

	Policy Name: Careers Education Policy Owner: Careers Lead / Deputy Head Academic Review Date: November 2025 Next Review: November 2026 Policy reviewed annually or as regulations or review demands
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Mayfield's aim is to develop independent, self-sufficient, outward-looking, reflective, informed and compassionate young women who, in the words of our 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.

We provide 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 or the Actions not Words 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

Context

Our careers education programme follows, but is not limited to, the requirements of the Gatsby Benchmarks, incorporating the 2024 updates outlined in the "Good Career Guidance: The Next Ten Years" report, and the Career Development Institute (CDI) Careers Framework.

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 and 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, alumnae, parents and staff are of paramount importance in delivering high quality, timely, impartial and independent careers education to all girls from Year 7 to Year 13.

Careers Education Programme

For 2025–26, the programme includes exposure to a broader range of pathways, including apprenticeships, technical and vocational education, direct employment, gap-year programmes, entrepreneurship, and higher education options. This ensures all pupils understand the full range of post-16 and post-18 opportunities available to them.

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. This includes a wider range of encounters with employers and education providers, both in person and virtually such as visits from FE colleges, employers, and alumnae-led sessions from sectors such as STEM, creative industries, finance, public service, the arts and green careers. These will include apprenticeship and university pathways.

The programme is supported and complemented by:

- 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 through the School’s E-weekly Bulletin and the Higher Education and Careers webpage (New for 2025-26): [Higher Education & Careers - Girls Private School | Mayfield](#), and year group or individually targeted emails
- 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 aims of the programme:

- 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.

Structured feedback and evaluation will be integrated into the programme using student and parent voice, as well as Unifrog reflection tasks to ensure continuous improvement to the annual review of the policy.

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 (2021)
- Ofsted Education Inspection Framework (2023)
- CDI Framework careers, employability and enterprise education (May 2018)
- Careers guidance and access for education and training providers (Jan 2023 update)
- Government Careers Strategy (Dec 2017)
- Gatsby Benchmarks - 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 Careers Action Plan (Appendix 4) the School's indicative annual commitment to the Gatsby Benchmarks and the CDI Framework for Careers, Employability and Enterprise Education (Appendices 1 and 2).

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.

 Grow throughout life Develop self-awareness by reflecting on strengths and background. This includes learning and reflecting throughout life.	 Explore possibilities This involves understanding the full range of opportunities available and learning about recruitment processes and different workplace cultures.	 Manage career Take an active role in managing your career path, leveraging opportunities, and learning from setbacks.
 Create opportunities Create opportunities by being proactive and building positive relationships with others.	 Balance life and work Balance life as a worker and/or entrepreneur with personal wellbeing, other interests and involvement with family and community.	 See the big picture Explore the full range of possibilities and learn about recruitment processes and the culture of different workplaces

Appendix 2: Commitment to The Gatsby Benchmarks

Gatsby Benchmarks			Evidence of Meeting / Working towards Benchmark
1. A stable career programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and guardians, staff, governors, employers and other agencies.	• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.	• Careers policy (available on website) • Annually reviewed whole school careers provision plan (available on website) • Named Careers Leader in place (L6 Career Guidance and Development Course currently been undertaken. Due to be completed by October 2026) • Careers Link Governor • Regular and ongoing review of programme with colleagues and Link Governors; review of activities and events with pupils • Student and parent understanding of the careers programme to be evaluated through surveys
2. Learning from career and labour market information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed	• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and guardians should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.	• 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. • Qualified in house L6 Careers Adviser to deliver 1:1 career appointments and impart LMI information. • Careers information distributed to all pupils, parents and staff through E-weekly updates which signpost of Careers webpage, and targeted year group and individual emails. • Careers resource hub and library providing career and labour market information. • Life Skills programme – careers incorporated for all year groups

	adviser to make the best use of available information.		• Careers boards in main school, Sixth Form Centre and Lower School.
3. Addressing the needs of each student	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should 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. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.	• 2 yearly Careers Fair from 2025 with diverse range of role models represented • Annual whole school STEM assembly for International Women's Day – external speaker • Medical Mavericks workshop day for Year 7/8/9 pupils, scholars and med society every two years. • Enterprise and Science Fair projects for Year 8/9 • Oxbridge preparation programme and trips Yr 11 upwards • 2 yearly Alumnae University Fair – to be trialled September 2026 • Practice interviews for university, Oxbridge and medics, both internally and with other schools at annual external event • 1:1 Career Guidance appointments • 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 and access to free webinars • Yr 12 UCAS personal writing workshops • Careers lessons through Life Skills sessions

4. Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.	• Yr 7-9/Scholars and Medic Society Medicine Mavericks workshops • Computer Science for Girls Day • STEM/ STEAM workshop day for Year 7 and 8 pupils • Enterprise and Science Fair projects for Year 8/9 • Year 12 Maths Conference • Year 11 Maths Day at University of Cambridge • Yr 11/13 Biology Live • 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. University fair trip for Year 12's; EPQ trip to Sussex Uni; visiting speakers from university • 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, Law, 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 • Yr 7 Cookie Project Day • Year-group charity days to develop entrepreneurial skills • Scholars events • Practice university and employment interviews • Awareness of apprenticeships through visiting speakers • Cross-curriculum days • Cornelian Lecture programme
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5. Encounters with employers and employees	Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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.	• 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 • 2 yearly Careers Fair for ALL Year Groups with quiz for Lower School to encourage engagement • Scholars' dinners and lectures • Cornelian Lecture programme • Yr 7-9/Scholars and Medic Society Medicine Mavericks workshops • Year 12 CV building and mock part time job interviews – March 2026
6. Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	• 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 parttime jobs they may have.	• Girls in Year 11 and above encouraged to organise and attend internships and work experience placements over the summer holidays – Use Unifrog Placement Tool to track • 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 monthly careers newsletter • Actions not Words placements for all Year 12 girls, weekly over 23 weeks
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	• 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.	▪ Online live presentations from universities popular with our students ▪ International Student University Roadshow • Practice interviews with other schools and former students • Promotion of events, opportunities and Open Days through monthly careers newsletter • Tutor assemblies and Life Skills lessons • Girls undertaking EPQ have university experience • OC university fair to be trialled • Access to Unifrog webinars etc. • Access to Gresham Lectures online • Higher Education establishments included in Careers Fair, offering a range of degrees and vocational qualifications • Year 12 targeted talks in "magic free period"

8. Personal guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.	• Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.	• 45 minute 1:1 careers guidance interviews for all Year 12 girls with 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 • Personal guidance for every Year 9 choosing GCSE options and every Year 11 choosing A Level options • Individual UCAS guidance and support for Sixth Formers
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Appendix 3: Careers Programme 2025-26

		Year						
Activities		7	8	9	10	11	12	13
Session1	October Careers Fair	✓	✓	✓	✓	✓	✓	✓
	Opportunity to discuss different career pathways with a range of employers from a wide variety of sectors, and HE Colleges and Universities	Interactive quiz to encourage engagement with exhibitors	Interactive quiz to encourage engagement with exhibitors	Interactive quiz to encourage engagement with exhibitors				
	Careers News Updates via website	✓	✓	✓	✓	✓	✓	✓
	Careers in Life Skills					✓		✓
						A-Levels & beyond Apprenticeships		Gap Year
	H.E. Encounters	✓	✓	✓	✓	✓	✓	✓
		At careers fair – questions in quiz	At careers fair – Questions in quiz	At careers fair – Questions in quiz	At careers fair	At careers fair	Visiting OCs and speakers	Visiting OCs and speaker Innovation Enterprise competition
	Assemblies & Opportunities	✓	✓	✓	✓	✓	✓	✓
		Year group assembly – how to get the most out of Careers Fair	Year group assembly – how to get the most out of Careers Fair	Year group assembly – how to get the most out of Careers Fair	Year group assembly – how to get the most out of Careers Fair	A Levels Options 6 th From Taster Day Oxbridge Discussion Group	Year Assemblies UCAS information evening Oxbridge lunch with OCs	Year Assemblies UCAS information evening Early entry working groups

		Year						
Activities		7	8	9	10	11	12	13
Session 2	Careers News Updates via website	✓	✓	✓	✓	✓	✓	✓
	Careers in Life Skills			✓	✓	✓		
				Launch Unifrog Career trends	Roles in parliament	Roles in court system		
	H.E. Encounters					✓	✓	✓
						Visiting OCs and speakers	Visiting OCs and speakers Oxbridge trip	Visiting OCs and speaker
	Employer Encounters - aiming for at least 1 per year group per year				✓		✓	✓
					MP talk - TBC		Biology in Action lectures – biology students Brain Day with Dr Guy Sutton – biologists and psychologists	Brain Day with Dr Guy Sutton – biologists and psychologists
	Assemblies & Opportunities	✓	✓	✓	✓	✓	✓	✓
		Green Careers	Green Careers	Green Careers GCSE options talks	Green Careers	Green Careers 1:1 A Level options talks with Head of 6th Form	Green Careers University advice Employability skills – tutor time 1:1 Careers Guidance	Green Careers UCAS Early Entry mock university interviews

		Year						
Activities		7	8	9	10	11	12	13
Session 3	Careers News Updates via website	✓	✓	✓	✓	✓	✓	✓
	Careers in Life Skills				✓			✓
					Employability skills CVs Interview skills			Gap year – overseas volunteering
	H.E. Encounters				✓	✓	✓	✓
					Oxford residential for scholars and meet OCs	Visiting OCs and speakers	Visiting OCs and speakers	Visiting OCs and speakers
	Employer Encounters - aiming for at least 1 per year group per year	✓			✓			
		Vet talk for pet ownership in Life Skills			HR speaker			
	Assemblies & Opportunities			✓		✓	✓	
				GCSE options talks		Launch work experience scheme	1:1 Careers guidance	

		Year						
Activities		7	8	9	10	11	12	13
Session 4	Careers News Updates via website	✓	✓	✓	✓	✓	✓	✓
	Careers in Life Skills		✓ Entrepreneur skills					
	H.E. Encounters				✓	✓	✓	✓
						Visiting OCs and speakers	Visiting OCs and speakers	Visiting OCs and speakers
	Employer Encounters - aiming for at least 1 per year group per year		✓ Entrepreneur talk to launch £10 challenge	✓ STEM speaker to launch Life Skills project	✓ Women in construction day – limited numbers – at employer		✓ Mock job interviews with local employers	✓ Construction and architect day – limited numbers at employer
	Assemblies & Opportunities	✓	✓	✓	✓	✓	✓	✓
		International Women's Day Careers Week	International Women's Day Careers Week	International Women's Day Careers Week	International Women's Day Careers Week 1:1 Careers guidance	International Women's Day Careers Week	International Women's Day Careers Week Oxbridge workshop	International Women's Day Careers Week

		Year						
Activities		7	8	9	10	11	12	13
Session 5	Careers News Updates via website	✓	✓	✓	✓	✓	✓	✓
	Careers in Life Skills					✓ Summer jobs, CVs, covering letters		
	H.E. Encounters					✓ Visiting OCs and speakers	✓ Visiting OCs and speakers	✓ Visiting OCs and speakers
	Employer Encounters - aiming for at least 1 per year group per year		✓ Health visitor to introduce baby care for Life Skills					
	Assemblies & Opportunities				✓ 1:1 Careers guidance			

		Year							
Activities		7	8	9	10	11	12	13	
Session 6	Careers News Updates via website	✓	✓	✓	✓	✓	✓	✓	
	Careers in Life Skills	✓				STUDY LEAVE		STUDY LEAVE	
		Introduction to careers. Exploring transferrable skills and personal strengths							
	H.E. Encounters	✓	✓		✓				✓
		World of Work Day - interactive workshops	World of Work Day - interactive workshops						Visiting OCs and speakers
	Employer Encounters - aiming for at least 1 per year group per year	✓			✓				
		Bank Manager talk			HMRC Ambassador				
	Assemblies & Opportunities	✓	✓	✓	✓	✓	✓		
						6 th Induction Day	Organise OC university fair for September		

Appendix 4: Careers Action Plan

- **2025-26**
- New Head of Careers appointed, completing Level 6 Diploma
- Year 13 Careers Ambassador appointed (new position for 2025)
- Develop Career Hub as a resource for students
New office area identified and furniture installed
- Build up career library
- 2 yearly Careers Fair for all year groups using alumni, local employers and further education institutes to incorporate a range of career pathways and role models.
Completed October 2025 with positive feedback from exhibitors, students and parents
Lower School Quiz worked well to ensure engagement
Action for 2027 from parent feedback – include more creative exhibitors
- Set up record keeping systems – *One to One chats spreadsheets* – **Gatsby Benchmark 3**
- Set up one to one careers guidance for Year 12
- Formalise an overview document showing the careers provision provided.
Parent letter sent October 2025
Sessions set up for students to start 2nd half of Term 1
- Update all Careers noticeboards – responsibility for Middle School board to Year 13 Careers Ambassador
- Refresh Unifrog use and monitor – **Gatsby Benchmark 3**
- Create OC database – aim to create diversity in talks – **Gatsby Benchmark 3**
- Audit of subject areas to establish if careers embedded at department level and put exemplar ideas in place for classroom teaching and subject noticeboards – staff training programme – **Gatsby Benchmark 4**

- **2026-2027**
- Review Careers Policy October 2026
- Year 11-13 OC University Fair in September (identified as the best time to catch university students due to term times)
- Apprenticeships workshop using OC alumni and local companies
- Explore the use of A1 in the workplace and how this is impacting on jobs, and creation of new jobs
- Work with SEND Coordinator to establish workshops, fairs etc aimed at neurodiverse students
- Review Life Skills Careers Programme with feedback from student voice – **Gatsby Benchmark 3**
- Set up biannual talks with OC network for each year group – **Gatsby Benchmark 3**
- Review encounters with employers for all year groups - **Gatsby Benchmark 5**
- Expand work experience programme to ensure 2 work experience opportunities - **Gatsby Benchmark 6**

