

Earlscliffe (Earlscliffe Ltd)

Policy: Careers Policy

Member of SLT responsible: Head Teacher & Deputy Head (Pastoral & Boarding)

Date of review: June 2025

Date of next review: June 2026

Earlscliffe is part of the Dukes Education Group.

Introduction

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education and provider access.

The careers provision at the school is in line with the statutory guidance developed by the Department for Education (DfE) which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- Be impartial
- Include information on a range of pathways, including university options or apprenticeships
- Be adapted to the needs to the student

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that education and training providers must be given the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

The school is also cognisant of the Education (Careers Guidance in Schools) Act 2022 and the updates that were made to this statutory guidance on 31 August 2022 and January 2023 with the latter being replaced by the May 2025 Statutory guidance "Careers guidance and access for education and training providers" with a particular focus on the Gatsby Benchmarks.

Updated Gatsby Benchmarks

- 1 A stable careers programme
- 2 Learning from career and labour market information
- 3 Addressing the needs of each young person
- 4 Linking curriculum learning to careers
- 5 Encounters with employers and employees
- 6 Experiences of workplaces
- 7 Encounters with further and higher education
- 8 Personal Guidance

For more information visit:

<https://www.gatsbybenchmarks.org.uk/understanding-the-gatsby-benchmarks/>

Aims and purpose

- Prepare students for the transition to higher education and the world of work
- Support students in making informed decisions which are suitable and ambitious for them
- Inspire and motivate students to develop their aspirations

Guidance and Support

The school is always supportive of students' aspirations, strengths and skills. The focus of the support is aimed at university destinations associated with an academically non-selective school with an international student body studying A-levels or the ATHE Business & Management Diploma. In addition, the school supports students studying the One Year GCSE programme in making an appropriate selection of a post-GCSE programme suitable to their academic needs and career aspirations.

The school seeks to raise aspirations and support young people to achieve their full potential.

The school's career guidance begins at a student's admissions interview when a discussion is held with an applicant to identify career goals and ambitions. This then ensures that a student is given advice that ensures that the correct programme (A-levels, ATHE Business & Management Diploma, One Year GCSE, Pre-A-level) and subject(s) therein is studied.

The school's SEND team will be consulted with when required in order to ascertain the most appropriate path for the student. Considerations include, but are not limited to, the academic ability of the student, and their achievements, the students' mental fitness and the level of support the University, or workplace is able to offer and how well that meets the needs and desires of the student.

The school's careers guidance continues throughout a student's attendance at the school via a range of activities, meetings with senior tutors, expert external organisations e.g. Investin, The Medic Portal, The Lawyer Portal, to ensure that a student's career ambitions have not changed or, where they have changed, provide appropriate guidance and support.

Progress in language development for English as an Additional Language (EAL) students is monitored by the relevant Curriculum Area Manager and Senior Tutor, with a view to ensuring that the student's career ambitions are met where possible. Where the student's aspirations are not realistically attainable, the student will be supported to identify alternative options, and/or given a plan to improve their language skills to achieve their original goal.

At the school, senior tutors provide impartial, personalised and tailored careers advice to students and make use of external sources including [ucas.com](https://www.ucas.com) and provide guidance on appropriate programmes and subjects when transitioning from one key stage to another including personalised support from the SENCO and external bodies where appropriate

Provider Access

This statement sets out the School's arrangements for managing the access of Providers to students at the School for the purposes 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.

Students are entitled:

To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

To hear from a range of local Providers about the opportunities they offer, including technical education and apprenticeships

To understand how to make applications for the full range of academic and technical courses

A Provider wishing to request access should contact the school via 01303 253951 or info@earlscliffe.co.uk

Providers can be given opportunities to speak with students during senior tutor group periods or, if appropriate, arrangements can be made for a presentation to a large group of students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Librarian. The Library is available for students throughout the school teaching day. Lunch time and after school.

Evaluation

An evaluation of the data of retention of One Year GCSE students, university, employment and apprenticeship destinations, participation in trips and attendance during university events will enable measurement of success.

This policy should be read in conjunction with the following policies:

Curriculum Policy

Admissions Policy

June 2025

