Careers Policy

Prepared by: Cavendish Central Team

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1. Introduction

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

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

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's 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 who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The 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 republication 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.

2. AIMS & APPROACH

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 and carers, 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 career 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
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity
- Prepare pupils for successful adulthood through personalised careers education that recognises their strengths, aspirations and individual needs.

At Cavendish Education, we believe every young person should leave school with the knowledge, confidence and skills to make informed choices about their future.

Careers education within our schools is personalised to reflect each pupil's strengths, aspirations and individual needs. We recognise that many of our pupils require carefully planned transition pathways into further education, employment, supported internships, apprenticeships or adult services. Careers education therefore forms an integral part of our preparation for adulthood curriculum and is delivered collaboratively by education, pastoral and therapeutic professionals, alongside families and external partners where appropriate.

Through ambitious, personalised careers education, integrated support and meaningful encounters with employers, education and training providers, and the wider community, we help pupils raise aspirations, identify their strengths and prepare for successful adult lives. Our approach reflects Cavendish Education's commitment to **personalisation that unlocks potential**, ensuring every pupil is supported to achieve the best possible outcomes.

3. STATUTORY REQUIREMENTS

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it.

This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

4. ROLES AND RESPONSIBILITIES

The governing body/Directors
Are responsible for:

- Actively engaging in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Providing clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintaining strategic oversight of the school's legal and contractual requirements for careers guidance and holding senior leaders to account for delivering against those requirements
- Appointing a member of the governing body who will take a strategic interest in careers education and encourage employer engagement
- Making sure that 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
- Making 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
- Making sure that details of our school's careers programme and the name of the careers leader are published on the school's website

Headteacher
The headteacher will:

- Work with the governing body/directors to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

Senior leadership team (SLT)
The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

Careers leader
Our careers leader is Elspeth Mackie, and they can be contacted by phoning 020 7610 9098 or emailing mackiee@burlingtonhouseschool.com. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams

- 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
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils

Careers adviser

Our careers leader and adviser is Elspeth Mackie, Burlington House School and our external adviser is Claire Flannery from The Careers People.

They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

5. 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
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

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 range of methods, including:

- Lessons and tutor-led discussions
- Careers events and careers fairs
- Employer encounters and workplace visits
- Guest speakers, including employers and alumni
- Enterprise and employability activities
- Work experience opportunities
- Encounters with supported internship providers, apprenticeship providers, further education colleges, sixth forms, universities and other education and training providers
- Individual careers guidance and transition planning

How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16. Every sixth form pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

<u>Key Stage 3</u>

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- Discussions with tutors about GCSE and other Level 2 options

- Access to the Unifrog portal for students to explore how individual subjects link to careers

We are meeting our requirements to provide:
- At least 2 encounters with providers of technical education or apprenticeships in Year 8 or 9
- 1 week's worth of work experience activities

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:
- PHSE/Skills for Life lessons with a careers focus
- Access to the Unifrog portal to investigate post-16 pathways
- Talks from outside speakers e.g. a talk from the sixth form and local further education college about post-16 options
- 1-1 careers guidance session in Y10 with a Level 6 qualified careers adviser
- Careers-focused school events e.g. a networking event, careers and progression fair
- The option to attend The Apprenticeship Academy run by The Careers People

We are meeting our requirements to provide:
- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11
- 1 week's worth of work experience placement(s)

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:
- Visits to university-focused events such as the UCAS exhibition at the EXCEL centre, university-orchestrated workshops, visits from and to employers, school annual progression event
- Fortnightly careers newsletter with focus on university pathways, FE pathways, apprenticeship information and work experience opportunities
- Employer involvement with our Skills for Life and workskills programme
- The option to attend The Apprenticeship Academy run by The Careers People.
- Participation in a 10-week block of work experience

We are meeting our requirements to provide:
- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13. These encounters are mandatory for the school to put on, but optional for pupils to attend

Pupils with special educational needs or disabilities (SEND)

As a specialist SEND school, all our pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks.

We expect that the majority of pupils with SEND will follow our careers programme with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with the SENDCos, 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.

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

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Elspeth Mackie at mackiee@burlingtonhouseschool.com

Access to pupil participation records
We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development. These records will be kept in line with our data protection policy, which can be found at burlingtonhouseschool.com

Assessing the impact on pupils
Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Completion of the annual parent and student feedback survey

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

6. LINKS WITH OTHER POLICIES

This policy is linked to:

- Child protection policy
- Curriculum policy
- Data protection policy

7. APPROVAL & POLICY REVIEW

This Policy has been reviewed and approved by:

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Website, Online
Effective Date	September 2026
Next Review Date	September 2027

8. REVISION HISTORY			
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1	First published	Cavendish Central Team	July 2026
1.1	Localised by BHS	Burlington House School	September 2026