



CLAYESMORE

CAREERS POLICY

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| Responsible: | Head of Careers (Senior School) / Head of PSHRE (Prep School) |
| Reviewed by: | Senior Leadership Team |
| Date of Review: | September 2025 |
| Next Review Due: | Annual - September 2026 |
| External Release: | Yes |

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I Introduction

- 1.1 Clayesmore School is committed to providing a comprehensive and high-quality programme of Careers Education, Information, Advice and Guidance (CEIAG) for all pupils across the Prep and Senior Schools.
- 1.2 The programme is designed to prepare pupils for the opportunities, responsibilities and experiences of adult life, supporting them in making informed decisions about their education, training and employment.
- 1.3 Our CEIAG provision aligns with:
 - The Gatsby Benchmarks of good career guidance.
 - The Baker Clause (Education Act 2011).
 - ISI inspection standards for independent schools.
- 1.4 Careers education at Clayesmore provides every pupil with access to impartial, personalised guidance through lessons, workshops, one-to-one support, and employer and university encounters.
- 1.5 We pride ourselves on a bespoke approach tailored to individual aspirations — extending support to Old Clayesmorians after they leave school.

2 Scope

- 2.1 Prep School (Years 6–8): Early exposure to careers awareness, financial literacy, and employability through PSHRE and themed projects.
- 2.2 Senior School (Years 9–11): Focus on career exploration, subject choices, and post-16 pathways through PSHRE and themed projects.
- 2.3 Sixth Form (Years 12–13): Structured guidance for higher education, apprenticeships, and employment through a weekly careers curriculum.

3 Commitment

- 3.1 Clayesmore is committed to:
 - Providing impartial, up-to-date careers information and advice.
 - Promoting equality of opportunity and challenging stereotypes.
 - Supporting pupils in achieving their potential through personalised, high-quality guidance.
 - Engaging with employers, universities, apprenticeship providers, and alumni.
 - Involving parents and guardians as active partners in the process.

4 Aims

- 4.1 The CEIAG programme aims to:
 - Develop pupils' self-awareness, employability skills, and choices.
 - Expose pupils to a wide range of careers and future pathways.
 - Enable informed decisions about subject options, training, and employment.
 - Support successful transitions at 13+, 16+ and 18+.

- Prepare pupils for higher education applications (UCAS, Oxbridge, conservatoires, international universities).
- Promote lifelong learning, adaptability, and contribution to society.

4.2 Clayesmore Prep School has the following objectives when delivering the careers programme in school:

- Increase their understanding of money;
- Begin to expose pupils to a variety of careers available to them;
- Allow pupils to discuss their thoughts/plans about future career;
- Meet professionals from a wide variety of careers.

5 Implementation

5.1 Prep School (Years 7 & 8) - delivered through PSHRE lessons. Members of staff are also encouraged to approach these areas when they arise in everyday school life.

Years 3-6

- Economic wellbeing
 - 'I want it'
 - Chores at home to help the family
 - Spending choices
- 'Values, money and me'
 - Considering the cost of what I use
 - What can we do to save money?
 - Cost of leisure activities
- Money matters
 - How to manage money and the value of money
 - Saving, budgeting and pocket money
 - Important role of money in our lives
- Career stereotypes
 - Are there jobs for boys and jobs for girls?
 - Describe and challenge thoughts on who can do which jobs e.g. firefighter, nursery, builder
 - Why do people work?
- Economic dilemmas
 - Developing their understanding and values with regard to money

Year 7

- Study the topic of 'You and Your Money'. Understand living in the wider world and economic wellbeing.
- French trip that involves budgeting for buying a meal in a market
- Begin to look at careers, getting to grips with words from the world of work they might not know, as well as considering transferable skills and their importance in a range of careers.

Year 8

- Distinguish the difference between a 'job' and a 'career'
- Give opportunities for children to talk to professionals about a range of jobs and careers, specifically discussing what the job/career entails and potential pathways for getting there;
- Activities include Careers Week, professional speakers, budgeting exercises, and justice system workshops. Pupils consider what areas are important for them to discover more detail about and then hold short interviews with professionals to ask them questions
- Focus on early employability, personal strengths, and decision-making skills.

Boarders (Y3-8)

- Regularly have pocket money on the weekend trips to understand budgeting

School Fairs

- Pupils make products in LEX options which has been budgeted correctly to then sell and make profit for chosen charities
- Pupils prepare and make smoothies at summer fair which has been budgeted correctly to then sell and make profit for chosen charities

5.2 Senior School (Years 9–11)

Year 9

- Guidance on GCSE options linking subject choices to future opportunities.
- Participation in a three-day enterprise project in partnership with Young Enterprise, where pupils create, market, and pitch a product idea with support from local business mentors.
- Interaction with local organisations in LEX programme - e.g. Big Yellow Bus
- LEX Futures - modules on careers embedded as part of curriculum.

Year 10

- Access to Careers and Opportunities Google Classroom - webinars, live events, career insights and work experience opportunities.
- LEX programme - incorporating employability and careers options.
- Employer encounters and careers workshops led by external providers.

Year 11

- Online psychometric career profile test administered by an external guidance company (optional, charged).
- LEX programme - incorporating employability and careers options.
- Guidance on post-16 choices, including A Levels, BTEC, apprenticeships and alternative routes.
- Mock interviews and CV writing workshops to develop application readiness.

5.3 Sixth Form (Years 12–13)

Year 12

- Weekly lessons beginning in the Spring Term, introducing post-18 pathways:
 - Universities (UK and abroad)
 - UCAS
 - Apprenticeships
 - Art Foundation and Gap Year options
 - Student Finance
 - Military pathways
- Support for Headstart, Medlink/Vetlink, and university taster courses.
- University visit days (e.g., Oxford, Cardiff Met, Oxford Brookes).
- Attendance at Higher Education Conventions in Bristol or Exeter.
Attendance at National or Local apprenticeship shows - Bournemouth or Exeter.
- Summer Term workshops:
 - UCAS registration and personal statements
 - Employability and gap year planning
 - Studying abroad
- Parent lecture on UCAS and how to support applications

Year 13

- Weekly careers lessons through the Autumn Term.
- Continued one-to-one guidance for UCAS, Art Foundation, and apprenticeship applications throughout the year.
- Tailored support for Oxbridge, Medicine, Veterinary, and Dentistry candidates.
- Mock interviews with external professionals and alumni mentors.
- Ongoing access to the Unifrog platform to record activities, research careers, and support UCAS references.

5.4 Resources

- Careers Room in the Business School:
Equipped with computers, university prospectuses, reference materials, and up-to-date online resources. Open daily for drop-in support.
- Unifrog platform:
Central system for careers exploration, application tracking, and destination data.

6 Roles and Responsibilities

- Head of Careers (Senior School):
Oversees CEIAG strategy, employer engagement, and compliance.
- Head of PSHRE (Prep School):
Leads delivery of careers elements in the Prep PSHRE curriculum.
- Assistant Head (Sixth Form):
Manages UCAS processes and HE guidance.

- Tutors and Houseparents:
Provide personalised support and monitor pupil progress.
- Teachers:
Embed career links within subject teaching.
- External Careers Advisers:
Deliver impartial guidance at key transition points.

7 Parental Engagement

7.1 Parents are fully involved through:

- Information evenings (options, UCAS, apprenticeships).
- Regular careers bulletins and newsletters.
- Shared access to Unifrog, SACU, and Google Classroom.
- Copies of Year 11 profiling test results and guidance on post-18 options.
- Copies of Year 12 profiling test results and guidance on post-18 options.
- Ongoing contact with the Head of Careers for personalised support.
- Enquiries to: Mr Rob Dorey, Head of Careers rdorey@clayesmore.com

8 Support Beyond School

- Clayesmore continues to support Old Clayesmorians for several years after leaving, offering advice on deferred or late university applications and general career development.
- Students are given the opportunity to connect on LinkedIn whilst at school, and can stay in touch with the school after leaving.

9 Monitoring and Evaluation

- Annual review by SLT and Governors.
- Feedback surveys from pupils, parents, and staff.
- Tracking of pupil destinations at key transition points - LinkedIn, UCAS tracking data
- External quality assurance through ISI inspections.

10 Related Policies

- UCAS Policy (Senior School)
- PSHRE Policy
- Equal Opportunities Policy
- Safeguarding & Child Protection Policy