them to make the most of their talents and follow their chosen career path.

The purpose of Careers Education and Guidance at Beaconsfield High School is **to help students make their decisions about their future**. We do this by:

- Increasing self-awareness and understanding of skills and competencies
- Providing an understanding of the world of work and
- Developing students' career management skills

1.2. Statutory requirements and expectations

Careers Education and Guidance at Beaconsfield High School is provided in line with relevant legislation including [statutory guidance](#) published by the Department for Education which sets out the expectation that 'all secondary schools and colleges to use the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.'. The Gatsby benchmarks are set out below:

Benchmark	Description
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 career’s 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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In addition, the policy also takes account of the more recent [Skills and Post-16 Education Act 2022](#) which came into force on 1st January 2023. It explains that the school must provide a minimum of 6 encounters with technical education or apprenticeship providers to all pupils in years 8 to 13. Our Provider Access policy can be found on the school website in the ‘Policy’ section.

To achieve the objectives set out in school’s Careers Education and Guidance programme and the obligations set out above, the school has in place a programme of activities and learning that are delivered appropriately across all year groups from Year 7 to Year 13. The Careers team continually reviews the programme in line with the changing careers landscape.

Beaconsfield High School ensures that their careers programme address these measures to help all students gain the skills needed to progress into a rewarding career.

Governors and staff are committed to:

- providing students with a planned programme of careers education and information, advice and guidance throughout their school career, with opportunities at key transition points to access impartial, up-to-date information and expert advice and guidance from external careers advisors;
- maximising the benefits for students by involving alumni, employers, HE institutions and chosen professional agencies in the delivery of our programme;
- encouraging parental/carer involvement at all stages through Options Evenings, access to appropriate online resources
- paying regard to relevant guidance from the DfE, Ofsted and other agencies improving outcomes for young people.

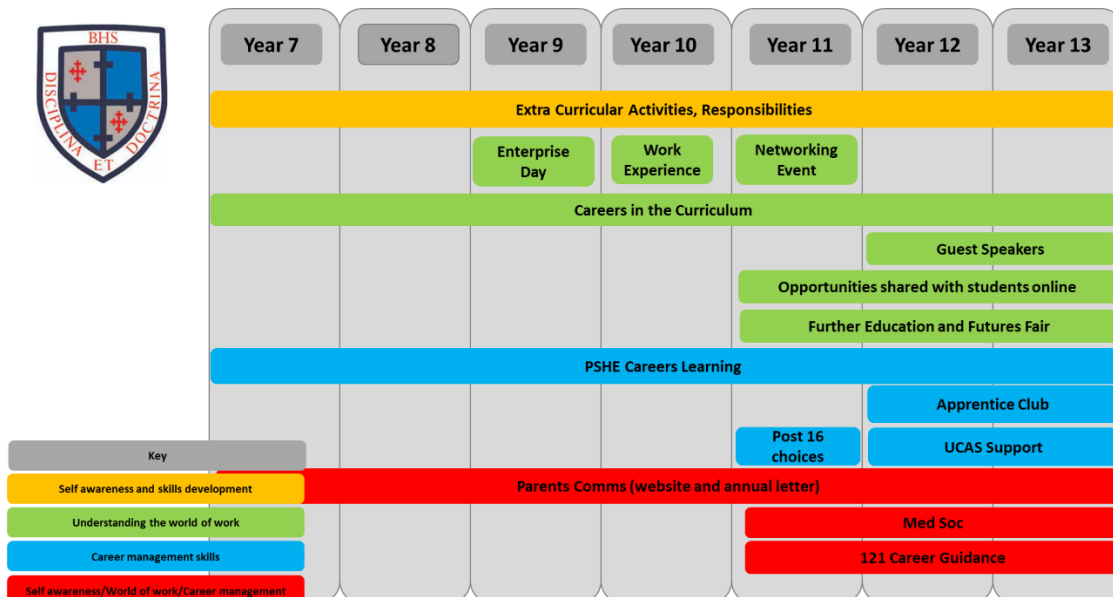
2. Leadership and Management

The whole Board of Governors is committed to supporting the Careers programme, the Governor nominated with specific responsibility for careers is Mr Amit Gupta. Mrs Zahara Sattar is the member of the Senior Leadership Team responsible for careers and Mrs Karen Wray is the Careers Lead and impartial careers adviser.

3. Delivery

The Careers Leader works with the Senior Leadership Team, PSHE Leads, Head of Sixth Form. (Y12 & Y13), Heads of Learning, Form tutors, Heads of Faculty, SENCO etc in order to develop the annual careers plan which can be seen at a high level below:

Beaconsfield High School Careers Plan 2023-2024



In addition to the delivery of the plan, students have access to Unifrog, an online career tool and external opportunities (work experience, talks, visits etc) are shared to appropriate year groups.

4. Monitoring, Reviewing and Evaluation

Each event is reviewed by participants, the careers teams and other involved stakeholders in order to assess whether any changes should or could be made for future events.

Feedback on the programme is sought from staff across the school, students and parents on the regular basis. The careers team use their wider network of organisations and contacts as well as sector knowledge to maintain awareness of events and opportunities to ensure that students are offered the best possible programme. In addition, we regularly benchmark our programme against the Gatsby benchmarks.

The Governing Body oversees arrangements for CEIAG through the Education & Outcomes Committee and the Link Governor.