

	Policy Name: Careers Education Policy Owner: Careers Leader Review Date: August 2020	Next Review Date: August 2021
	Policy revised annually or as regulations or review demands.	

The Mayfield Careers Education policy reflects the current thinking on careers education outlined in the following national guidelines, and supports and is itself underpinned by the following Mayfield School policies:

- Ofsted Education Inspection Framework (May 2019)
- Government Careers Strategy (Dec 2017)
- Careers guidance and access for education and training providers (Jan 2018)
- Gatsby Benchmarks (2014) - See Appendix 2
- CDI Framework careers, employability and enterprise education (May 2018)
- ISI Inspection Handbook
- Admissions Policy
- SEND policy
- Equal opportunities and Accessibility policies
- Curriculum policy
- Life Skills policy
- Safeguarding policy

This policy should be read in conjunction with the School’s Annual Careers Provision Plan (Appendix 1) and the School’s indicative annual commitment to the Gatsby Benchmarks (Appendix 2).

Context

Knowledge about career is built and developed over time through participation in activity and interactions with a range of people – teachers, parents, peers, employers, Higher Education professionals and career professionals. The Career Development Institute (CDI) states there are two sides to career development: career learning (education) consisting of planned and progressive learning experiences, and personal career guidance providing individualised interventions to help individuals to build on their career education/learning and to decide on their career goal/s. The Careers Leader provides or advises on strategic leadership and quality assurance, coordinates internally and networks externally to provide a coherent programme of careers education and guidance for all girls at Mayfield School. This includes: providing initial careers information and advice; securing access to personal career guidance; providing career education and promoting subject activities linked to careers; facilitating encounters with other careers professionals, employers and with education and training providers.

Partnerships with outside agencies, including Mayfield alumnae, and with parents and staff are of paramount importance in delivering high quality, timely, impartial and independent careers education to all girls at Mayfield from Year 7 to Year 13.

Ethos of careers education at Mayfield School

Our aim is to develop independent, self-sufficient, outward-looking, reflective, informed and compassionate young women who, in the words of Mayfield’s foundress, Cornelia Connelly, are well equipped to “meet the wants of the age”. The Careers education programme at Mayfield seeks to do this by promoting and engendering self-awareness and opportunity awareness, and by developing decision-making skills and transition skills. The School provides opportunities, information and support that enable girls to make considered holistic choices about their future, to develop the skills of enterprise, and to understand that “career” is values-driven and ‘vocational’ in the truest sense of the word. Girls are

encouraged to be aspirational, to build on their strengths and to use their skills in the service of others, on both a local and global stage. To this end, it is acknowledged that 'soft', or transferable, skills – which are developed through co-curricular activities such as the Duke of Edinburgh's Awards Scheme, the Actions not Words programme, or the National Citizen Service (NCS) programme - are as important as hard knowledge and academic qualifications.

The current thinking in career development circles closely mirrors our own School ethos towards careers education:

- **career happiness** – finding purpose or vocation in life, developing positive relationships with others, accepting self and others, realising personal growth and potential
- **career resilience** – career adaptability ie. the ability to adapt approaches, manage risk and develop strategies for success based on their own and others' prior experience
- **career growth** – occurs when the above are in balance

Careers Education Programme

Mayfield girls follow a structured careers education programme which is appropriate to the age of the girls as they progress through the School, ensuring that all are inspired and able to fulfil their potential. The Careers programme plays a vital, complementary role in a Mayfield education, seeking to provide girls with the skills and understanding to challenge stereotypes, promote equality and diversity, and raise their aspirations.

The Careers programme at Mayfield School - devised, managed and overseen by the Careers Leader and delivered according to the procedures set out below - seeks to help girls learn about different careers and opportunities, and gain information about training, education and occupations beyond school. Actively responding to change, in light of the recent global coronavirus pandemic, there is an increased need for virtual and online careers provision. This need is reflected in a more blended approach to careers education at the School and a flexibility to be able to deliver via webinars and live video links, as well as the more traditional face-to-face methods.

The programme is supported and complemented by:

- Mayfield's Life Skills "My Professional Future" lessons
- access in Years 9 to 13 to Unifrog, the online destinations platform
- career-related assemblies and/or tutor time events - online and live
- external speakers and workshop providers – online and live
- the regular distribution of careers-related publications and information including but not limited to in-house careers bulletins, external careers magazines and Mayfield's Careers Twitter account
- interactions with employers, business, higher education and apprenticeship providers – online and live
- individual careers guidance interviews
- in-house and external career-related activities and events
- engagement with alumnae, who offer advice, share experiences and provide opportunities for work shadowing and work experience – both virtually and in person
- engagement with the current parent body, who offer advice, share experiences and provide opportunities for work shadowing and work experience.

The programme is designed to enable girls to:

- have access to impartial and balanced careers guidance throughout their school career
- make realistic and informed decisions affecting their futures, while understanding that modern career paths come in many forms
- have self-knowledge and understand how their strengths, weaknesses and interests relate to the world of work
- develop the skills and confidence to meet challenges positively

- recognise and make the best of opportunities to fulfil their potential
- make appropriate curricular and extra-curricular choices at each stage of their schooling, including individual guidance regarding GCSE, post-16 courses and post-18 options
- develop knowledge and understanding of work and its role in people's lives, British society and globally
- consider the widest possible range of careers, including those that are often portrayed as primarily for men
- gain an understanding of the need for adaptability and flexibility within a career and the need to develop transferable skills
- make appropriate choice of, and applications for, Higher and Further Education, and develop an awareness of careers that can be accessed via alternative routes or without the need for a degree
- gain information about training, education and occupations beyond school which best meet their individual needs and aspirations
- learn about different careers and opportunities, obtain individual guidance and have some work experience
- develop entrepreneurial skills
- gain an understanding of how to apply for and interview for a range of jobs
- develop and practise CV, job application and interview skills
- learn how to behave appropriately within the workplace.

Feedback from girls about individual elements of the programme is sought, and the whole programme is reviewed annually by the Careers Leader and senior staff.



Appendix 1: Careers Education Provision 2019/20 - 2020/21 (may be subject to change due to Covid-19 restrictions)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Pathways Careers bulletin	Pathways Careers bulletin	Pathways Careers bulletin	<ul style="list-style-type: none"> • Pathways Careers bulletin • Trip to Fulbright US Colleges fair • Royal Opera House Design Challenge begins • External speaker: Work experience talk 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Life Skills My Professional Future x 2: A Levels and beyond • Sixth Form Open Evening • Sixth Form Taster Day • Trip to Fulbright US Colleges fair • Royal Opera House Design Challenge begins • External speaker: Work experience talk 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Life Skills My Professional Future x 5: professional behaviour - email, phone and workplace etiquette; personal skills audit and road map; transferable skills and competencies; using Unifrog to research and log • Information Evening: Presentation to parents and students (outline of year in terms of UCAS etc) • Trip to Fulbright US Colleges fair • Royal Opera House Design Challenge begins • External speaker: Work experience talk 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Support with Personal Statements and UCAS applications • Weekly Oxbridge preparation sessions • Trip to Fulbright US Colleges fair • University Open Day visits • University interview practice evening (with Skinners School) – Oxbridge, Medics, Vets • Royal Opera House Design Challenge begins • Practice MMI and panel medic interviews with Skinners • External speaker: Work experience talk

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 2	<ul style="list-style-type: none"> • Pathways Careers bulletin • Girls in Computer Science Day (tbc) 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Girls in Computer Science Day (tbc) • Visit of textile artist and workshop 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Girls in Computer Science Day (tbc) • GCSE Options talks • Life Skills My Professional Future x 2: Thinking about GCSE options – strengths and preferences, choices and opportunities • Careers Information Evening • Visit of textile artist and workshop 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Girls in Computer Science Day (tbc) • Careers Information Evening • Life Skills My Professional Future x 3: personal road map/competencies; uni v degree apprenticeships; aspects of career/what is success to you? • Visit of textile artist and workshop • Oxbridge Group trip • Sports Scholarship applications to US Colleges talk 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Girls in Computer Science Day (tbc) • Careers Information Evening • A Level Options talks • Visit of textile artist and workshop • Oxbridge Group trip • Sports Scholarship applications to US Colleges talk 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Girls in Computer Science Day (tbc) • Careers Information Evening • Oxbridge lunch for potential applicants • Biology lectures, London • Life Skills Financial Literacy: Student loans • Life Skills My Professional Future x 1: Gap year planning • LinkedIn / Personal brand talk (with OC) • Visit of textile artist and workshop • Oxbridge Group trip • Biology lectures, London • Sports Scholarship applications to US Colleges talk • LinkedIn talk 	<ul style="list-style-type: none"> • Pathways Careers bulletin • Girls in Computer Science Day (tbc) • Careers Information Evening • Talk from Student Finance Company • Life Skills My Professional Future x 1: Surviving uni • Visit of textile artist and workshop • Oxbridge Group trip • Oxbridge practice interviews • LinkedIn Talk

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Spring Term 3	<ul style="list-style-type: none"> • Pathways careers bulletin • Textile Artist visit and workshop • Visit to BETT Show • WISE People Like Me STEM evening 	<ul style="list-style-type: none"> • Pathways careers bulletin • Textile Artist visit and workshop • Visit to BETT Show • WISE People Like Me STEM evening 	<ul style="list-style-type: none"> • Pathways careers bulletin • Options talks • GCSE Options Evening • 1:1 GCSE options interviews • Textile Artist visit and workshop • Visit to BETT Show 	<ul style="list-style-type: none"> • Pathways careers bulletin • Textile Artist visit and workshop • Visit to BETT Show 	<ul style="list-style-type: none"> • Pathways careers bulletin • Option subject talks • 1:1 A Level options interviews • Life Skills My Professional Future x 3: Thinking about A Levels and beyond - personal skills audit; how to research careers; other people's careers • Textile Artist visit and workshop • Visit to BETT Show • Talk by Medical students (OCs) 	<ul style="list-style-type: none"> • Pathways careers bulletin • Tutor time: exploring and researching ideas for careers and HE choices • Life Skills – My Professional Future: What Next? Options, Applications, Assessments and Interviews. • All girls & parents receive Mayfield Higher Education Guide • Weekly Oxbridge preparation sessions • 1:1 independent careers guidance meetings • Textile Artist visit and workshop • Visit to BETT Show • Biological Sciences Day - Visit by Exeter University • Talk by Medical students (OCs) • Physics trip to JET 	<ul style="list-style-type: none"> • Pathways careers bulletin • UCAS talk: Choosing firm and insurance choices and how to do this • Textile Artist visit and workshop • Visit to BETT Show • Biological Sciences Day - Visit by Exeter University • Talk by Medical students (OCs) • Physics trip to JET

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Spring Term 4	<ul style="list-style-type: none"> • Pathways careers bulletin • STEM Day (IWD) with OCs • Life Skills My Professional Future – Would you rather? / Decision-making 	<ul style="list-style-type: none"> • Pathways careers bulletin • STEAM Day (tbc) 	<ul style="list-style-type: none"> • Pathways careers bulletin • NCW: Futures Fair 	<ul style="list-style-type: none"> • Pathways careers bulletin • NCW: Futures Fair • Gildredge House Enterprise Competition (tbc) 	<ul style="list-style-type: none"> • Pathways careers bulletin • NCW: Futures Fair • NCS presentation assembly • Oxbridge talk – Dr M Bullimore, Churchill College, Cambridge 	<ul style="list-style-type: none"> • Pathways careers bulletin • NCW: Futures Fair • Extended tutor time - exploring/researching ideas for careers / HE choices • Weekly Oxbridge preparation sessions • Girls book taster days and open days • Life Skills My Professional Future x 5: External speaker on Higher level/ Degree apprenticeships; applications and competences; interviews and assessment centres. Writing personal statements, using Unifrog • Oxbridge talk – Dr M Bullimore, Churchill College, Cambridge • Maths in Action Day • Debating Competition • Oxbridge Conference 	<ul style="list-style-type: none"> • Pathways careers bulletin • NCW: Futures Fair • Debating Competition • Psychology trip

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Summer Term 5	<ul style="list-style-type: none"> • Pathways careers bulletin 	<ul style="list-style-type: none"> • Pathways careers bulletin • Mayfield Tenner Challenge 	<ul style="list-style-type: none"> • Pathways careers bulletin • Big Bang Fair 	<ul style="list-style-type: none"> • Pathways careers bulletin 	<ul style="list-style-type: none"> • Pathways careers bulletin • Talk from St John's, Oxford 	<ul style="list-style-type: none"> • Pathways careers bulletin • Visit Brighton Magistrates' Court • Talk from St John's, Oxford • Weekly Oxbridge preparation sessions • Advice and support on BMAT / UCAT / LNAT preparation and testing • 1:1 meeting with HoSF • Open Day visits 	<ul style="list-style-type: none"> • Pathways careers bulletin • Info session: results day, acceptances, clearing
Summer Term 6	<ul style="list-style-type: none"> • Pathways careers bulletin • Life Skills My Professional Future – Preferences, Strengths, Weaknesses, Motivation 	<ul style="list-style-type: none"> • Pathways careers bulletin • Visit Salters Chemistry Festival, Brighton 	<ul style="list-style-type: none"> • Pathways careers bulletin • Visit to Big Bang Festival 	<ul style="list-style-type: none"> • Pathways careers bulletin • Sixth Form taster sessions 	<ul style="list-style-type: none"> • On Study Leave • Pathways careers bulletin • Year 12 induction day 	<ul style="list-style-type: none"> • Pathways careers bulletin • UCAS Day - registration and completion of personal details, guidance on personal statement • Analytical Taster Day, Greenwich University • Open Day visits 	<ul style="list-style-type: none"> • On Study Leave • Pathways careers bulletin • Results – staff available
Year-round			Weekly D of E volunteering	Weekly D of E volunteering		<ul style="list-style-type: none"> • Weekly D of E volunteering • Weekly Actions not Words placement 	Weekly D of E volunteering
On demand				1:1 in-house careers advice interviews	1:1 in-house careers advice interviews	1:1 in-house careers advice interviews	1:1 in-house careers advice interviews
Other provision	<ul style="list-style-type: none"> • Unifrog (online destinations platform) for all pupils in Years 9 to 13 • Scholars' Dinners and Masterclass programme • Career-related posters in curriculum departments • Weekly meeting of career-related co-curricular clubs eg. MedSoc, Dissection Society, MUN, Debating, STEM Club • Year 12 enrichment programme – eg. weekly visits to working farm, Young Enterprise, event management, coding, languages 						

Appendix 2: Commitment to The Gatsby Benchmarks (updated June 2020)

Gatsby Benchmarks			Evidence of Meeting / Working towards Benchmark
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<ul style="list-style-type: none"> • Careers policy (available on website) • Annually-reviewed whole school careers provision plan (available on website) • Named Careers Leader in place (L4 Diploma in Careers Information and Advice; L6 CDI Certificate in Careers Leadership) • Careers Link Governor • Additional L7 Careers-qualified senior member of staff (PG Dip Career Management) • Regular review of programme with colleagues and Link Governors; review of individual events with pupils
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<ul style="list-style-type: none"> • Access to and training on Unifrog for all pupils in Years 9 to 13, supported by training of academic staff in use of the platform • Generic parental access to Unifrog • Employment of Matrix-approved external careers guidance organisation to deliver impartial 1:1 careers interviews • Use of Careers Dept Twitter account to disseminate careers-related articles and information to parents and pupils • In-house Pathways Careers bulletin distributed to all pupils, parents, governors and staff • Careers resource hub and library providing career and labour market information • Life Skills programme
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 	<ul style="list-style-type: none"> • Lower School WISE People Like Me STEM careers evening (bi-annual) • STEM workshop day for Year 7 pupils • STEAM workshop day for Year 8 pupils • Computer Science for Girls Day • Year 9 visit to Big Bang Fair • Oxbridge preparation programme • Practice interviews for university, Oxbridge and medics • Individual Action Plans from 1:1 Career Guidance interviews; tutors and Head of Sixth Form also receive a copy • Unifrog for all pupils in Years 9 to 13 with "Locker" facility to log activities and examples of skills and competences • Life Skills sessions • Distribution of Future magazine with relevant articles

<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>	<ul style="list-style-type: none"> • Year 7/8 WISE People Like Me STEM careers evening • Computer Science for Girls Day • STEM workshop day for Year 7 pupils • STEAM workshop day for Year 8 pupils • Computer Science for Girls Day • Maths Enrichment day for Year 10 pupils • Programme of career-related departmental visits and talks eg. Geography Association lectures, Politics trip to Houses of Parliament, Ceramics trip to V&A • University and employer visits eg. Exeter University Bio-Medical Sciences; Geologist; Cardiff Met University to discuss careers in Ceramics • Departmental competitions and events eg. Maths Challenge, Royal Opera House Design Challenge, • Visits and careers talks by OCs in STEM and STEAM careers • Career-specific co-curricular clubs eg. Med Soc, Dissection Society, DofE • Co-curricular activities to develop workplace skills eg. MUN, debating • Career-related Year 12 Enrichment activities eg. coding, animal and land management, culinary skills • Life Skills programme • Year 9 Innovate programme • Distribution of career magazine with relevant articles for pupils and parents • Year-group charity days to develop entrepreneurial skills • Scholars events • Practice uni and employment interviews • Awareness of apprenticeships through visiting speakers
<p>5. Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<ul style="list-style-type: none"> • Alumnae (OCs) and current parents play key roles in providing work placements, career-specific advice and networking opportunities for girls • Year 12 weekly Actions not Words volunteering programme • Annual Careers Information Evening (Year 9 and above) • Futures Fair (bi-annual, Years 10 and above) • Lower School WISE People Like Me STEM careers evening (bi-annual) • STEM workshop day for Year 7 pupils • STEAM workshop day for Year 8 pupils • Girls in Computer Science Day • Scholars' dinners and lectures

6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 	<ul style="list-style-type: none"> • Girls in Year 11 and above encouraged to organise and attend internships and work experience placements over the summer holidays • Alumnae (OCs) and current/past parents provide work shadowing and work experience opportunities to girls in year 10 and above • Development of work experience register of alumnae and parents able to offer work shadowing, work experience and mentoring opportunities (ongoing) • Active promotion of available internships, volunteering and work experience opportunities in Pathways careers bulletin • Actions not Words placements for all Year 12 girls, weekly over 23 weeks
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>	<ul style="list-style-type: none"> • Visits from Universities/HE eg. Cardiff Metropolitan for Ceramics and Decorative Arts, Exeter University Bio-Sciences • Futures Fair (bi-annual) • Attendance at Oxford and Cambridge Student Conference • Attendance at Fulbright American Universities Fair • Practice interviews with university admissions tutors • Promotion of event, opportunities and Open Days through Pathways bulletin • Tutor assemblies and Life Skills lessons • Girls undertaking Erasmus Project girls attend university interview and supervision period at Cambridge • Year 12/13 students given time to attend University Open Days • Year 10 visit to Newnham College for Science Day • Sixth Form visit to Newnham College for International Day of the Girl
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	<ul style="list-style-type: none"> • 40 minute 1:1 careers guidance interviews for all Year 12 girls with external Level 6 qualified careers specialist with follow-up action plan of next steps • Drop-in careers advice service for any pupil in Year 9 or above