



# **ESTABLISHMENT**

## **Careers policy**

<b>Date of Policy:</b>	September 2018 amended November 2023
<b>Member of Staff Responsible:</b>	Ryan Hoben, Senior leader for Ebacc and Personal Development
<b>Date policy was previously approved:</b>	April 2025
<b>Next Review Date:</b>	March 2027

Note: Appendix A – approved and stored separately. Also shared on the school website. Note: under review

**Approved by AKE on behalf of SLT on 19/03/2026**  
**To be approved by FGB on 28/04/2026**

**‘This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.’**

# Careers Policy

## Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Parkside Community School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

## Aims and objectives

**The school's vision for careers education is that all pupils leave Year 11 with a clear understanding of the opportunities available to them, an awareness of their own strengths and interests, and the confidence to make ambitious yet realistic decisions about their future. The careers programme aims to broaden pupils' horizons, challenge stereotypes and ensure that no pupil's choices are limited by disadvantage, special educational needs or personal circumstance. The school is committed to ensuring that careers education supports pupils to develop employability skills, resilience and independence, while also contributing to improved attendance, engagement and behaviour. Reducing the risk of pupils becoming not in education, employment or training is a central priority, supported through early identification, targeted intervention and sustained guidance.**

**The school maintains a stable and structured careers programme which is published on the school website and reviewed annually. Aligned with the Gatsby benchmarks, the programme sets out clear expectations for what pupils will experience at each stage of their secondary education and ensures progression in knowledge, understanding and skills from Year 7 through to Year 11. The programme is informed by pupil voice, parental feedback and destination outcomes, ensuring that it remains responsive to the needs of the school community and the local labour market.**

The Parkside careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take the next step in their learning or career.

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- **facilitating multiple meaningful encounters with employers and workplaces for all students**
- supporting positive transitions Post-16

- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work.
- encouraging participation in continued learning, including further and higher education and apprenticeships.
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

## **Statutory Requirements and Expectations**

Parkside Community School meets all statutory duties relating to careers education and guidance. The school ensures that every student from Year 8 to Year 11 receives independent and impartial careers guidance, including clear information about academic, vocational and technical pathways, apprenticeships and other relevant progression routes. In accordance with the Provider Access Legislation, the school welcomes training providers, colleges, universities and apprenticeship organisations to speak to students and is committed to maintaining transparent and fair access arrangements for these partners.

The careers programme is fully aligned to the Gatsby Benchmarks, which provide the framework for quality and consistency in careers education. The school also adheres to the Equality Act 2010 and is committed to eliminating discrimination, promoting equality and fostering good relations. Information about the school's careers programme is published online and reviewed annually to maintain compliance with national expectations.

## **Student entitlement**

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices in Y9 and Y11
- access up-to-date and unbiased information on future learning and training, careers and labour market information.
- support to develop the self-awareness and career management skills needed for their future.
- career lessons during PD time from Y7 to Y11 plus additional drop-down days covering options after school, the world of work, the job market and the skills needed for the future.
- **at least four meaningful encounters** with representatives from the world of work over their time at Parkside. Examples of this include; work experience,

World of Work activities, assemblies, careers talks (in and outside of lessons), enterprise projects and visits.

- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school.
- the opportunity to relate what they learn in lessons to their life and career beyond **school throughout the school curriculum, in addition to** enterprise projects and work experience.
- the opportunity to talk through their career and educational choices with staff including mentors and the careers team.
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group but KS4 students will be targeted and prioritised. A meeting with an advisor who is independent of the school can also be requested.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.

**These are summarised in the EMBARK federation careers student entitlement statement, which can be found on the school website.**

## **Parental involvement**

Young people do not make career decisions in isolation and parents/carers can and must have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible. A member of the careers team will be available to speak to parents at every progress evening. **As well as regular emails to parents and carers sharing relevant careers-based information, the school also publishes a Parental engagement statement on the school website that sets out our aim to increasingly involve parents and carers with careers education.**

## **Events for parents and carers**

Y11 parents/carers are invited into school twice a year to discuss their son/daughter's progress on Parents' Evening. All other year groups have one parents evening per year. In addition, specialist events for parents may include Y9 Options Evening and careers events for Y11 students. A member of the careers team will be available to speak to parents at every progress evening.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters/emails home and the school newsletter and website. With the student's agreement, a copy of the careers plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Advisor at school, should they have any questions or concerns.

# **Delivery of the Careers Programme**

## **Careers education**

The content of the taught careers education programme is based around the learning outcomes outlined in the Gatsby Benchmarks. The schemes of work are planned using this framework and also using knowledge of the local area and pupils.

## **In School Provision**

**The school maintains a stable and structured careers programme which is published on the school website and reviewed annually. The programme sets out clear expectations for what pupils will experience at each stage of their secondary education and ensures progression in knowledge, understanding and skills from Year 7 through to Year 11. The programme is informed by pupil voice, parental feedback and destination outcomes, ensuring that it remains responsive to the needs of the school community and the local labour market.**

## **Teaching, Learning and Assessment in Careers Education**

**Parkside Community School is committed to providing high-quality, evidence-based careers learning. Teaching and learning approaches draw on enquiry-based learning, reflective practice and meaningful encounters with employers and providers. Careers learning is embedded across the curriculum, with subject teachers expected to highlight relevant pathways, skills and employment opportunities connected to their subject areas. Assessment in careers education focuses on evaluating the development of students' knowledge, confidence and readiness for future education or employment. It also includes opportunities for students to reflect on their experiences and understand how they are progressing toward their goals.**

## **Years 7, 8 & 9**

A four to six week block is allocated during Personal Development (PSHE) lessons to the delivery of careers and enterprise lessons. Lessons include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs, including labour market information, and how students should work towards their chosen careers.

All activities undertaken in KS3 Personal Development lessons will underpin the options process which takes place in Y9.

By the end of Y9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents' events, meeting with senior staff at school and the option of a careers meeting.

- **Benefitted from multiple, meaningful experiences with employers, employees and workplaces from a range of sectors, both virtually and in person.**

## Year 10

Key activities:

In Y10, all students will complete a one week block of work experience, alongside mock business interviews including a meeting with an employer to critique their CV. Students will also have timetabled drop down days in order to find and carry out work experience placements. Students will have guidance in writing CVs, applications and improving their interview technique in preparation for mock business interviews. Support will be offered in understanding Post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV through a timetabled drop-down day.
- Experience one week in the workplace.
- Experience a taster session in a higher/further education setting.
- Learn about the different Post-16 pathways through visits to institutions and talks from a range providers.

## Year 11

Key activities:

Students will learn how to write a personal statement for post-16 applications; get support to apply for provision; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Be interviewed by someone from the world of work on a timetabled drop-down day.
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- **Have at least one on-to-one meeting with a careers adviser, with the possibility of follow up or small group meetings where necessary.**

## Career guidance meetings

All students have the opportunity to request impartial careers guidance, although most guidance takes place in Years 9 to 11. Students are identified for support through staff referral, data analysis, student voice and self-referral. Those who are vulnerable, disadvantaged, have SEND or are at risk of becoming NEET are prioritised for early and additional support. All guidance meetings are delivered by a Level 6 or above qualified careers adviser, who records action points and shares them with students, staff and parents where appropriate. Additional meetings and follow-up sessions are arranged where needed.

Students are identified for careers meetings based on need and through self-referral.

## Needs-based referral

The referral procedure works as follows:

- A member of Parkside staff or **the Careers' leader use internally held data to identify students who would** benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; **those classed as vulnerable or disadvantaged**, certain students receiving pupil premium funding; or those who are at risk of becoming NEET (Not in Employment, Education or Training).
- At the end of Y10, the careers team prioritise students based on their readiness to make Post-16 decisions and the support they might need throughout the Post-16 options process.
- Students complete their own careers questionnaire late in Y10 where they are asked about their career and Post-16 ideas. Students are also seen in small groups in Y10/early Y11 to discuss and explore the different progression routes where the careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that students of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

## Self-referral

Students may refer themselves for a careers meeting at any point, directly via their mentor or the careers team. An appointment with the adviser will then be arranged. Students are made aware of the careers service through assemblies and via mentors. The careers adviser will record action and students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

## Career information

**Students access careers information through the school library, the careers office, subject areas and the Parkside website. Resources include prospectuses, employer information, apprenticeship guides, job-search materials and digital tools. Careers information is also embedded within the curriculum so that students understand how classroom learning connects to future pathways. Displays, assemblies and mentor activities help ensure that students are aware of the wide range of opportunities available to them.**

### **External providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

### **Roles and Responsibilities**

**The governing board oversees the careers policy and holds the school accountable for meeting statutory requirements and delivering a high-quality programme. The Senior Leadership Team ensures that careers education aligns with the school improvement plan and provides the necessary resources, staffing and support. The Careers Leader is responsible for strategic planning, programme coordination, partnership development and monitoring progress against the Gatsby Benchmarks. The Careers Adviser delivers impartial one-to-one guidance, maintains accurate records and provides targeted interventions. Subject leaders and teaching staff contribute to the programme by embedding careers learning in their curriculum areas, while external partners support delivery through meaningful encounters and specialist input.**

### **Resources**

**Parkside Community School is committed to allocating sufficient time, staffing and financial resources to deliver an effective careers programme. Staff training related to careers education forms part of the annual CPD schedule, ensuring that those involved in delivery have the knowledge and skills needed to support students effectively. The school reviews its use of resources regularly to ensure that the programme remains relevant, cost-effective and impactful.**

### **Employer links**

Links with employers, businesses and other external agencies continue to grow through EMCCA, the Local Enterprise Partnership, as well as through Chesterfield Borough Council and Derbyshire County Council. **These relationships enable students to benefit from a range of encounters, including talks, workshops, workplace visits and work experience placements.**

### **Equal opportunities**

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the multi-agency team to support students who may be facing other challenges. Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Parkside Community School, while non-traditional routes are supported and encouraged. The destinations of school-leavers are monitored and trends identified.

### **Monitoring and evaluation**

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on **careers lessons, drop-down day activities, mock interviews** etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the PSHE programme
- student destination figures post-16.

**Parkside is committed to achieving the Careers Mark, which is a dedicated quality award for careers programmes and are beginning the process of working towards this award.**

### **Engagement of Stakeholders and Partners**

**Parkside Community School recognises the importance of working in partnership with parents, employers, further and higher education providers, local authorities and community organisations. These partnerships strengthen the quality and breadth of the careers programme, enhancing the experiences available to students. Stakeholder feedback is used annually to inform programme development and ensure that the careers provision continues to meet the needs of students, families and the local community.**

### **Provider Access Legislation**

Parkside Community School is committed to ensuring that the Provider Access Legislation is fully met in accordance with national guidelines. As part of our commitment to informing Parkside Community School students of the full range of learning and training pathways on offer to them, we are happy to consider requests from all training, apprenticeship and vocational education providers to speak to our students. Parkside Community School proactively seeks to build on close working relationships with providers in order to invite them to attend school assemblies,

employer and provider engagement events or to speak with students and parents on a one-to-one basis supporting post 16 choices. In the first instance, requests by providers should be sent to **the school, (email: [info@parkside.derbyshire.sch.uk](mailto:info@parkside.derbyshire.sch.uk))** with a minimum of 6 weeks' notice. All requests will be considered on the basis of: staffing availability to support the activity, clashes with other planned activities, trips or visits to the school, interruption to examination preparation or rooming and space availability to host the activity.

## References

### ***The Gatsby Benchmarks***

www.gatsby.org.uk/education/focus-areas/good-career-guidance

### ***The Career Development Institute Careers Framework***

[https://www.thecdi.net/CDI/media/Write/Framework/CDI\\_107-Framework\\_Handbook-web\\_Updated.pdf](https://www.thecdi.net/CDI/media/Write/Framework/CDI_107-Framework_Handbook-web_Updated.pdf)

Monitoring and review:

Document created – March 2026 – Ryan Hoben – **Senior leader for EBACC, personal development and wellbeing (Careers Leader)**