



## Careers Guidance and Access for Education Policy

**Reviewed by:** Tina Hobday

**Reviewed on:** September 2026

**Next review:** September 2027

### **Related policies and paperwork:**

PSHE and SMSC Education Policy (including British Values Statement), Curriculum Policy, [The Education Act 1997](#), [The Education and Skills Act 2008](#), [The School Information Regulations 2008](#), the [Education \(Careers Guidance in Schools\) Act 2022](#), the [Independent School Standards Regulations 2014](#), [DfE Careers guidance and access for education and training providers statutory guidance](#), and the [Gatsby Benchmarks for Good Career Guidance](#).

### **Endorsement:**

Full endorsement is given to this policy by:

**Name:** Julian Rolton

**Position:** Chair of Teaching and Learning committee

### **Aims**

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

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills;
- Provide experience and a clear understanding of the working world;
- Develop pupils' awareness of the broad variety of education, training and careers opportunities available to them;
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training;
- Promote a culture of high aspirations and equality of opportunity to enable pupils to fulfil their potential.

Although Waldorf Cambridge is an independent school and some maintained-school statutory careers duties do not apply to it in the same way, the school uses the DfE statutory guidance, the Independent School Standards and the Gatsby Benchmarks as good-practice frameworks. We aim to provide impartial, age-appropriate careers education and guidance that supports pupils to understand the full range of academic, technical and vocational routes, including apprenticeships and post-16 options.

### Roles and responsibilities

Our careers leader is Tina Hobday, and they can be contacted by phoning 01223 882727 or emailing [teachingandlearning@waldorfcambridge.uk](mailto:teachingandlearning@waldorfcambridge.uk).

#### **The Career Lead will:**

- Take responsibility for developing, running and reporting on the school's career programme;
- Plan and manage careers activities;
- Manage the budget for the careers programme;
- Support teachers to build careers education and guidance into subjects across the curriculum;
- Establish and develop links with employers, education and training providers, and careers organisations;
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all 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;
  - Make sure that, for LAC, their personal education plan can help inform careers advice.

#### **Teachers will:**

- Support the careers programme by linking curriculum learning to careers, identifying relevant opportunities within their subject or class curriculum, encouraging pupils to reflect on skills and pathways, and contributing to careers-related activities where appropriate;
- Contribute to the strategic careers plan by sharing curriculum opportunities, pupil needs, feedback and examples of careers-related learning with the Careers Lead;
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard;
- Allow training providers access to talk to pupils in years 8 to 11 (class 7 to 10) about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement;
- Network with employers, education and training providers, and other careers organisations.

#### **The Trustees will:**

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements;
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement;
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils;
- Make sure that a range of education and training providers can access pupils in years 8 to 11 (class 7 to 10) to inform them of approved technical education qualifications and apprenticeships;
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website.

The school will make key information about its careers provision available to pupils, parents, carers, staff and external providers. This will include the name and contact details of the Careers Lead, an overview of the careers programme, arrangements for provider access and information about how the programme is reviewed.

## Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide impartial careers education and guidance from Class 6 onwards, with additional focused support in Classes 7 to 10 as pupils approach work shadowing, work experience and post-16 choices.

Provider access: The school will provide reasonable opportunities for pupils in the relevant year groups to hear from a range of education and training providers, including further education, sixth-form, apprenticeship, technical and vocational providers. Requests for access should be made to the Careers Lead. The school will consider each request in relation to the needs of pupils, curriculum plans, safeguarding requirements and practical arrangements.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme is impartial and does not promote one route, provider or career path over another. It introduces pupils to a broad range of academic, technical and vocational options, including sixth-form study, further education, apprenticeships, training routes, higher education and employment. It is structured to build progressively over time so that pupils can revisit ideas, develop self-knowledge and make informed decisions about their next steps. Our careers programme is delivered through a number of methods, including lessons and curriculum, guest speakers, events, displays, teacher or class-led discussion.

The Careers Lead will review the programme annually against the Gatsby Benchmarks, using available evidence such as curriculum mapping, pupil feedback, parent feedback, destinations information, provider encounters, workplace experience records and notes from personal guidance meetings. The review will identify strengths, gaps and next steps for the following academic year.

The school has a careers register which is used to provide curriculum relevant visits from adults from a range of backgrounds (cultural and social) and careers. They are invited to talk to the children and their biographies and how they came to make the choices that they did, as well as information about their careers. Each class curriculum has been mapped to show points where careers information and advice is integrated. A summary is shown below.

Labour Market Information: Pupils will be supported to access and interpret age-appropriate labour market information, including information about employment sectors, local and national opportunities, skills needs, qualification routes and future trends. Where appropriate, parents and carers will also be signposted to information that helps them support their child's decision-making.

| Class   | Indicative content from curriculum                                                                                                                                                                                                                                                            |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class 3 | Curriculum covers traditional trades – carpentry, pottery, blacksmithing, construction, tailoring, cabinet making, instrument making, farming etc. The class will visit a range of trades people and crafts people at their workshops, they will have a chance to see them at work and to ask |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | any questions they might have about what the job entails and why they chose this job. Includes a residential visit to a farm, tending animals and working the land, and talking with farmers and asking questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Class 4  | Visit to Cambridge University as part of their local geography/history block, this is an opportunity to convey the importance of higher educational institutions and the opportunities that they offer.<br>Children also learn about local businesses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Class 5  | Visits to museums on ancient history, provides an opportunity to learn about working in heritage. Visiting the University Botanical Gardens provides an opportunity to meet the gardeners there and ask them about their job.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Class 6  | During the Business Maths block in Class 6, pupils run a small business, learning how to keep accounts, budget, develop products and build creative and entrepreneurial skills. They learn how value can be added to goods by transforming them. Selling their wares at local fairs gives them first-hand experience of being a market trader.<br>Visits to archaeological digs on Hadrian's wall will give them a chance to meet archaeologists. In Science, every opportunity will be taken to discuss the practical applications of experiments done and how scientists work.                                                                                                                                                                                                                                          |
| Class 7  | Algebra lessons include the application of algebra within the world and how this relates to the job market.<br>Electronics provides an opportunity to explore working with technology.<br>Pupils complete one day of work shadowing during a school holiday and report back to the class on their experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Class 8  | Pupils run their own café or a similar enterprise with teacher's support. They gain real practical work experience, learn about customer service, managing a business, health and safety, writing risk assessments, food hygiene and keeping accounts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Class 9  | Lessons, talks and visits on post-16 options, accessing and using Labour Market Information, CV and covering letter writing guidance.<br>Resources to support pupils exploring their interests.<br>Pupils complete a minimum of 1 week Work Experience.<br>Pupils attend UCAS careers event and other local post-16 and HE events.<br>Pupils Develop key employability skills during community work supporting younger children with festivals and events. They complete fundraising for charity and other initiatives.<br>Visits to a diverse range of providers are advertised and encouraged, and facilitated if there are groups of pupils interested in specific areas or courses.<br>Curriculum relevant visits e.g. nuclear power station with opportunities to talk to individuals working in that field or area. |
| Class 10 | Pupils attend UCAS careers event and other local post-16 and HE events.<br>Visits to a diverse range of providers are advertised and encouraged, and facilitated if there are groups of pupils interested in specific areas or courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Class   | Specific careers support                                                                                                                                                                                                                                                                                                                                   |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class 7 | Pupils will receive a 1-to-1 careers advice meeting with the Careers lead to discuss their strengths, interests and what they might want to do in the future. The Career lead then supports with actions to support their plans.                                                                                                                           |
| Class 8 | Class 8 projects provide an opportunity to explore, study and develop skills in an area that they are most interested in. Each child will have a mentor who is an expert in the field to guide them in their work. Through working closely with their mentor throughout the year, they get a chance to ask them about their job and choice of career path. |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class 9  | <p>Pupils will receive a 1-to-1 careers advice meeting with the Careers lead to discuss their strengths, interests and what they might want to do in the future. The Career lead then supports with actions to support their plans.</p> <p>Level 2 Diploma Independent Project – chosen area of interest with a mentor in this area to guide and support their work. Regular meetings and opportunities to discuss their career path, and ask questions.</p> |
| Class 10 | Pupils will receive a 1-to-1 careers advice meeting with the Careers lead to support applications to post-16 providers. This may include support with application writing, mock interviews or presentations.                                                                                                                                                                                                                                                 |

Workplace experiences will be planned so that pupils understand the purpose of the activity, prepare questions in advance, take part in meaningful interaction with adults in the workplace, and reflect afterwards on what they have learned about skills, routes, responsibilities and working environments.

### **Student outcomes**

Students will be able to:

- Try out different work opportunities;
- Gain an insight into the Labour market;
- Gain an understanding of skill sets and how skills are transferrable;
- Understand transferable skills, hard skills and how to present their strengths effectively through CVs, application forms, interviews and personal statements;
- Develop the skills employers look for – resilience, teamwork, problem solving;
- Have access to resources to assist in career exploration;
- Access to impartial information on options Post 16 and beyond.

### **Inclusion, equality and diversity**

Careers education will challenge stereotypes and encourage pupils to explore a wide range of pathways without limitation by gender, disability, ethnicity, social background, financial circumstances or prior attainment. Visiting speakers and external providers will be selected, where possible, to reflect a broad range of backgrounds, routes and experiences.

Pupils with SEND will have access to the same broad careers programme as their peers, with reasonable adjustments, differentiated support and personalised transition planning where needed. The school will ensure that careers education and guidance is ambitious, inclusive and responsive to each pupil's strengths, needs and aspirations.

Our careers lead will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers lead 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.

### **Monitoring and measuring impact**

Our careers programme is designed so that pupils can give feedback and their progress can be reviewed as they move through the school. We measure and assess impact through annual pupil and parent feedback, records of careers activities and encounters, work shadowing and work experience

evaluations, personal guidance meeting notes, curriculum mapping, leavers' destinations and annual review by the Quality of Education committee.

- Surveys and feedback from pupils and parents – annually in June
- Leavers' information
- Policy and implementation will be monitored by the Trustee responsible for careers and reviewed annually. The next review date is September 2027.

The policy, the information included, and its implementation will be monitored by the Quality of Education committee and reviewed annually.

Appendix 1



Careers support meeting

Pupil name:

Date:

Class:

What are my interests?

What are my strengths?

What job areas am I interested in?

How can I explore these further?

Upcoming events that I need to prepare for? (delete as appropriate)

Class 7 shadowing

Class 8 project and mentor

Class 9 independent project and mentor

Class 9 work experience

Class 10 post-16 applications