St Dunstan's College

PART OF
ST DUNSTAN'S EDUCATION GROUP

CAREERS

Policy Owner:	Head of College
ISSR Reference:	Part 1 – Quality of Education Provided
Date of review:	Summer 2026
Approved by:	Local School Board
Date of next review	Autumn 2027

Version control information

Reason for Amendment	Role	Date	Main changes
New template	Deputy Head Pastoral	Summer 2026	Transfer to new template - content separated from the Curriculum policy. This policy is now a combined JS & SS document.

1. Aims

This policy is applicable to staff, students and parents / carers of St Dunstan's College ('the school') and aims to ensure all parties are clear on the ways in which careers education is delivered.

A planned programme of information and guidance is delivered across the full age range of the school. This supports and enables students to understand the world of work, careers, and to make realistic and informed decisions about their futures.

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

Our aims are to ensure that students:

- Have access to quality careers information at all stages of their schooling.
- Are able to learn about and experience the world of work in an age-appropriate manner.
- Have meaningful interactions with employers throughout their senior school experience.
- Are informed of opportunities which suit their developing skills, qualifications and aspirations as and when they arise.
- Are supported in preparation for the workplace, by building self-development and career management skills
- Develop awareness of the variety of education, training and careers opportunities available to them
- Understand routes to careers that they're interested in, and to make informed choices about their next step in education or training

Additionally, this policy aims to:

- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Education Act 1996
- SEND Code of Practice 2015
- The Education and Skills Act 2008
- The school refers to the DfE guidance Careers Guidance and Access for Education and Training Providers (May 2025), and in line with Gatsby Benchmark 4, schemes of work for academic subjects include lessons linking curriculum learning with careers.

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to the Chief Executive Officer (CEO), who in turn delegates the responsibility to the Head of College and the Head of Junior School.

The respective Local School Board has a duty to:

- Approve this policy annually
- Ensure the school follows the framework set out in this policy.

3.2 The Head of College/Head of Junior School

The Head of College/Junior School, Deputy Head Academic (Junior and Senior School) and Director of Futures for the Senior School are responsible for ensuring this policy is implemented. This includes:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy
- Support the Futures team to deliver the school's careers programme
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The Senior Leadership Team will:

- Support the Futures programme
- Support the Director of Futures in developing their strategic careers plan
- Make sure the Director of Futures is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Work closely with the Director of Futures in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Director of Futures

Our Director of Futures, careers leader, overseen by the Assistant Head – Teaching and Learning will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the Senior Leadership Team to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout

- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and the pastoral team, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
    - Make sure they know which pupils are in care or are care leavers
    - Understand their additional support needs
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Staff

Staff are responsible for understanding this policy and their role in delivering careers education. In particular, they are responsible for ensuring that

- through assessment, feedback and reporting of student's progress and achievement they understand their strengths enabling them to make informed decisions about higher education, training and careers.
- high aspirations and personal ambition among students in promoted.

3.6 Students and parents/carers

Students and parents /carers are responsible for engaging fully with the school careers programme.

Parents are encouraged to be actively involved in supporting their child's informed decision making around higher education, training and careers.

4. Careers provision

4.1 Engagement with the Gatsby Benchmarks

St Dunstan's College is guided by the Gatsby Benchmarks. In particular:

- We have a stable careers programme, enacted through the Stuart Curriculum in Key Stages 3, 4 and 5 (see further information below), informed by career and labour market information

- We provide robust and ongoing information to students and their parents about future study options, including Higher Education, Apprenticeships and Degree Apprenticeships
- We address the needs of each student, by regularly seeking and reviewing aspirations information from Years 7 to 13, supporting the development of understanding of different careers and post-school opportunities through our sequence of Opening Minds lectures and Keynote Speaker events, as well as access to personalised mentoring.
- Students have encounters with employers, employees and further and higher education institutions though the annual Futures Convention, the sequence of Opening Minds lectures and Keynote Speaker events.
- We support students to gain first-hand experience of workplaces by drawing on our alumni network, staff expertise, and knowledge of local and national opportunities to advise students on where and how to find meaningful work experience.
- We ensure curriculum learning is explicitly linked to careers, with departments identifying and highlighting the relevance of subject content to a range of careers and further study pathways.
- We ensure students receive regular and ongoing personalised guidance on Higher Education and Careers, and on their GCSE, A Level and post school options. This is led by pastoral teams and the Futures Team.

4.2 Careers topics and engagement throughout the school

Year	Topics and career opportunities
7	Stuart Additional Curriculum topics: • Introduction to Unifrog (how to find, record and manage advice and opportunities) • What is Success and Aspiration • Exploring Possibilities – Dream Jobs and Careers of the Future Futures Events: • Futures Week Career Mentoring Carousels • Keynote Speaker Workshop: Adaptability
8	Stuart Additional Curriculum topics: • Exploring Career Options • The World of Work (including vision boarding) • Building a Personal Brand Futures Events: • Futures Week Career Mentoring Carousels • Keynote Speaker Workshop: Creativity
9	Stuart Additional Curriculum topics: • Exploring Future Pathways • Making the Right Choices at GCSE • Employability Skills Futures Events: • GCSE Choices Evening • Keynote Speaker Workshop: Ethical Reasoning

	• Futures Convention
10	Stuart Additional Curriculum topics: • Careers of the Future • My Dream Career – Vision Boarding and Goal Setting • Aiming High – Thinking About Top Destinations • Making the Most of Opportunities – How I Can Build a Portfolio Futures Events: • Keynote Speaker Workshop: Global Awareness • Futures Convention
11	Stuart Additional Curriculum topics: • Exploring Post-Sixth Form Pathways (including global pathways) • Making the Right Subject Choices at A Level • Building Employability Skills Futures Events: • Keynote Speaker Workshop: Critical Thinking • Futures Convention • Opportunities for work experience for students interested in medicine and dentistry • Y11 Options Assembly
12	Usherwood/Tutor Time Programme: • Jobs of the Future • My Dream Career • Unifrog psychometric testing • Apprenticeships • Studying Abroad • Choosing Your Pathway Futures Events: • Futures Convention • Opportunities for work experience for students interested in medicine and dentistry • Keynote Speaker Career Mentoring • Futures Pathways Programme, including expert-led workshops, application guidance and national submission/competition opportunities • Organised trip to UCAS Discovery Exhibition UCAS Events and Guidance: • UCAS Launch • 1:1 UCAS/HE mentors • UCAS Day
13	Usherwood/Tutor Time Programme: • Budgeting at University • Application Audit • Degree Apprenticeships Futures Events: • Keynote Speaker Career Mentoring UCAS Events and Guidance:

	• 1:1 UCAS/HE Mentors • Oxbridge and Competition Pathways preparation, including support for submitted work, admissions tests and interviews • Finalising Choices Evening • Student Finance Talk • Advice on Accepting offers

4.3 Pupils with special educational needs or disabilities (SEND)

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

The Director of Futures may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.4 Assessment

Our careers programme is designed so students and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives through pupil voice, including student parliament and staff, parent and student surveys.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our Futures programme to ensure it meets the needs of all pupils.

4.5 Junior School Careers

Up to date, accurate and impartially presented Careers information and guidance is provided at St Dunstan's College. It supports informed choices about a broad range of career options to encourage pupils to fulfil their potential and ambitions. It is presented in an impartial way, showing no bias or favouritism towards a particular education or work option. The intention of our guidance is to assist pupils to 'know themselves' and understand their current and developing strengths, weaknesses and interests in relation to the world of work. Staff work to prevent any stereotyping in the advice and guidance they provide to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers.

Aims

A planned programme of information and guidance is delivered across the full age range of the school. This supports and enables pupils to understand the world of work,

careers, and to make realistic and informed decisions about their futures. Our aims are to ensure that pupils:

- Have access to quality careers information at all stages of their schooling.
- Are able to learn about and experience the world of work in an age-appropriate manner.
- Have meaningful interactions with employers throughout their school experience.
- Are informed of opportunities which suit their developing skills, qualifications and aspirations as and when they arise.
- Are encouraged to explore a variety of options when considering further education, work learning or career pathways.

Programme Specifics

The Junior School Stuart Programme and Albam Exorna Curriculum enables pupils to develop their understanding of how a career directly supports the way in which one lives. Pupils are taught about the part money plays in their (and others') lives, including how to earn and manage money and become a critical consumer. They are also taught about enterprise and the skills that make someone 'enterprising'. Pupils are taught how to investigate and explore what it is like in the working world.

The curricula promote skills-based assessment which develops an ability to acknowledge how their talents and skillsets are an advantage in the working world. Much of this programme is reinforced through the school 'themes of the week' and assembly foci, such as the Politics and Responsibility, Futures and the Enterprise and Careers Week. Parents and Carers are also welcomed and are encouraged to share their expertise in relevant areas that link to pupil learning, often in the International Primary Curriculum.

5. Work Experience Arrangements

5.1 Independently Arranged Work Experience

These are visits or placements arranged by the student or their parents / carers, by either directly contacting an organisation or utilising personal contacts. It is the responsibility of the parents or carers to ensure that they are satisfied the experience will be a safe and positive one for their children. Parents are encouraged to refer to the Health and Safety (HSE) guidance on work experience and to review the tasks the student is expected to undertake during the placement to support their decision making. It is important to note that pupils are not covered by the school's insurance policy when taking part in independently arranged work experience.

5.2 School Arranged Work Experience

The school usually does not arrange work experience placements on behalf of students. Where staff are involved in signposting opportunities or putting students in contact with potential providers, this is done via the student's parent/carer(s). The school's role is limited to signposting and does not constitute a recommendation, endorsement, or vetting of any provider. Families are advised on the checks they should carry out – for example around safeguarding, and health and safety – to satisfy themselves that a placement will be safe and appropriate for their child. As set out in section 5.1, pupils are not covered by the school's insurance policy for independently arranged work experience.

6. Apprenticeships

The school supports and encourages students to explore apprenticeships and degree apprenticeships alongside higher education courses. A dedicated Forder introduces students in Years 10–12 to the facts around apprenticeships, common myths, the application process, and support with searching for and applying to opportunities. Students intending to pursue apprenticeship routes are also assigned a 1:1 mentor from the Futures team to support them through the application process. In Year 12, this support includes CV and cover letter writing, employability skills practice, and preparation for assessment days and interviews. We also draw on our network of alumni currently or recently employed in apprenticeships to provide advice and guidance.

All students receive information about apprenticeships and degree apprenticeships through the Stuart Additional Curriculum (in Years 9, 10 and 11), the Year 12 form-time Futures programme, and through Futures events such as the Futures Convention and Keynote Speaker series.

7. Other Careers Resources

7.1 Sixth Form Centre and Library

Careers and higher education literature are available to all students in the sixth form centre and library. Students are encouraged to research higher education, training and careers alongside their individual interests and strengths when selecting GCSE and A Levels as well as ambitions beyond school.

7.2 Careers Events

The school organises a number of careers events such as 'Careers in Languages', 'Opening Minds Lecture Series' and 'Keynote Speaker Series Events' throughout the year. The Futures Convention brings together a wide range of delegates representing a range of higher education providers and vocational and career professionals. This event gives students in Years 9 to 13 the chance to engage directly with experts to explore a wide range of futures pathways. Students in Years 7 and 8 have the opportunity to take part in a careers carousel with a select group of delegates earlier in the day.

7.3 External Speakers

The school invites a number of visiting speakers and external organisations to speak, run workshops and provide targeted support such as interview preparation. These speakers are all reviewed in line with our visiting speaker form and review process.

7.4 Online platforms

The school uses a number of online platforms to support careers education, including Unifrog. These platforms are chosen to allow students to explore, research and make informed decisions about higher education, training and careers.

7.5 Trips and Visits

The school arranges a number of trips and visits each year to support students with their career exploration. These include: all Year 12 students being invited to the annual UCAS Discovery Exhibition to meet representatives from higher education and apprenticeship providers, and Middle School Scholars attending a trip to Oxford or Cambridge University. Departments also frequently arrange subject-specific trips, for instance to relevant workplaces, conferences, or universities.

8. Monitoring

This policy will be reviewed by the Deputy Head Academic annually. At every review, the policy will be approved by the Local board.

9. Links with other policies

This Curriculum policy links to the following policies:

- Curriculum
- PSHE
- RSE
- Pastoral Care
- Safeguarding and Child Protection
- Individual Student Need