



# **The Tiffin Girls' School**

## **CAREERS POLICY**

**REVISED June 2025**

### **Vision and Values**

1. This policy is underpinned by the school's vision and core values. We are committed to implementing a progressive careers programme that develops students' career readiness and employability skills throughout their time at the school and is supportive of their aspirations and strengths.
2. The aim of the programme is to prepare students for the transition to life beyond secondary school and to support them, at each transition point, to make informed decisions which are appropriate and ambitious for them.

### **Statutory requirements and expectations**

3. The school is committed to fulfilling its statutory duties in relation to the following legislation:
  - Section 42A, 42B, 45 and 45A of the Education Act 1997
  - Section 72 of the Education and Skills Act 2008
  - Schedule 4 (15) of the School Information (England) Regulations 2008

This states that all schools should provide independent careers guidance from Years 7-13, and that this guidance should be delivered in an impartial manner, include information on the range of education and training options, including apprenticeships and other vocational pathways, and be in the best interests of the students to whom it is given. The school follows the DfE's guidance that all schools should work towards meeting the Gatsby Foundation's Benchmarks of "Good Career Guidance" (the Gatsby Benchmarks).

4. In addition, the school complies with its legal obligations under the Provider Access Legislation (strengthened through the Skills and Post-16 Education Act 2022, and sometimes referred to as the 'Baker Clause'), which places a legal duty on all schools to provide at least six encounters with providers of technical education and apprenticeships, for all their pupils, during school years 8-13, and to publish a statement setting out the times at which access is to be given to providers and to explain how they will meet the new legal requirement to put on six provider encounters. The school's Provider Access Policy Statement is published on the school website and updated annually.

### **Learner Entitlement**

5. Every student is entitled to high quality careers education and guidance which builds their career development skills, alongside their academic and vocational skills and knowledge and employability skills, throughout their time in the school. The school's careers programme is designed to deliver the learning outcomes for each key stage identified by the CDI Framework for Careers, Employability and Enterprise Education (2018), which clarifies the skills, knowledge and attitudes that individuals need to have a positive career.

## Management and Delivery

6. We recognise the importance of putting in place effective arrangements for the management and delivery of the programme. The school's Careers Leader works alongside the Assistant Headteacher (AHT) with responsibility for careers, to develop a strategic Careers Development Plan, and an annual Careers Programme for the school, which is delivered via a range of methods, including –
  - timetabled lessons in the PSHE programme
  - transition support towards the end of each Key Stage, including preparation for university and apprenticeship applications
  - careers talks given by the school's alumnae ("TiffinTalks")
  - talks delivered by employers, universities and providers of technical education and apprenticeships
  - the provision of careers and labour market information, through the monthly Careers Newsletter, the Careers Google Site and printed resources held by the LRC
  - the students' individual Xello careers platform accounts, where they can record their career interactions, build their CVs, research jobs and courses and access all careers lessons materials
  - one-to-one guidance meetings with the Careers Adviser
  - a formal work experience programme during Year 11 and optional work experience in Year 12
  - enterprise activities, as part of the PSHE programme, Young Enterprise and charity fundraising, as well as other opportunities to develop the students' employability skills, such as student leadership positions and sports coaching
7. Students with SEND or in receipt of Pupil Premium receive additional, personal support at transition points and to help them to secure work experience placements.

## Roles and Responsibilities

8. The **Governing Board** is responsible for ensuring that the school develops a strategic careers plan, in line with the Gatsby Benchmarks, which meets its legal requirements. The plan should show how the careers programme will be implemented and how its impact will be measured. A member of the governing body has been appointed as the link governor with strategic interest in the school's careers education.
9. The **Senior Leadership Team** is responsible for supporting the school's Careers Leader to develop the strategic careers plan, ensuring they are allocated sufficient time and resources and are appropriately trained to perform their duties to a high standard. SLT should allow training providers access to talk to students in years 8 to 13 about technical qualifications and apprenticeships, and ensure that arrangements for this are set out in the school's published Provider Access Policy statement.
10. The **Careers Leader** is responsible and accountable for planning, implementing and quality assuring the school's careers programme; managing the delivery of career guidance; networking with external partners (including employers, alumnae, training providers and the South London Careers Hub) and coordinating the contributions of subject teachers, tutors and other members of the school staff.

## Information, advice and guidance

11. The school is committed to providing independent and impartial career guidance and to ensure that students have access to information and advice about all pathways. Career guidance is delivered by our Careers Leader, who is a Level 6 qualified career adviser, registered with the Career Development Institute.

### **Monitoring, reviewing, evaluating and reporting**

- 12.** We will monitor delivery of the programme by keeping records of activities and participation. Evaluation of the programme's effectiveness in delivering the desired outcomes will be carried out through analysis of students' responses to the Future Skills Questionnaire throughout their time in the school, responses to student and parent surveys, destinations data and termly Compass+ evaluations.

### **Parents/Carers**

- 13.** We recognise the important role that parents/carers have in their child's career development, and will support them to develop the confidence and capability to support their child's planning and decision-making, by providing relevant information and guidance via the Careers Google Site, Careers Newsletter and responding to feedback.

### **This policy should be read in conjunction with the following policies and documents:**

- Provider Access Policy Statement
- Curriculum Policy
- Equality, Diversity and Inclusion Statement and Policy
- Teaching and Learning Policy
- SEND Policy
- Pupil Premium Strategy Statement