

	Policy Name: Careers Education Policy
	Owner: Careers Lead / Deputy Head
	Review Date: August 2022
	Next Review: August 2023
Policy reviewed 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 underpinned by the following Mayfield School policies:

- CDI New Careers Framework (April 2021) – See Appendix 3
- Ofsted Education Inspection Framework (May 2019)
- CDI Framework careers, employability and enterprise education (May 2018)
- Careers guidance and access for education and training providers (Jan 2018)
- Government Careers Strategy (Dec 2017)
- Gatsby Benchmarks (2014) - See Appendix 2
- 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 and the CDI Framework for Careers, Employability and Enterprise Education (Appendices 2 and 3).

### **Context**

Our careers education programme follows, but is not limited to, the requirements of the Gatsby Benchmarks (2014) and the Career Development Institute (CDI) Careers Framework (2021).

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 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**

The School’s 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 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” careers lessons
- access in Years 9 to 13 to Unifrog, the online destinations platform
- career-related assemblies and/or tutor time events - online and live
- talks and workshops by external speakers and providers – online and live
- the regular distribution of career-related information including in-house careers bulletins
- interactions with employers, business, higher education and apprenticeship providers – online and live
- individual careers guidance interviews
- in-house and external career-related events and activities
- 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 to, Higher 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, senior staff and tutors.

# Appendix 1: CDI Framework: summary of learning areas across Key Stages 3 to 5 (April 2021)

The CDI Career Development Framework has been developed for use in England.

Its main purpose is to clarify the skills, knowledge and attitudes individuals need to have a positive career and to provide a framework for planning support for career development. Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about; they need to be developed alongside academic and vocational skills and knowledge and employability skills. (Source: CDI Career Development Framework)

Mayfield School embeds these six skills areas in the planning and delivery not only of its career education programme but as an ethos across the School.

 <p><b>Grow throughout life</b></p> <p>Learning and reflecting on self, background, and strengths; being aware of the sources of help and support available; recording achievements; responding positively to feedback.</p>	 <p><b>Explore possibilities</b></p> <p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.</p>	 <p><b>Manage career</b></p> <p>Manage your career actively, make the most of opportunities and learn from setbacks and challenges</p>
 <p><b>Create opportunities</b></p> <p>Create opportunities by being proactive and building positive relationships with others.</p>	 <p><b>Balance life and work</b></p> <p>Balance life as a worker and/or entrepreneur with personal wellbeing, other interests and involvement with family and community.</p>	 <p><b>See the big picture</b></p> <p>Explore the full range of possibilities and learn about recruitment processes and the culture of different workplaces</p>

## Appendix 2: Commitment to The Gatsby Benchmarks

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"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers policy (available on website)</li> <li>• Annually-reviewed whole school careers provision plan (available on website)</li> <li>• Named Careers Leader in place (L4 Diploma in Careers Information and Advice; L6 CDI Certificate in Careers Leadership)</li> <li>• Careers Link Governor</li> <li>• L7 Careers-qualified SMT staff member (PG Dip Career Management)</li> <li>• Regular and ongoing review of programme with colleagues and Link Governors; review of activities and events with pupils</li> </ul>
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"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Generic parental access to Unifrog</li> <li>• Employment of Matrix-approved external careers guidance organisation to deliver impartial 1:1 careers interviews</li> <li>• Use of Careers Dept Twitter account to disseminate careers-related articles and information to parents and pupils</li> <li>• In-house Pathways Careers bulletin distributed to all pupils, parents and staff</li> <li>• Careers resource hub and library providing career and labour market information</li> <li>• Life Skills programme</li> </ul>
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"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Lower School WISE People Like Me STEM careers evening (bi-annual)</li> <li>• STEM/STEAM workshop day for Year 7 / 8 pupils</li> <li>• Year 9 visit to Big Bang Fair</li> <li>• Oxbridge preparation programme Yr 11 upwards</li> <li>• Practice interviews for university, Oxbridge and medics</li> <li>• 1:1 Career Guidance interviews</li> <li>• Individual Action Plans from 1:1 Career Guidance interviews; tutors and Head of Sixth Form also receive a copy</li> <li>• Unifrog for all pupils in Years 9 to 13 with "Locker" facility to log activities and examples of skills and competences and access to free webinars</li> <li>• Life Skills sessions</li> <li>• Entrepreneur competitions</li> </ul>

<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"> <li>• Year 7/8 WISE People Like Me STEM careers evening</li> <li>• Computer Science for Girls Day</li> <li>• STEM/ STEAM workshop day for Year 7 and 8 pupils</li> <li>• Maths Enrichment day for Year 10 pupils</li> <li>• Programme of career-related departmental visits and talks eg. Geography Association lectures, Politics trip to Houses of Parliament, Ceramics trip to V&amp;A</li> <li>• University and employer visits eg. Exeter University Bio-Medical Sciences; Geologist; Cardiff Met University to discuss careers in Ceramics</li> <li>• Departmental competitions and events eg. Maths Challenge, Royal Opera House Design Challenge,</li> <li>• Visits and careers talks by OCs in STEM and STEAM careers</li> <li>• Career-specific co-curricular clubs eg. Med Soc, Dissection Society, DofE</li> <li>• Co-curricular activities to develop workplace skills eg. MUN, debating</li> <li>• Career-related Year 12 Enrichment activities eg. coding, animal and land management, culinary skills</li> <li>• Life Skills programme</li> <li>• Year 9 Innovate programme</li> <li>• Year-group charity days to develop entrepreneurial skills</li> <li>• Scholars events</li> <li>• Practice uni and employment interviews</li> <li>• Awareness of apprenticeships through visiting speakers</li> <li>• Cross-curriculum days</li> <li>• Cornelian Lecture programme</li> </ul>
<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"> <li>• Alumnae (OCs) and current parents play key roles in providing work placements, career-specific advice and networking opportunities for girls</li> <li>• Year 12 weekly Actions not Words volunteering programme</li> <li>• Annual Careers Information Evening (Year 9 and above)</li> <li>• Futures Fair (bi-annual, Years 10 and above)</li> <li>• Lower School WISE People Like Me STEM careers evening (bi-annual)</li> <li>• Careers activity days such as STEM workshops for Year 7 pupils, STEAM workshops for Year 8 pupils</li> <li>• Scholars' dinners and lectures</li> <li>• Cornelian Lecture programme</li> </ul>

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"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Girls in Year 11 and above encouraged to organise and attend internships and work experience placements over the summer holidays</li> <li>• Alumnae (OCs) and current/past parents provide work shadowing and work experience opportunities to girls in year 10 and above</li> <li>• Development of work experience register of alumnae and parents able to offer work shadowing, work experience and mentoring opportunities (ongoing)</li> <li>• Active promotion of available internships, volunteering and work experience opportunities in Pathways careers bulletin</li> <li>• Actions not Words placements for all Year 12 girls, weekly over 23 weeks</li> </ul>
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"> <li>• 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.</li> <li>• 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.</li> </ul> <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"> <li>• Visits from Universities/HE eg. Cardiff Metropolitan for Ceramics and Decorative Arts, Exeter University Bio-Sciences</li> <li>• Oxford and Cambridge Student Conference</li> <li>• Fulbright American Universities Fair</li> <li>• The Canadian University and College Fair</li> <li>• International Student University Fair</li> <li>• Practice interviews with university admissions tutors</li> <li>• Promotion of event, opportunities and Open Days through Pathways bulletin</li> <li>• Tutor assemblies and Life Skills lessons</li> <li>• Girls undertaking EPQ have university interview experience</li> <li>• Year 12/13 students given time to attend University Open Days</li> </ul>
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"> <li>• 45 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</li> <li>• Drop-in careers advice service for any pupil in Year 9 or above</li> <li>• Personal guidance for every Year 9 choosing GCSE options and every Year 11 choosing A Level options</li> <li>• Individual UCAS guidance and support for Sixth Formers</li> </ul>

## Appendix 3: Careers Education planned provision (skeleton) 2022-23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Pathways careers bulletin	Pathways careers bulletin	Pathways careers bulletin Visit to BETT Show WISE People Like Me STEM evening (biennial )	Pathways careers bulletin STEM Day (IWD)	Pathways careers bulletin	Pathways careers bulletin Life Skills – Careers sessions
Year 8	Pathways careers bulletin	Pathways careers bulletin	Pathways careers bulletin Visit to BETT Show WISE People Like Me STEM evening (biennial )	Pathways careers bulletin Mayfield Young Entrepreneur Competition (Life Skills) STEAM Day	Pathways careers bulletin	Pathways careers bulletin
Year 9	Pathways careers bulletin Unifrog launch	Pathways careers bulletin GCSE Options talks Life Skills careers sessions Careers Information Evening	Pathways careers bulletin Options talks GCSE options evening 1:1 GCSE options interviews Visit to BETT Show	Pathways careers bulletin	Pathways careers bulletin Big Bang Fair	Pathways careers bulletin
Year 10	Pathways careers bulletin Fulbright US Colleges fair Royal Opera House Design Challenge begins	Pathways careers bulletin Careers Information Evening Life Skills careers sessions Oxbridge group trip	Pathways careers bulletin Visit to BETT Show	Pathways careers bulletin	Pathways careers bulletin	Pathways careers bulletin
Year 11	Pathways careers bulletin Fulbright US Colleges fair Royal Opera House Design Challenge begins Life Skills Career sessions Sixth Form Open Evening Sixth Form taster day The Canadian University and College Fair International Student University Fair	Pathways careers bulletin Careers Information Evening A Level options talk Oxbridge group trip	Pathways careers bulletin Option subject talks 1:1 A Level options interviews Life Skills – Careers sessions Visit to BETT Show	Pathways careers bulletin NCS presentation assembly Oxbridge talk	Pathways careers bulletin	[On Study Leave] Pathways careers bulletin Year 12 induction day

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 12</b>	Pathways careers bulletin Career Life Skills sessions Information evening for parents (UCAS, timings etc) Fulbright US Colleges fair Royal Opera House Design Challenge begins The Canadian University and College Fair International Student University Fair	Pathways careers bulletin Careers Information Evening Oxbridge lunch for potential applicants Biology lectures, London Life Skills – Financial Literacy (Student loans) Life Skills – gap year planning Oxbridge trip	Pathways careers bulletin Tutor time: exploring and researching HE and career ideas Mayfield Higher education guide distributed Weekly Oxbridge Preparation sessions 1:1 independent careers guidance meeting Visit to BETT Show Biological Sciences Day Physics trip to Cern	Pathways careers bulletin Tutor time: exploring and researching HE and career ideas Life Skills – Careers sessions on applications, interviews and assessment centres with external presenter Mayfield Higher education guide distributed Weekly Oxbridge Preparation sessions Maths in Action Day Debating competition Oxbridge conference	Pathways careers bulletin Weekly Oxbridge preparation sessions Advice and support on BMAT/UCAT/LNAT preparation and testing 1:1 meeting with HOSF University Open Day visits Chemistry Spectroscopy Day	Pathways careers bulletin UCAS registration day University Open Day visits
<b>Year 13</b>	Pathways careers bulletin The Canadian University and College Fair International Student University Fair Royal Opera House Design Challenge begins Support with Personal Statements and UCAS applications Weekly Oxbridge preparation sessions University Open Day visits University interview practice evening (with Skinners School) for Oxbridge, medics and vets	Pathways careers bulletin Careers Information Evening External speaker: Student Finance company Oxbridge group trip Oxbridge practice interviews	Pathways careers bulletin UCAS talk - choosing firm and insurance choices Visit to BETT Show Biological Sciences Day Physics trip to Cern	Pathways careers bulletin Debating competition Psychology trip	Pathways careers bulletin	[On Study Leave] Pathways careers bulletin

**Other career-related provision for 2022/23 includes:**

- Subject specific visits and activities not yet finalised eg. V&A , Knitting & Stitching Show, Dance Show, Potters Day, Scholars’ Dinners, Masterclass programme activities
- Cornelian Lecture programme
- Weekly Club activities eg MedSoc with visiting speakers, Dissection Society, Chemistry Club, MUN, STEM Club, DofE (with weekly volunteering element)
- Actions not Words
- Year 12 enrichment programme (including eg. animal and land management, coding, languages including BSL, event management)
- On-demand 1:1 careers advice interviews (Year 9 upwards)