

Careers Education and Guidance Policy

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1. The Policy

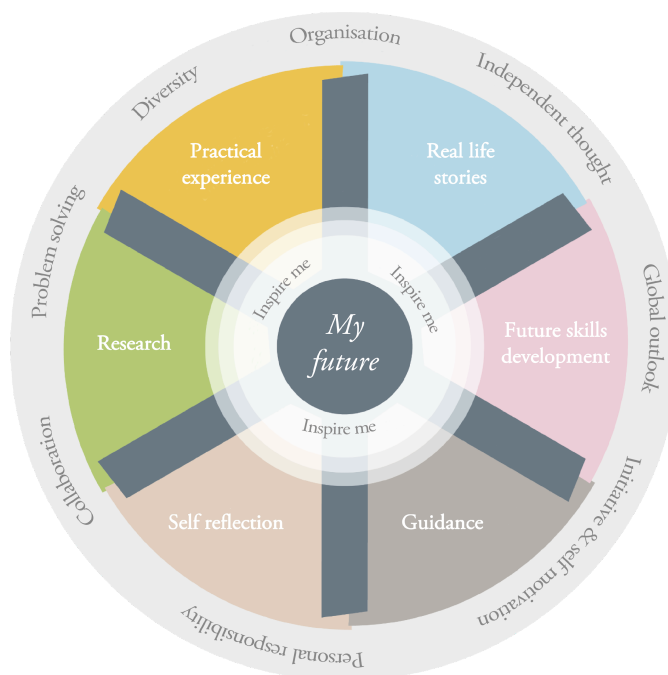
This policy is applicable to all schools of the Stephen Perse Foundation (the **School**). It is applicable to the whole school community including those pupils in the Early Years Foundation Stage (**EYFS**).

2. Guiding Principles

2.1. The Stephen Perse Vision states that the School will prepare our students for **their future**.

2.2. The 'My Future' wheel provides an overview of the various aspects of our 'Inspire Me' and Careers and Guidance programme, many aspects of which are careers-related. The aims of the programme are to deliver:

- Inspiration for students of all ages;
- An understanding of their potential and preferences;
- Detailed guidance on next steps and choices;
- Skills learners will need for life;
- Practical experience for their ongoing portfolio; and
- An understanding of how work in the future may change and their role in this.



2.3. Building on the non-statutory guidance from the Department for Education's [Careers strategy: making the most of everyone's skills and talents \(December 2017\)](#), and the [Careers guidance and access for education and training providers](#) (DfE, updated May 2025), one element of the 'Inspire and Guide' programme is designed to help our students choose a career that is right for them. We aim to deliver a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The Careers and Guidance programme continues to evolve and we are annually auditing our provision against the Gatsby Charitable Foundation's Benchmarks to identify areas for improvement with the aim of addressing each benchmark. Analysis of where our provision meets Gatsby Benchmarks can be seen on the [11-18 Careers and Guidance Scheme of Work](#).

- 2.4. The various aspects of the 'Inspire Me' and 'Careers and Guidance' programmes are regularly updated and presented in an impartial manner.

3. The 'Careers Education and Guidance' programme across the School

This is delivered as 'Inspire Me' from ages 3-11 and the 'Careers and Guidance' programme, partly delivered within the PSHEE programme, from 11-18.

3.1. 3-11 'Inspire Me' Programme

The 3-11 'Inspire Me' programme is overseen by the 3-11 Senior Leadership Team. The focus at this stage of our pupils' journey is equipping pupils with the skills they need to make choices as well as providing opportunities for pupils to gain an appreciation of the careers and interests of those adults in our community, and to provide them with the opportunity to reflect on life choices and understand that these choices may look very different for them.

3.1.1. Real Life Stories

Pupils throughout 3-11 have a range of opportunities to engage with both the school and local community through a range of initiatives. Many of these stem from the variety of thematic learning projects throughout the year and the activities which promote social responsibility. These include parent talks utilising the breadth of background of our parent body, as well as invited speakers including authors and engaging with the community such as projects with residential homes. Staff members share personal experiences to inspire pupils, such as sustainability at home and world travels.

3.1.2. Future Skills Development

From the earliest years we provide our pupils opportunities to acquire skills that will enable them to make future decisions. These skills continually evolve as does the world we are in, and are developed through the thinking toolkit, opportunity for responsibilities and the PSHEE programme, as well as practical skills programmes such as bikeability and first aid courses. School Council representatives in each class take a leadership role in sharing the pupil voice at regular meetings. Pupils in Year 6 are given specific responsibilities within school, such as house and sports captaincy, music and creative leaders, eco-councillors, 'duties' with the younger pupils, and creative/sports crew.

3.1.3. Guidance

Guidance in 3-11 focuses on decision making and encouraging pupils to embrace a breadth of opportunity enabling them to make informed choices. This is achieved through club choices, residential trips, some of which are optional, real life learning experiences for the younger pupils, Forest School from Kindergarten to Year 2, parent-delivered talks and workshops, integrated learning weeks and days; and competitions and challenges including STEM, chess, computational thinking, mathematical and literature.

3.1.4. Self Reflection

Self reflection is a critical part of careers and the guidance journey. The development of this skill in 3-11 lays the foundations for this. In 3-11 opportunities for self reflection and discussion are provided through mindfulness clubs, wellbeing activities, assemblies, the behaviour management system (whereby the core sanction is that of self reflection regarding making good choices), school council and report tutorials where pupils read, discuss and comment on

their formal written reports as well as good relationships with their form tutor to discuss and reflect throughout the year in daily form time. Alongside these opportunities the School curriculum encompasses the thinking toolkit; pupils are encouraged to consider the tools they need within each area of learning and to reflect on their strengths and weaknesses to determine the most successful approach for them as learners.

3.1.5. Research

Enquiry-based learning begins in the earliest years through 'Plan, Learn, Do, Review'. This approach enables pupils to make decisions about their own learning and their individual interests and provides an opportunity to learn how to learn and pursue their own ideas and interests. The thematic learning launch days act as a springboard to content within a topic and provide for pupils influencing the direction of learning. Older pupils are given opportunities to present their learning in different ways, choosing from a range of digital apps.

3.2. 11-18 'Careers and Guidance' Programme

In the Senior School and Sixth Form, guidance - including university and careers information - is delivered through a range of complementary avenues offering a range of approaches to this diverse area. The 'Careers and Guidance' programme is led by the Head of Guidance, with input from those with responsibility for delivering PSHEE and Careers and Guidance in the Senior School, the Head of Sixth Form and the Guidance Team each contributing to the programme. Careers advice is delivered via a number of avenues including the Careers and Guidance curriculum time for Years 10-11, a speaker programme and events such as workshops, assemblies and tutor time activities and, in Years 12-13, specific university events including a Careers and Guidance day, visits and talks by visiting universities and alumni.

3.2.1. Real Life Stories

Students have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

Year 10 and 11 students follow a timetabled programme once a fortnight that includes careers talks by visiting speakers covering a diverse range of professions and disciplines. By sharing their fascinating careers and life stories, the visiting speakers inspire students to think about their own career choices whilst networking with alumni, company representatives and Cambridge academics. Year 12 and 13 students are invited to join the talks when timetabling allows and Years 7-9 engage through tutor time activities.

3.2.2. Future Skills Development

- 3.2.2.1. Our approaches to teaching and learning involve skills development. Approaches to learning involve the development of research skills, communications skills, social skills, self-management and thinking skills. Careers and Guidance teaching from Year 7 encourages students to develop, recognise and record these skills to build on in subsequent years. Critical and creative thinking skills in particular are embedded across the curriculum and all Sixth Form students have the opportunity to complete an independent research project, either culminating in the EPQ or an in-house assessment as well as having the opportunity to engage with co-curricular critical thinking activities in the Sixth Form. Our approaches to teaching are based on inquiry, a problem-solving approach and exploring conceptual understanding, developed in local and global contexts and encouraging effective teamwork and collaboration.

3.2.2.2. A Sixth Form Introduction to Knowledge course forms part of the tutorial programme, encouraging a metacognitive approach to academic subjects, critical thinking and 'higher order' skills. This course encourages students to think critically about the nature and scope of the academic subjects they are studying, the methods and tools by which these subjects generate knowledge, and how robust or otherwise this knowledge is. This approach will assist students in writing their personal statements, by encouraging them to reflect on the nature of the subject/s they wish to study at university. The course culminates at the end of Year 12 with an exhibition, where students choose an object through which to consider an open-ended question about knowledge and write a reflection exploring their ideas.

3.2.2.3. In addition to formal lessons, students are offered the opportunity to take part in a number of integrated learning events, clubs and societies and enrichment activities that encourage the development of skills and encourage an approach to thinking and problem-solving that is not confined to narrow subject boundaries. Examples include: projects days, the Duke of Edinburgh Awards scheme, various local and national competition opportunities and being part of a committee to organise events such as Cambridge Model United Nations and the Sixth Form Cabaret. Subject specific University preparation/extension clubs are held in all subjects to extend their supercurricular subject engagement and understand more about university requirements. Specific non-subject societies such as Medsoc, Lawsoc and Engineering soc also exist. In the Sixth Form, students looking to apply to Oxbridge, Imperial and other highly competitive universities are offered small group teaching opportunities with senior members of staff, designed to represent Oxbridge supervisions. Students are encouraged to access a variety of internal and external competitions, lectures, workshops and events to support applications to such establishments with a strong emphasis on the importance of super-curricular activities. In 2023-24 the '1881 Society' was established for Sixth Form students on academic scholarships. This club focuses on inviting speakers of interest into the School, developing argument skills and similar enterprises to support competitive university applications. Whilst academic scholars join automatically the club is open to all.

3.2.2.4. Students are also given the opportunity to develop leadership skills throughout the Senior School by taking on responsibilities such as Form Leader or Student Forum Representative. Older students have higher-level roles available to them: they might be elected a member of the Student Leadership Team, comprising Heads of House and Heads of School. All Key Stage 4 and 5 students also have the opportunity to work with the Sixth Form student Leaders on various areas of student life (e.g. Charities, Sustainability, Mentoring etc.). Students reflect on their skills from Year 10 to Year 13 through the online platform Unifrog, preparing themselves for future application processes.

3.2.3. Guidance

3.2.3.1. Through the tutor programme and the 'Careers and Guidance' sessions in Years 10-11, a continuum of advice is offered to students by asking key questions, providing suitable resources and making the best use of local and regional contacts. This is a spiral programme of events that address three main concepts in each year which are:

- Careers awareness and aspirations
- Exploring the world of work
- Personal planning and engagement; Careers readiness

3.2.3.2. These are addressed with a different age-specific focus in each year using the key questions:

Year 7: What is a job? What is a career? What different jobs and careers exist?

Year 8: What are transferable skills, when are they needed and how can I develop them?

- Year 9: What directions and opportunities are open to me? Where do my skills and interests lie?
- Year 10: How do I shape my own future? What are my academic strengths, interests suggesting?
- Year 11: How do I pitch myself for a job? What are my next steps?
- Year 12: Identifying the skills for careers and degrees
- Year 13: Recognising my potential; preparing for transitions

- 3.2.3.3. In addition the Head of Guidance and Careers is responsible for overseeing the guidance with respect to subject choices/careers for Years 9 -13.
- 3.2.3.4. In Year 9, the GCSE choices process starts with a half-day off timetable event followed by a webinar for parents. Presentations are made about GCSE choices and the impact this may have on future choices at A Level. Students also take part in psychometric profiling analysis to help guide their decision making and are offered an individual guidance meeting to discuss their choices before they make the final decision. Students continue their Morrisby profiling at the end of Year 10, with reflection on their post-16 discussions.
- 3.2.3.5. Following end-of-year examinations in Year 10, students undertake further psychometric profiling analysis to assist with their longer term Careers and University Guidance plans. This is accompanied by a full report and analysis, led by the Head of Guidance as an advanced Morrisby practitioner. Interviews with a trained advisor are available on request. Follow up reports may occur at the end of Year 10 or beginning of Year 11 and dovetail into the information and opportunities being offered through the taught programme mentioned below. At the beginning of Year 11, students undertake further psychometric profiling analysis to assist with their longer term Careers and University Guidance plans. This is accompanied by a full report with which students are given time with their tutors to dissect and explore any areas of interest. The Morrisby report and subsequent student review are submitted to Google Classroom for future reference.
- 3.2.3.6. An important aspect of the programme in Years 10 and 11 is to ensure that students understand the full range of learning opportunities that are available to them post-16. This includes both academic and vocational routes, including degree apprenticeships and degree sponsorship programmes. The emphasis is on making the right choices for them and where further study is involved, which is the case for almost all of our students, that students make appropriate subject choices.
- 3.2.3.7. In Year 10 and Year 11 students are timetabled for some lessons in the sixth form buildings to become familiar with the sixth form-only staff and surroundings. Year 10 students all attend a taster event at the sixth form where they learn more about how subjects are taught at sixth form compared to GCSE and are introduced to subjects not studied at GCSE, along with information on the EPQ.
- 3.2.3.8. Students in Year 12 and 13 regularly meet their tutor in small groups or on a one-to-one basis. In addition, all sixth form students are assigned a UCAS advisor in the Easter term following consultations on their initial university intentions. As such, all Sixth Form students have a designated contact within the Guidance Team, their tutor, their subject teachers and specialised staff in the subject specific university preparation sessions provided after school. and are invited to meet with this member of staff at the beginning of each term to discuss subject/university/career choices. The Guidance programme involves a range of activities such as assemblies, off-timetable events, workshops, a University and Careers Day Fair to network with Universities and local employers as well as School alumni, visiting universities, and student panels which are organised by the Head of Guidance and Careers.

3.2.3.9. In the Sixth Form university preparation classes, which include academic extension, learning beyond the curriculum as well as prep for aptitude and entrance test prep, are used not only to extend the learning beyond the confines of the curriculum but also to provide preparation for aptitude and entrance tests. The Head of Medical Admissions is responsible for 'MedSoc' and provides weekly support for potential medical, veterinary medicine and biomedical applicants by running a programme of events to support their applications. There are also similar Lawsoc and Engineering Soc extension programmes. The Head of Oxbridge coordinates Aptitude test preparation and entry. A member of the Guidance team runs a lunchtime extension in preparation for the Oxford 'Thinking Skills Assessment' and newly emerging tests such as TARA.

3.2.4. Self-Reflection

Students in Years 10-11 complete their personal reflections, submitting them to Google Classroom. Students are encouraged to consider their reflections when completing their end of Year 10 review and post-mock review. Students in Years 10-11 complete their personal reflections using the online platform Unifrog with students in younger years groups being led through the reflective tasks. Students are encouraged to reflect on all extracurricular activities and students in Years 10-11 to reflect on the visiting speakers. In the Sixth Form, students are also encouraged to reflect on their experiences through the Unifrog platform with the recording of skills specifically linked to personal statement preparation in Year 12. Recognising the recent university emphasis on self-directed independent learning, students in Years 12 and 13 are also introduced to appropriate online learning material as part of the Sixth form Careers and Guidance programme.

3.2.5. Meeting the expectations of changing careers and university markets

3.2.5.1. Unifrog and Morrisby platforms

All students are enrolled into the online Careers and University Destinations platform [Unifrog](#) from Years 10-13. This is to reflect the growing acknowledgement that the foundations for a solid Guidance and Careers programme at KS5 needs to be built earlier on for a timely implementation. It also allows the spiral Guidance programme to transfer seamlessly and efficiently into Year 12. Unifrog training in Years 10-11 is delivered through the Careers and Guidance programme whereas in the Sixth Form it forms a pivotal part of both tutorial and Guidance programme activities. In addition to a University and Careers Guidance platform for students and their families, the platform is used extensively by teaching staff, students and tutors for reference writing, personal statement writing and the recording of skills for university and career applications. The School currently enrolls and funds all Year 9 students onto the Morrisby platform for life membership. Psychometric profiling in Years 9 and 10 through this platform augments the university destinations platform Unifrog forming a cohesive foundation to careers education.

3.2.5.2. Head of Guidance and Careers

The Head of Guidance and Careers is the School's UCAS lead and attends UCAS training requirements, annual conference and up to date university and careers information regularly. The Head of Guidance and Careers is a member of the [Career Development Institute](#) and has completed level 6 Careers Leadership training which gives Career Leadership and Advisor recognition under Department for Education guidelines. Members of the Guidance team receive regular university and career information which is promptly disseminated to students through their respective Guidance Google Classrooms.

3.2.6. Practical Experience

- 3.2.6.1. Students are encouraged to gain first-hand experience of the workplace in addition to that they may have had through a part-time job; work experience is discussed with Year 10, 11 and 12 students. A tailor-made work experience programme for all Year 10-11 and Year 12-13 students was launched in January 2023. This includes both virtual work experience resources, in person work experience possibilities and structured reflection opportunities that allow students to structure their experiences from Year 10 through to Year 13. Students receive support for CV and cover letter writing through specific workshops and taught sessions. This also includes information on apprenticeships and work experience opportunities, our local Cambridge connections, and through networking with local employers at the Annual Careers and Guidance fair. The expanded use of Unifrog alongside national resources such as 'Springpod' and 'InvestIN' ensure that opportunities are relevant and up to date
- 3.2.6.2. Sixth Form students are encouraged to attend University taster days and at least two open days at universities/FE institutions. Preparation, support and reflection on these events is provided through the Guidance programme.

4. Review

- 4.1. This policy is reviewed every two years, in any event, and more often as required.

Version Control

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Policy owner	Head of Sixth Form
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