



## **Careers Policy**

**Responsible person(s):** Steve Proctor (Head of Sixth Form), Ángela Moreno Morales

**Review Cycle:** Annual

**Last review date:** September 2025

**New review date:** September 2026

**In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.**

Burlington House School is owned and operated by **Cavendish Education**.

### **General Introduction:**

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that **all children can achieve**.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the Education Act 1996, which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

#### **Reference to Government Guidance:**

Burlington House School has regard to the Department for Education’s statutory guidance, [Careers guidance and access for education and training providers \(2023\)](#). While this does not formally apply to independent schools, it provides a strong framework of best practice that the school follows wherever possible.

#### **Reference to Gatsby Benchmarks:**

The school aligns its provision with the updated Gatsby Benchmarks as set out in [Good Career Guidance: The Next 10 Years \(Gatsby, 2024\)](#). The Gatsby Benchmarks form the foundation of our careers programme, and we monitor compliance annually.

#### **Careers Contacts:**

The Careers Lead for Burlington House School Prep/Senior is:

**Ángela Moreno Morales**

[moralesa@burlingtonhouseschool.com](mailto:moralesa@burlingtonhouseschool.com)

From January 2026, the Careers, Work Experience and Post-16 lead for Burlington House Sixth Form is:

**Elsbeth Mackie**

Email. [sixthformreception@burlingtonhouseschool.com](mailto:sixthformreception@burlingtonhouseschool.com)

*Interim contacts:*

[sixthformreception@burlingtonhouseschool.com](mailto:sixthformreception@burlingtonhouseschool.com)

**Steve Proctor** - Head of Sixth Form

**Dan Wilson** (Assistant Head - Vocational)

**Rik Finch** (Deputy Head - Academic)

## **Aims of Careers Education at Burlington House School:**

### **STANDARD 1: THE QUALITY OF EDUCATION PROVIDED (CURRICULUM)**

At Burlington House School, we aim to prepare our pupils and students for the opportunities, responsibilities and experiences of life.

Careers education and guidance is an essential part of this process. We ensure that all our learners have access to a programme of careers education through Tutorial lessons, scheduled work experience, as well as a combination of internal and independent careers advice.

Burlington House School has a named post-16 advisor, who leads on vocational and academic progression (including UCAS) and a named Careers Lead for Prep/Senior.

Careers guidance will:

- be presented impartially, with no bias or favouritism towards a particular educational route or work option
- encourage pupils to fulfil their potential
- support pupils in knowing their own strengths and weaknesses, and interests relating to the world of work
- allow pupils to learn about different career opportunities
- as far as is reasonably possible, present guidance tailored to the individual
- aim to reach all pupils attending a Post-16 placement
- aim to meet the Gatsby Benchmarks for careers education provision. Provision will be mapped annually against the updated [\*Good Career Guidance: The Next 10 Years \(Gatsby, 2024\)\*](#), with self-evaluation through Compass+ or equivalent.

Where possible, pupils attend careers or apprenticeship fairs and outside speakers are invited to come in and talk to the pupils across key stages 3, 4 and 5 about their career pathway and progression. Encounters with employers and providers will be purposeful, including clear preparation, learning objectives, and structured reflection afterwards.

Furthermore, an LA careers representative for SEN is invited to attend annual reviews. The LA Keyworker will give recommendations as part of the review of/transition to an Education, Health and Care Plan (EHCP), which forms part of the Annual Review. We advise parents to seek further advice from the LA representative if required.

Burlington House School seeks to create and maintain links to a series of post-16 provisions that we deem suitable for SpLD learners, including our Sixth Form. Burlington House School welcomes providers of technical education, further education colleges, training providers, and apprenticeship schemes to speak with pupils/students at the Senior and Sixth form sites.

Requests for access should be made directly to the Careers Lead(s).

Careers provision is personalised for pupils with SpLD, in line with our specialist teaching, and additional guidance sessions are possible where required. EHCP adulthood outcomes inform planning at each stage.

### **Careers guidance:**

At Burlington House School, the process of career guidance starts in January with a 1:1 meeting with a relevant careers advisor.

Burlington House School invites independent speakers who address KS4 and KS5 pupils on topics related to future education and employment. In PSHE lessons at KS3, pupils are introduced to information on routes into work, choices, education and wellbeing. Additional

platforms, such as **Unifrog**, may be used to support exploration of pathways and will be adapted to learners' needs.

In Year 9, parents and pupils are invited to the KS4 Options/transition Information evening. The KS5 Tutorial curriculum delivers guidance on CV writing, interview skills and letters of application to work experience and future placement. This is also supported by external bodies. Parents and carers are engaged regularly through information evenings at each key transition point, recognising their vital role in supporting informed decision-making.

Ángela Moreno Morales is Burlington House School's prep/senior career advisor. Utilising advice from SLT (particularly the Headteacher, Pastoral Lead and SENCo), she discusses with pupils ideas for the future and explores the range of options available after they have left the school. She works with pupils to devise a plan to assist them in achieving their end goals. Additional support is available from Form Teachers and the SENCO. The school also provides access to independent career guidance for all pupils through external bodies.

The SENCo and/or registrar maintains a list of leavers' destinations, which is made available to parents on request. Pupils and parents are invited to attend organised visits to post-16 providers. Destination data is tracked to measure sustained outcomes and to evaluate the impact of the careers programme.

### **Work Experience:**

Work experience is an integral part of career planning, and Burlington House School pupils in Year 10 and Years 13/14 complete Work Experience alongside their studies. This experience links to the Study Skills programme and is designed to provide opportunities for real-life experience.

#### **Aims:**

- The work experience policy will help pupils to:
- Gain a greater understanding of the requirements of the world of work
- Identify their strengths and areas for development
- Recognise the health and safety implications of the workplace
- Give valuable evidence for their CV
- Begin to consider adulthood and career routes
- Reflect meaningfully on the experience through guided tasks and feedback, linking outcomes to employability skills and EHCP adulthood outcomes

#### **Principles:**

- Burlington House School will have two named work experience coordinators, Steve Proctor (Sixth Form) and Ángela Moreno Morales (Senior School)
- The workplace should be chosen in collaboration with the pupil based on general interests and, where possible, potential KS4 and KS5 course progression
- The pupil should be prepared for work experience by Burlington House School: be aware of health and safety at the workplace, and pre-work experience visit the company by the pupil (to be organised by the parents)
- There should be opportunities for the pupil to extend their experience through real working tasks and activities
- The pupil will have an opportunity to reflect on the experience and discuss it with staff and peers
- There should be criteria for assessing the success of the individual pupil experience and

the success of the programme

- Work experience should link to EHCP adulthood outcomes
- Employer feedback, pupil self-assessment and staff debriefs will be used to evaluate the quality and impact of placements

### **Responsibilities:**

- Burlington House School has a duty of care for all pupils on work experience, and there is a need to check the suitability of all placements in advance. Checking should cover a health and safety check, a risk assessment and general suitability as a meaningful placement. Placements should be appropriate to the pupils and have risk assessments completed. Written evidence of these checks should be maintained.
- Pupils should be briefed before and debriefed after the experience
- Burlington House School undertakes its own health and safety checks by a competent person, by virtue of experience, training and qualification. Only approved placements should be used
- Employers should have appropriate public liability and employers' liability insurance
- Safety clothing and equipment must be provided
- Burlington House School should monitor placements through staff visits, with particular emphasis on higher-risk placements
- Pupils on work experience should not receive payment
- Outcomes from work experience will be logged and included in the school's annual careers programme evaluation against the Gatsby Benchmarks

### **Evaluation and Review**

The school measures and assesses the impact of its careers programme using:

- Annual Gatsby Benchmark Review
- Destinations data
- Feedback surveys, e.g. pupil.parent, employer/placement
- Analysis of engagement in work experience and careers events