



Anthony Gell
— School —

CAREERS POLICY

Approval Level	Date of Issue	Minute No/Version	Date of Review
Local Governing Team	July 2026	1765/26	July 2027

Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14-19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Commitment and Aims

Anthony Gell School (AGS) is committed to providing our students with a programme of careers education, information, advice and guidance for all students in years 7-13.

Aims: We are committed to delivering the Gatsby Benchmarks which are considered to be national best practice. Careers and Employability education should provide:

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

Objectives

By the end of Key Stage Three, students will have had the opportunity to:

- Consider their own qualities, skills, interests and academic potential
- Understand the options/choices open to them at the end of Key Stage 3
- Discuss their choices with their teachers, tutors and the Senior Leadership Team
- Investigate knowledge and skills people need at work
- Make decisions about their own learning and curriculum
- Access relevant up to date careers information.
- Participate in employability and work – related activities
- Access careers in all areas of the curriculum
- Be equipped with essential, adaptable skills for a rapidly changing, technology-driven workforce, developing a strong understanding of essential employment skills (EES), digital and tech fluency, life skills and citizenship, and sustainability and global awareness.

By the end of Key Stage Four, students will have had the opportunity to:

- Consider their own qualities, skills interests and academic potential
- Participate in work related and HE/FE activities
- Understand the importance of key skills: communication; application of number; information technologies; improving their own performance; problem solving and

working with others.

- Understand the options open and available to them at the end of Key Stage 4, where to get information and how to apply.
- Prepare themselves for the next steps in their Careers and employability pathway
- Access careers in all areas of the curriculum
- Prepare for successful transition beyond Key Stage 4 by strengthening and evidencing essential employment skills (EES), advanced digital fluency, financial independence, civic responsibility, and global sustainability awareness, with the confidence to adapt to emerging industries and technological change.

By the end of Key Stage Five, students will have had the opportunity to:

- Consider their own qualities, skills, interests and academic potential
- Understand the importance of key skills – communication, application of number, information technologies, improving their own performance, problem solving and working with others.
- Understand the options open and available to them at the end of KS5 where to get information and how to apply.
- Participate in a programme of enrichment activities that will develop their employability goals as laid out in our aims above.

Roles/ Responsibilities and Accountability

Careers education, information and guidance is a whole school responsibility but is managed, coordinated and delivered in the following ways:

Key Personnel

Careers Link Governor



Headteacher



Assistant Headteacher



Operational team: Assistant Director of Aspire Faculty, Head of Sixth Form, SENDCo, PSHE/CR teaching team, Pastoral Managers.

The **link governor** with responsibility for Careers maintains an overview of provision and ensures that the school meets its statutory requirements. The **Headteacher** ensures that adequate resources are made for the provision of Careers Education. The **Headteacher** will ensure that the school complies with legislative requirements by providing adequate resources and thorough processes which support continuous improvement. The **Assistant Headteacher**, supported by the **Assistant Director of Aspire Faculty** co-ordinates the whole school Careers provision including work experience, outreach events and all other areas of provision which sit outside the curriculum provision within CR lessons.

The **Operational Team** is responsible for:

- Producing and updating the Careers Education schemes of work in all Key Stages. This includes the provision of schemes of work, lessons plans, materials and any necessary in-service training for all staff delivering Careers Education elements of PSE, tutor time, and the future skills curriculum.
- Supporting the delivery of the work experience programme in Y12, and experience of the workplace during KS3 and KS4.
- Identifying the careers guidance needs of students and making appropriate referrals.

Careers and Employability Curriculum

Careers Education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Careers in the Curriculum

Careers education is embedded across subject areas to ensure that students understand the relevance of their learning to future pathways. Curriculum leaders identify and promote explicit links between subject content and career opportunities, highlighting progression routes, labour market information and transferable skills.

Through curriculum delivery, students:

- Develop an understanding of how subject knowledge and skills link to a wide range of careers and industries.
- Encounter examples of diverse role models and challenge gender, cultural and social stereotypes.
- Explore local, national and global labour market trends relevant to their subjects.
- Gain insight into the qualifications, training routes and skills required for specific sectors.
- Reflect on how their strengths and interests align with potential career pathways.

During Key Stage 4 and Key Stage 5, curriculum areas increasingly highlight progression routes into post-16 study, apprenticeships, higher education and employment, better ensuring that students can make informed and ambitious decisions about their futures.

Future Skills Curriculum

The Future Skills Curriculum is delivered through a planned and progressive programme across all Key Stages.

At Key Stage 3, 'Future Skills' is delivered through a dedicated timetabled lesson once a fortnight, ensuring structured and explicit teaching of essential employability, digital, financial and life skills. This is supplemented by additional reinforcement through tutor time and whole-school careers events.

At Key Stage 4, Future Skills is delivered primarily through the tutor time programme, allowing regular opportunities for reflection, application and preparation for post-16 pathways. Sessions focus on developing Essential Employability Skills (EES), career management skills, financial capability, digital fluency and informed decision-making about future education, apprenticeships and employment.

This structured model ensures clear progression from skills awareness at KS3 to application, reflection and transition readiness at KS4.

KS3 Careers week

As part of our whole school approach to careers education, information, advice and guidance all students in Key Stage 3 (Years 7, 8 and 9) participate in an annual KS3 Careers Week. This initiative is an integral element of our careers provision and is designed to meet the requirements of the Gatsby Benchmarks, with a focus on introducing students to a wide range of pathways, providers and experiences of the workplace.

KS3 Careers Week aims to:

- Introduce students to the concept and value of careers education early in their secondary school journey.
- Provide meaningful encounters with employers and education providers.
- Raise awareness of the local labour market and progression routes including Apprenticeships and Higher Education.
- Develop key employability skills such as teamwork, leadership, resilience, and problem-solving through engaging workshops and activities.

KS4 Careers week

All Year 10 students participate in our annual KS4 Careers Week. This dedicated week supports key elements of the Gatsby Benchmarks and aims to equip students with the knowledge, skills and experiences necessary to make informed decisions about their future education and career pathways.

KS4 Careers Week aims to:

- Deepen students' understanding of post-16 and post-18 options, including apprenticeships, further education, higher education and employment routes.
- Provide meaningful encounters with a diverse range of employers and employees.
- Develop essential employability skills including communication, teamwork, leadership, and resilience.
- Support students in reflecting on their personal aspirations and identifying individual interests through tailored experiences.

Year 7

Students receive a taught module in Future Skills to assess their personal strengths, aptitudes and character traits, to enable them to understand their skills and aptitudes as learners. Students start some initial work about careers and they explore different types of jobs that might suit them and their aptitudes, goals and desires. Early work on Careers is seen to raise aspirations and improve motivation to participate in education or training as a lifelong development.

Year 8

During Future Skills Students receive a taught module that supports them in investigating in more detail jobs that they might like to do. We also look at jobs in the local area and we start to introduce access to an online careers library. Students begin to think about their future options in school and develop their decision making skills.

Year 9

Students receive a module taught on understanding the workplace, the different types of occupations available to them, and the skills and qualities required. They also have the opportunity to work on their employability and enterprise skills. Students are given support in making their choices for Level 2 qualifications in Key Stage 4 and they complete a career action plan. Students and parents/carers also make their first contact with a Careers Advisor through assemblies, Parents' Evenings and parent/carer workshops.

Year 10

Students begin to explore how they are changing as they commence their GCSEs and begin to think about their Post-16 options. Work with a Careers Advisor continues as some students will have 1:1 interviews in Year 10 to give them individualised guidance regarding their Post-16 options. Y10 students are encouraged to attend our bi-annual Careers Fair. Time is given to writing CVs, employability skills and preparing for the Y10 work experience. A Careers Advisor operates a weekly lunchtime drop-in session for anyone seeking support and also runs assemblies, attends Parents' Evenings and runs Parent Workshops.

Year 11

Post-16 options are further explored in Year 11. The tutor time curriculum supports students to make decisions about careers, post-16 options and career aspirations. Work with the Careers Advisor is expanded, as all students who need a 1:1 interview receive the appropriate support. A Careers Advisor operates a weekly lunchtime drop-in session for any student seeking support and also facilitates assemblies, attends Parents' Evenings and facilitates Parent Workshops.

Year 12

Students begin to explore their Post-18 options in detail, with coverage ranging through the full suite of choices available. Students are supported in starting their UCAS application process (as appropriate) and guided towards finding and selecting appropriate apprenticeship courses if that is their preferred career pathway.

Year 13

Students focus on identifying and utilising the key ingredients of writing a successful Personal Statement for Higher Education, apprenticeships or employment. They are given the opportunity to revisit and update their CVs in preparation for paid employment.

Implementation of Careers Guidance

Careers Education: Careers and Employability is a theme in our CR curriculum in every year group as detailed above

Independent Careers Advice: Students benefit from pre-booked appointments with our independent Careers Advisor who also operates a weekly drop-in session. The Careers Advisor also facilitates the school's bi-annual Careers Fair.

Extra support where appropriate: Students who may need extra support are targeted by the relevant staff, including but not exhaustively, the SENDCo, Head of Pastoral Care, Pastoral Managers, Head of Sixth Form, Inclusion Manager and Learning Mentors.

Staffing

All teaching staff contribute to 'Careers Education, Information and Guidance' in their roles as tutors and subject teachers.

The Careers Curriculum programme is planned, monitored and evaluated by the Assistant Director of the Aspire Faculty.

Careers guidance outside of the curriculum is planned, monitored and evaluated by the Assistant Director of the Aspire Faculty, overseen by a designated member of the Senior Leadership Team with responsibility in this area.

We employ the services of an independent Careers Advisor for one day each week, whose services are available to all students from Y9 upwards.

Partnerships

Anthony Gell School works with a range of partners who contribute to our Careers provision. Our partners are:

- Local Authority (DCC)
- Derbyshire Education Business Partnership
- D2N2
- Our assigned Local Enterprise Advisor
- Independent Careers Advisor
- Embark Careers Group
- Colleges and Universities inc HEPP
- Local Employers
- Rotary Club
- Our alumni
- Luminate

FE/HE providers working with the school

All HE and FE providers are welcome to work with the school. If you are a HE/FE provider and would like to make contact with the school please make contact in the first instance with Jay Grindey jgrindey@anthonygell.co.uk who will respond to your communication in order to discuss and explore future opportunities to work with the school.

Monitoring, Review and Evaluation

Careers Education is monitored and reviewed annually through the use of an action / development plan. This is agreed by the Link Governor and Headteacher and reviewed at the start of each year. We also have a D2N2 Employability Framework Plan, which sits alongside the school action plan to identify both short and medium-term development goals for Careers Education. Additionally, the careers curriculum is evaluated termly against the Gatsby Benchmarks using Compass Plus.