



Gosfield School

Careers and Employability Policy

Introduction

At Gosfield School, we are committed to providing a solid and professional approach to careers education, recognising the ever-changing landscape of work and career development. By integrating careers education into the curriculum, we empower our teachers to draw on their subject expertise to highlight pathways for growth and technical application. This approach not only enriches students' understanding of each subject's real-world relevance but also broadens their awareness of the diverse opportunities available across industries and professions. This is developed throughout a student's time at the School and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at ensuring all students have an opportunity to achieve their aspiration.

The School will deliver careers education information, advice and guidance in line with statutory guidance and recommendations contained in documents such as:

- 1997 Education Act;
- 2003 Education Regulations;
- 2011 Education Act; DFE Statutory guidance - Careers guidance and access for education and training providers (May 2025)
- National Framework for CEG 11-19 in England (DfES, 2003)
- Gatsby benchmarks September 2025
- The Young People's IAG Standards (DCSF, 2007);
- The statement of careers education principles (DCSF, 2008);
- Career, work-related learning and enterprise 11-19: A framework to support economic wellbeing, QCA (2016);
- Other relevant guidance from DCSF, QCA and Ofsted and ISI
- KCSIE 2025

At the heart of this guidance is:

- impartiality.
- information on a range of pathways, including university options or apprenticeships.
- adaptation to the needs of the students, including those with protected characteristics.
- **embedding parent and carer engagement into planning**

Our strategy has been developed in line with:

- DFE - Careers guidance and access for education and training providers - Updated 8 May 2025
- Gatsby Benchmark Government guidance updated September 2025

Aims and purpose

At Gosfield School, we strive to ensure that all learners have access to high-quality careers education and guidance. We are committed to promoting personal development, encouraging every student to grow into a confident, informed, and responsible global citizen.

The aims and purpose of the policy are to:

- prepare students for the transition to life beyond secondary school (higher education and the world of work);
- support students in making informed decisions which are suitable and ambitious for them;
- provide students with well-rounded experiences;
- develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- inspire and motivate students to develop their aspirations.
- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favoritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation, and paying particular attention to any additional or different support that may be needed by vulnerable or disadvantaged young people, or those with SEND

The Impact of these aims will be that students:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go
- will be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve
- understanding their own knowledge and skills and how they can be used in the workplace
- get, hold and progress in a job, whatever their age, ability or background
- increase the amount they earn across their working lives
- improve their well-being through doing a job they are good at and enjoy
- **understand the shifts in the labour market**

Careers Provision

At Gosfield School, our careers provision is designed to support every student in making informed and confident decisions about their future. We offer a structured, progressive careers programme that begins in the early years and continues through to Sixth Form. This includes access to impartial careers advice, one-to-one guidance, employer encounters, workplace visits, and tailored support for university, apprenticeship, or employment pathways.

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, teachers, governors and employers.
2. Learning from Career & Labour Market Information	All students, parents and carers, teachers and staff who support students 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 students will need the support of an informed adviser to make the best use of available information.
3. Addressing the Needs of Each Student/Young person	Students have different careers guidance needs at different stages. Careers programmes should help students navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each student, including any additional needs of vulnerable and disadvantaged students, young people with SEND and those who are absent.
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.
5. Encounters with Employers & Employees	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 opportunities,

	including visiting speakers, mentoring and enterprise schemes, and could include students' own part-time employment where it exists.
6. Experiences of Workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with Further and Higher Education	All students 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.
8. Personal Guidance	Every student 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 students whenever significant study or career choices are being made. They should be expected for all students but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

All students have access to the following

- Extra-curricular clubs and trips, which support students in developing their understanding of a range of different subjects.
- Encounters with employers in a range of careers that inspire and motivate the students, this had been delivered through the assembly programme.
- Access to online resources such as Jigsaw
- Employability Events
- Career lessons through PSHEE and tutor sessions.
- Opportunities for work experience
- STEM Events
- Visits to colleges and universities
- Face to face and online careers events

Students with Special Educational Needs or Disabilities (SEND):

- Support with transition from one key stage to another, and on to further education and employment, is part of the action plan for a student with SEND, and a priority for the school throughout their time with us;
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.

Delivery

The careers programme is accessed through the online platform Jigsaw and Unifrog for Careers and Work Experience; the majority is delivered through the PSHEE programme and tutor programme. Opportunities to visit universities and access career events are organised by the Head of 6th Form and the PSHEE/ Careers coordinator.

Careers are at the heart of our education and leadership have a duty to embed this as both a whole staff initiative and a whole school endeavour. We aim to place the provision at the heart of our strategic planning, including the importance of staff development in delivering information through departments to ignite curiosity and aspiration within the school curriculum.

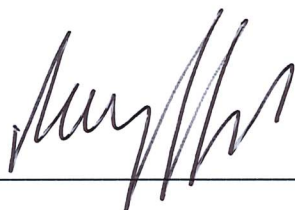
Our Careers leader is responsible for developing and directing a careers programme, bringing together the component parts into a coherent whole, relying on external speakers, parents and staff to deliver a bespoke framework of opportunities. Their key relationships are with:

- internal colleagues, including SLT, governors, other leaders, such as the special educational needs and disabilities coordinator (SENDCO), teaching or subject staff and the wider school community.
- external partners, including employers and other agencies
- young people and their parents and carers

We are committed to delivering a rich and inclusive careers programme that challenges stereotypes, promotes diversity, and inspires ambition in all our students. By drawing on a wide range of experienced voices from diverse backgrounds, we aim to reflect the evolving world of work and ensure that every student sees themselves represented in a broad spectrum of career pathways. Our programme highlights both emerging opportunities and established professions, while reinforcing the importance of work experience in developing essential employability skills. Guided by the Gatsby Benchmarks, we are building a vibrant, equitable, and future-focused careers education that empowers every student to aim high and achieve their potential.

Please refer to the Jigsaw and Unifrog programme for detail.

Signed _____
Principal



Date: _____

