



# **Careers, Education and Guidance Policy**

## **Academic Year 2025-2026**

## **1. Introduction**

St. Paul's Cathedral School is committed to providing a high-quality programme of Careers Education, and Guidance (CEG), known as our Careers Programme, for all pupils from Reception to Year 8. The programme ensures pupils are equipped with the tools, skills and knowledge to make informed decisions about their future, while developing the confidence, adaptability and resilience required for lifelong success. Our CEG provision is impartial, inclusive and aspirational. It aligns with national best practice, including the Gatsby Benchmarks, the CDI Career Development Framework, DfE guidance and the Independent School Inspection requirements. It reflects the School's mission to nurture intellectually curious, well-rounded and socially responsible young people.

## **2. Context and Principles**

This policy has been formulated with reference to the following legislation, frameworks and guidance:

- Education Act 2011 (independent, impartial careers guidance)
- Education and Skills Act 2008 and Skills and Post-16 Education Act 2022
- ISI Framework 2023 (requirements for impartial careers guidance from age 11+)
- DfE Careers Guidance and Access for Education and Training Providers (May 2025)
- Gatsby Benchmarks of good practice
- CDI Career Development Framework

The guiding principles of the programme are to:

- Provide impartial, accurate, and up-to-date careers and labour market information.
- Support informed reflection and decision-making at key transition points.
- Challenge stereotypes and widen understanding of career opportunities.
- Integrate careers education effectively with PSHE and academic curricula.
- Ensure high standards of safeguarding, health and safety in work-related learning.
- Maintain regular monitoring, evaluation and continuous improvement of provision.

## **3. Aims of the CEG and Careers Programme**

The programme aims to:

- Raise aspirations and support pupils in setting ambitious but realistic goals.
- Foster self-awareness and reflection on personal strengths, qualities and values.
- Equip pupils with the knowledge and skills to evaluate opportunities and make informed decisions.
- Promote career exploration through access to a broad range of sectors, pathways and higher education options.
- Encourage career management by developing resilience, adaptability and initiative.
- Provide tailored advice to support transitions to senior schools.
- Ensure pupils leave the School prepared to contribute to society, the economy and their chosen fields.

## **4. Learner Entitlement**

Every pupil is entitled to:

- Access to up-to-date labour market information and progression routes via:
  - Personal Careers Pilot log-in (Years 7-8)
  - Career focussed content in the circular
- PSHE and form tutor sessions with age-appropriate careers themes (Reception to Year 8)
- At least one meaningful employer visit per year (e.g. talks, projects).

- Opportunities to develop employability skills including CV writing, interviews, teamwork and communication (Years 7-8)
- Parental engagement and guidance, including their input into resources to support planning and improving year on year

## **5. Leadership and Staff Roles**

All staff, in their academic and pastoral roles, are responsible for ensuring that:

- pupils are given a clear understanding of their strengths, talents and aptitudes as to be able to make realistic decisions about future careers, training and higher education
- all pupils are given guidance and mentoring to promote high aspirations and good work habits via the future schools team and heads of department in Year 8 support with scholarship provision
- school has discussions with parents regarding future school destinations and aspirations

To meet the training needs that arise from this, the School will

- encourage colleagues to attend relevant external events and provide INSET sessions as and when necessary
- work with Heads of Department to design and implement ways to embed career learning into their Schemes of Work (e.g. mock trial, science week)

The School supports staff development through:

- Access to training and INSET opportunities.
- Collaboration with Heads of Department to integrate career learning into Schemes of Work.
- Attendance at relevant external events and networks.

## **6. Programme Structure (By Year Group)**

### Pre-prep (Reception to Year 2)

- Introduction to early career exploration.
- Careers-themed PSHE lessons.
- Exploration of personal strengths, values and interests.

### Middle School (Years 3 and 4)

- Introduction to early career exploration.
- Careers-themed PSHE lessons.
- Exploration of personal strengths, values and interests.
- Learning about our community, different responsibilities, volunteering roles and jobs that people have.

### Prep School (Years 5 and 6)

- Introduction to early career exploration.
- Careers-themed PSHE lessons.
- Exploration of personal strengths, values and interests.
- Learning about our community, different responsibilities, volunteering roles and jobs that people have.

### Prep School (Years 7 and 8)

- Introduction to early career exploration and different routes into careers

- Careers-themed PSHE lessons/unit of work
- Exploration of personal strengths, values and interests.
- STEAM and enterprise enrichment activities.

### Annual Careers Week (whole school)

SPCS hosts an annual **Careers Week**, designed to immerse pupils in a wide range of career experiences.

#### **Careers Week includes:**

##### **Parent Engagement**

- Parents invited into school to speak about their professions
- Small-group sessions and Q&A opportunities
- Representation from diverse sectors (e.g. medicine, law, finance, arts, engineering, military, entrepreneurship)

##### **Teacher Career Pathways**

- Teachers share their own career journeys
- Subject-specific talks on “Careers in My Subject”
- Discussion of career routes beyond traditional academic pathways

##### **Visiting Speakers & Assemblies**

- External professionals deliver whole-school assemblies
- Speakers from varied industries
- Emphasis on resilience, adaptability and lifelong learning

##### **Classroom Activities**

- Career-themed lessons
- Skills workshops
- Reflection tasks

##### **Careers Week aims to:**

- Broaden horizons
- Raise aspirations
- Highlight non-linear career journeys
- Reinforce links between school subjects and the world of work

## **7. Resources and Platforms**

- Careers Pilot – Used from Year 7 for career exploration, profiling, and higher education applications.
- School Circular– Regular updates and opportunities.

## **8. Stakeholders and Partners**

- Parents/Carers – Engaged through information evenings, newsletters and guidance resources.
- Careers Support Agencies – Partnerships with organisations such as Careers Pilot.
- Employers, Alumni and Community Partners – Regularly contribute to careers events, placements and mentoring.

## **9. Monitoring, Review and Impact**

- Annual review with reporting to governors.
- Destination tracking of leavers (university, apprenticeships, employment, gap years).
- Feedback collected from pupils, parents, staff and partners.

## 10. Equal Opportunities and Inclusion

In line with the School's Equal Opportunities Policy, the CEIAG and Futures Programme:

- Promotes access to a full range of opportunities regardless of background.
- Challenges stereotypes relating to gender, ethnicity or socio-economic status.
- Uses inclusive language and representative resources.
- Provides targeted support for under-represented groups.

## 11. Communication

Careers and Futures information is communicated via:

- Year group emails where appropriate and newsletters.
- PSHE lessons and tutorial lessons.
- Assemblies, posters and displays.
- Parent information evenings.

### Version control

Date of adoption of this policy	02/02/26
Date of last review of this policy	February 2026
Date for next review of this policy	February 2027
Policy owner (SLT)	Deputy Head Academic - Alison Wright
Authorised by	On behalf of the Board of Governors

