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Careers Guidance Policy

Policy Folder: Operations

Meoncross School

January 2026

1 Introduction

- 1.1 This policy aims to provide details about our careers guidance programme.
- 1.2 The Department for Education (DFE) makes statutory guidance available on careers guidance. This does not apply to independent schools. However, this policy incorporates many elements of the statutory guidance to benchmark against the most effective practice.
- 1.3 This guidance applies to all pupils from Year 7.

2 Regulations

- 2.1 The statutory regulations relating to independent schools state that pupils receiving secondary education should have access to accurate, up-to-date career guidance, which:
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential.

3 Overview and oversight

- 3.1 Effective career guidance enables pupils to be well informed and supported, know where to find information and choose a career or next step that is right for them.
- 3.2 We view career guidance as connecting learning to the future for our pupils. We aim to motivate our pupils by giving them a clearer idea of the routes to jobs and future careers that they will find engaging and rewarding. We believe good career guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to transition to their next life stage successfully.
- 3.3 The member of staff responsible for overseeing career guidance is Jo Russell.
- 3.4 The delivery of the careers education programme is a shared responsibility of the staff team.

Leadership and Management

The delivery of the Careers Education, Information, Advice and Guidance (CEIAG) programme is a shared responsibility of the staff team. Governors, school leaders and staff are committed to providing the CEIAG programme. The CEIAG programme aims to ensure the provision of a high-quality career education programme designed to prepare all pupils for life in modern Britain, providing them with the knowledge, understanding, confidence and skills they need to make informed choices and plans for their future learning and careers.

The staff member responsible for overseeing the CEIAG programme is Sarah Ebery:
Sarah.ebery@meoncross.co.uk



The school Careers Lead, Jo Russell, leads and coordinates the CEIAG programme with her SLT line Manager. They are responsible for designing, implementing, reviewing and modifying the school's CEIAG programme.

Policy Commitment

Governors, school leaders, and staff are committed to providing a CEIAG woven into the school's educational programme. Our CEIAG lessons will always form part of a coherent programme.

- It encourages pupils to research, explore, experience and discuss their aspirations, abilities and skills.
- It is impartial and confidential and is accessible to all young people
- Promotes equality of opportunity and challenges stereotypes
- Reflects the changing world of learning, training and employment
- Is well-resourced and appropriately staffed

4 Elements of our programme

- 4.1 Our careers guidance programme is carefully planned and can be found in **Annex 1**. Our guidance is intended to be woven into the educational programme and inspire our pupils to make their own evidence-based decisions.
- 4.2 Details of external resources for staff, pupils and parents can be found in **Annex 2**.
- 4.3 Details of the careers learning journey can be found in **Annex 3**. This is displayed in all classrooms in the upper school.

Provision

There will be progression across Year 7 to Year 11 lessons that are appropriate for all students. This is implemented using the Unifrog Careers Scheme of Work, mapped to the Career Development Framework.

Additional career events and activities will be linked to the overall programme of career lessons and the aims outlined below.

Our programme comprises the six career development skills people need to have a positive career.*

*The six learning areas are those identified by The Career Development Framework (CDI) [New Career Development Framework \(thecdi.net\)](#)

- Grow throughout life



- Explore possibilities
- Manage Career
- Create opportunities
- Balance life and work
- See the big picture.

And aims to:

- Raise aspirations, motivation and achievement
- Increase student self-awareness and understanding of the factors which influence their decisions
- Encourage participation in 16+, 18+ and lifelong learning
- Develop enterprise and employability skills
- Provide up-to-date and accurate information and impartial advice and guidance
- Involve parents and carers
- Increase engagement in careers through the school's Alumni

5 Evaluation and review

- 5.1 The head and the staff are responsible for overseeing the programme and keeping it under review.
- 5.2 The proprietor will evaluate the programme's impact through various methods, including discussions with students, conversations with staff, and scrutiny of critical data.

Evaluation:

Our CEIAG programme will be regularly reviewed to ensure that it always remains appropriate to the needs of all our pupils. It is the responsibility of the Head, with the staff responsible for oversight, to keep the programme under review. Cognita will evaluate the programme's impact through various methods, including discussion with all concerned with CEIAG and, notably, our pupils, and ensure current best practices are reflected in the programme.

Feedback from pupils and other stakeholders will be collected to support the ongoing evaluation, including through formal feedback forms.





Annex 1: Careers Programme

Careers programme

Careers education: CDI spiral curriculum

Supports **Gatsby 1** by providing a stable careers programme with clear learning outcomes.

[🔗 Learn how to launch Unifrog with your students](#)

GATSBY	CDI LEARNING AREA	Year 7	Year 8	Year 9	Year 10	Year 11
2 3 8	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Who am I? 15m 60m 60m	What are my interests? 15m 60m 60m	What are my skills? 15m 60m 60m	Reflecting on my career journey: past, present and future 15m 60m 60m	What are my employability skills? 15m 60m 60m
2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Exploring possibilities: dream jobs 15m N/A 60m	Job applications: superhero CVs 15m 60m 60m	What comes after school: the main learning pathways 15m N/A 60m	Exploring employer profiles 15m N/A 60m	Post 16 - Choices: Choices 15m 60m 60m
2 7 8	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	What is a career? 15m 60m 60m	Challenges and rewards of work 15m 60m 60m	Decision making: choosing what to study at KS4 15m 60m 60m	What type of career is best for me? 15m 60m 60m	Decision making: choosing your post-16 pathway 15m 60m 60m
2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	What is an entrepreneur? 15m 60m 60m	Creating the life you want: making a vision board 15m 60m 60m	Taking control of your career journey 15m 60m 60m	Preparing to go on work experience 15m 60m 60m	Researching volunteering and paid work 15m 60m 60m
2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	What is a work-life balance? 15m 60m 60m	What does success mean to me? 15m 60m 60m	Working and earning: managing your money 15m 60m 60m	Wellbeing in the workplace 15m 60m 60m	Money talks: apprenticeships vs. higher education 15m 60m 60m
2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.	Careers and the future 15m 60m 60m	Careers and the climate 15m 60m 60m	What is the labour market and why is it important? 15m 60m 60m	In person, hybrid and remote: what works best? 15m 60m 60m	Is AI a threat to our jobs? 15m 60m 60m

- All of the above cover Gatsby Benchmark 1 – A stable careers programme

Access to external, impartial advice

In addition to the work we undertake as part of our planned programme, we make pupils and parents aware of the following sources of information:

National Careers Service

<https://nationalcareersservice.direct.gov.uk> Tel: 0800 100 900

External links:

Meoncross School is committed to building our relationships with a wide range of partners to support the CEIAG programme in school. We recognise the value specialist agencies and providers, local colleges, training providers, and employers bring and how this enhances the CEIAG programme in school. External partners meet statutory safeguarding, health & safety and insurance requirements. Where we use external links, we will recognise that responsibility for quality



assurances of this remains with Meoncross School and will ensure our high standards are always met (this will include seeking feedback from pupils, parents, staff and other stakeholders).

External providers can contact Jo Russell Jo.Russell@meoncross.co.uk to learn more about the opportunities to meet/support our students.

Gatsby 2,3,5,6&7 & The Baker Clause ([What is the Baker Clause | CASCAID](#))

See **Annex 2: Details of external resources for staff, pupils and parents.**

Labour market information

We actively encourage our pupils to access labour market information as this can help each pupil and their parent understand the salaries and promotion opportunities for different jobs. Labour market information (LMI) can be accessed from various sources. We signpost our pupils to the National Careers Service <http://www.lmiforall.org.uk>

There is also information on the labour market on Unifrog, which all students have access to.

Gatsby 2

Addressing the needs of each pupil

To ensure bespoke advice, we have an external careers advisor employed one day a week. Our approach provides equal access to support regardless of background.

Gatsby 3

Linking careers guidance to the curriculum

There are many links made to career guidance throughout our curriculum, for example:

Subject	Example
Science	External speakers who come in to discuss their roles in drug trial companies.
Business/ICT	Opportunities to discuss the role of these subjects in society.
PE	Careers in sports within PE lessons depend on the sport we teach. Within GCSE, we talk more specifically about careers in sport linked to Sports Psychology, Sports Science, Teaching
MFL	In Yr 11 Spring 1-2, We cover the vocabulary for jobs/professions, places of work, expressing opinions, talking about what you would like to do/be & why, your parents'/siblings' jobs, what you wanted to be when you were younger; your dream job; your skills/characteristics and suitability for different roles; your post-16 intentions and how that will lead to your work; work experience/part-time jobs you have done/do and working voluntarily; possibility of working/living abroad and how languages will be helpful for future roles. In Year 10 (Autumn 1-2), we cover life at school and the German education





	<p>system.</p> <p>For European Day of Languages (26th Sept) for all years in USchool we discuss the career pathways for languages, where MFL might take you, employability, etc. For Year 9 Options, we have a presentation about the benefits and opportunities of studying a MFL at GCSE. We discuss whether pupils have considered living/working abroad and what profession/pathway they might want to follow.</p>
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Gatsby 4

Encounters with employers and employees

We recognise the value of our pupils' access to employers and employees to receive first-hand information about careers and the next steps. We ensure that in every year group from Year 7 upwards, pupils participate in at least one meaningful encounter with an employer. As a minimum, this includes:

Year 7	Opportunities for enterprise through PSHE.
Year 8	Talks from employers
Year 9	Career Carousel event, college presentation
Year 10	There are plans for either virtual work experience or taking your child to work.
Year 11	CV workshop and college applications

Gatsby 5

Encounters with further and higher education

We encourage every pupil to think proactively about their next stage of education. We believe that every pupil should realise that all their educational choices affect their longer-term Careers. Under the raising the participation age requirements (RPA), all young people in England must continue in education or training until at least their 18th birthday. We provide access to information in this area in the following way:

- Assemblies are where local colleges are present at the school.
- Open evenings with local colleges invited to provide advice as to the courses they run
- Assistance with applications to further education.

As a school, we will proactively develop positive working relationships with local and national education and training providers – including links with Essex University. We will work with all education and/or training providers that we recognise may be appropriate to meet our pupils' needs best. We will not 'promote' any institution over others and support our pupils to identify any 'hard sell' approaches and take all reasonable steps to ensure that any education/training provider we work with is of high quality and will support our pupils in achieving a 'positive career.'





We also recognise that our pupils have a wide range of different needs, and we will therefore ensure that we meet the needs of all of our pupils through the partner links that we establish. We will also support pupils by directing them to appropriate providers that meet their needs.

External providers can contact Jo.Russell@meoncross.co.uk to learn more about the opportunities to meet/support our students.

Gatsby 7 & The Baker Clause ([What is the Baker Clause | CASCAID](#))

Personal guidance

We provide personal guidance in the following ways:

As a school, we are committed to providing genuinely impartial career information and guidance for our pupils. We ensure that all our pupils have access to high-quality career guidance through an effective strategy from Year 7 to Year 11. For pupils in Year 11 and Year 9, this will include planned and timely face-to-face meetings with an external Career Adviser. However, when identified (which may consist of self-referral), other pupils will also be able to access the most appropriate support at the time. The school's external Career's Advice provision is currently supported by EBP South <https://www.ebpsouth.co.uk/>

External Career Advisers will be at least Level 6 Qualified career guidance professionals on the CDI's register and, as such, will adhere to the 11 ethical principles that demonstrate the distinctiveness of CDI members and what they uphold. These include equality, impartiality, transparency, trustworthiness, etc. Full details can be found on the link: [Code_of_Ethics_update_2018-web.pdf](#) (thecdi.net)

Gatsby 2,3,4,7 and 8

Parents and carers:

Parents and our alums are encouraged to participate in the school's CEIAG programme. Information is provided through letters, newsletters, the school website and parents' evening/information events.

Practical support from parents in the form of employer talks, school visits, hosting work experience, and support with mock interviews is especially welcome.

Parents can contact Jo.Russell@meoncross.co.uk





Annex 2: Useful resources

Statutory guidance from DFE: Note that this is statutory for maintained schools, not independent ones. It can be used as a useful source of information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Gatsby Good Career Guidance: A report on improving career guidance in secondary schools, which includes the Gatsby Benchmarks.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Gatsby Good Practice: A website that shares promising practices from the North East pilot of the Gatsby Benchmarks and other information and support for schools.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Compass: A self-evaluation tool to help schools evaluate their careers and enterprise provision, benchmark against the Gatsby benchmarks, and compare it with other schools.

<https://schoolshub.careersandenterprise.co.uk/login>

State of the Nation 2017: A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools perform concerning the Gatsby Benchmarks based on data from responses to the Compass tool.

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/state_of_the_nation_report_digital.pdf

Careers & Enterprise Company: The Careers & Enterprise Company brokers links between employers, schools and colleges to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.

<https://www.careersandenterprise.co.uk/>

Careers & Enterprise Company: Schools and Colleges. Connects schools to businesses, volunteers and career activity programmes.

<https://www.careersandenterprise.co.uk/schools-and-colleges>

National Careers Service: The National Careers Service provides information, advice, and guidance to help people decide about learning, training, and work opportunities. The service offers confidential and impartial advice. Qualified career advisers support this.

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Baker Dearing Educational Trust: Information on University Technical Colleges.

<http://www.utcolleges.org/>

Career Development Institute: The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance,





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career coaching, career consultancy and career management. It offers affiliate and individual membership to schools, including free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

<http://www.thecdi.net/>

Career Development Institute Framework for Careers, employability and Enterprise Education: A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.

http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

UK Register of Career Development Professionals: The single national point of reference for ensuring and promoting the professional status of career practitioners.

<http://www.thecdi.net/Professional-Register->

Quality in Careers Standard: The Quality in Careers Standard is the national quality award for career education, information, advice and guidance.

<http://www.qualityincareers.org.uk/>

Find an Apprenticeship: Search and apply for an apprenticeship in England.

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

LMI for All: An online data portal that connects and standardises existing sources of high-quality, reliable labour market information (LMI) to inform career decisions. This data is made freely available via an application programming interface (API) for websites and applications.

<http://www.lmiforall.org.uk/>

STEM Ambassadors: A nationwide network of over 30,000 volunteers from a wide range of employers who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings

<https://www.stem.org.uk/stem-ambassadors>

Studio Schools Trust: The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practices and providing advice and curriculum support.

<https://studioschoolstrust.org/>

Unistats: The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other critical information for prospective students.

<https://unistats.ac.uk/>

Your Daughter's Future: A careers toolkit for parents.

<https://www.gov.uk/government/news/your-daughters-future>



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Annex 3: Meoncross Learning journey

**Careers Programme Overview 2025/26
Meoncross School**



Vision Statement

To give every child the skills and attributes to prepare them for future choices in an ever changing world

Contact: Jo Russell

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Learning Outcomes

Key Events and Experiences

Year 11

Students develop an understanding of key employability skills. They explore and compare various post-school pathways, including further education, employment, and apprenticeships, with a focus on making informed choices after completing their post-16 education. Students evaluate the pros and cons of different paid and voluntary work opportunities and reflect on what suits them best. They also consider the financial implications of apprenticeships versus higher education. Finally, students engage in a debate on whether AI poses a threat to jobs, examining the respective strengths of humans and AI in the workplace.

Year 11

Careers Day
Interactive lessons with Tech She Can
Careers Fair in London
Exam study sessions
Help applying to Post-16 providers
Possible Work Experience
College Open Events
1:2:1 Careers Guidance

Year 10

Students reflect on their career journey and prepare for the world of work. They complete a career timeline and explore employer profiles. They learn about four career types (single track, serial, portfolio, and lifestyle) and consider which suits them best. Students are also introduced to preparing for work experience, workplace wellbeing (including mental health, rights, and safety), and the pros and cons of different work environments.

Year 10

Careers Day
Interactive lessons with Tech She Can
Careers Fair in London
Exam study sessions
Options at post 16 explained
Year 10 Royal Navy visit - Sport and Careers
Possible Work Experience
College Open Events

Year 9

Students develop an understanding of the skills needed for the workplace and how transferable skills support future career readiness. They explore various learning pathways and consider their next steps ahead of choosing Key Stage 4 options. The programme covers the difference between needs and wants in career planning, the importance of taking initiative, and overcoming barriers in career journeys. Students also learn about their employment rights as young workers in the UK, the importance of budgeting, and how to interpret and use labour market information, including factors that influence it.

Year 9

Careers Day
Interactive lessons with Tech She Can
Cyber explorer lessons /competition
STEM Trip
Options Evening
Taster Sessions for subjects
1:2:1 Careers Guidance
BAE Systems - Workplace visit

Year 8

Students create collages reflecting their interests and achievements, linking these to potential careers. They learn about CVs by collaboratively building superhero CV's. They reflect on challenges and rewards of student life and employment. They envision their future lives and explore diverse definitions of career success. Additionally, they investigate green jobs and sustainable education paths, understanding how these can support environmental protection.

Year 8

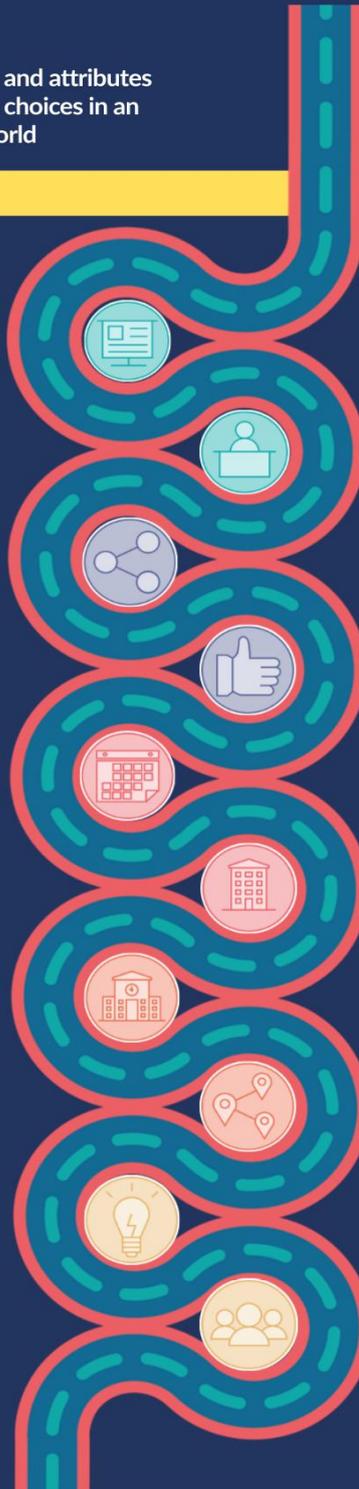
Careers Day
Interactive lessons with Tech She Can
Cyber explorer lessons /competition
STEM Trip
CyberFirst Girls Competition

Year 7

Students build self-awareness by reflecting on their interests, cultural background, and personal connections. They analyze the skills and themes related to their dream job and explore similar careers. They learn to view a career as a journey, identifying key activities along the way and considering future career possibilities. Additionally, students explore the concept of being entrepreneurial.

Year 7

HMS Sultan STEM Trip
Team building in Autumn term
Careers Day
Royal Navy visit to school
Interactive lessons with Tech She Can
Cyber explorer lessons/ competition



Inspiring and preparing young people for the world of work.



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Curriculum Policy	
Schemes of Work	





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