

## Careers Policy

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### Ampleforth College

I will instruct you and teach you in the way you should go; I will counsel you with my eye upon you.

*Psalm 32:8*

<b>Person responsible for Policy</b>	<b>Head of Higher Education and Careers Ampleforth College</b>
<b>Version Number</b>	<b>v8.0</b>
<b>Date Reviewed</b>	<b>October 2025</b>
<b>Next Review Date</b>	<b>November 2026</b>

This policy statement sets out the school's arrangements for the delivery of careers information, advice and guidance. It also sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### **Pupil entitlement:**

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of national providers about the opportunities they offer, including technical education and apprenticeships – through careers talks, assemblies, the Higher Education Conference and attending taster days.
- to understand how to make applications for the full range of academic and technical courses.

### **Management of provider access requests Procedure**

A provider wishing to request access should contact Stevaan Hall, Head of Higher Education and Careers, 01439 766838 [Stevaan.Hall@ampleforth.org.uk](mailto:Stevaan.Hall@ampleforth.org.uk)

### **Opportunities for access**

A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to students and/or their parents.

Please speak to our Head of Higher Education and Careers to identify the most suitable opportunity for you.

### **Premises and facilities**

The school will make the Theatre and other large rooms, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Head of Higher Education and Careers or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers Room which is managed by the Head of Higher Education and Careers.

All visits will comply with all safeguarding and speaker policies to ensure that our pupils are kept safe and to ensure they are exposed to quality speakers who deliver balanced views in line with British Values and other best practice.

### **Links with other policies.**

This policy is supported and underpinned by:

- Christian Living incorporating PSHE Policy
- Curriculum Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Managing Images of Children Policy
- Safeguarding Policy
- Special Educational Needs and Learning Difficulties Policy
- Visitors Policy

In line with other school policies, the Careers Provision supports inclusion, promotes equal opportunities and will offer opportunities to challenge stereotypes.

Careers Provision will be monitored, reviewed and evaluated regularly through:

- Monitoring engagement with Careers Activities
- Evaluating key Careers Activities through questionnaires
- Analysis of destination data
- Regular evaluation of progress against Gatsby Benchmarks

In addition to monitoring, review and evaluation, these approaches will also support assessment of Career Learning – along with destinations data. Additional opportunities for differentiation are provided through the tutor system and personalised topics within the GCSE ‘Higher Project Qualification’ and the Sixth Form ‘Extended Project Qualification’.

An annual budget is allocated towards Careers Provision, managed by Head of Careers.

Staff development needs will be reviewed regularly. Appropriate development provision to be put in place in conjunction with the Senior Leader responsible for staff development.

Destinations data for Year 13 students is recorded by Head of Careers. Destinations for students that leave prior to Year 13 are recorded by the Academic PA. Student careers beyond Year 13 are monitored through the OA (alumni) network.

### Careers programme Year 7-13

The Careers and Vocation Department at Ampleforth is committed to providing a planned programme of careers education and work-related learning in the curriculum, together with careers information and careers advice and guidance by adhering to the Gatsby benchmarks which are:

1. A stable careers programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers Education Information Advice and Guidance (CEIAG) equips students with the tools to manage their life and learning, enabling them to make informed career and vocation related decisions. It is an essential part of the mission statement of the school and adheres to the Benedictine core values. It also recognises and values the many influences stemming from family, teachers, tutors, housemasters and housemistresses that contribute to the learning and career decisions that young people make.

#### Aims

- to help students grow in self-awareness and realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements so that they are better able to understand themselves and make informed choices
- to raise aspirations, challenge stereotyping and promote equality and diversity
- to enable students to find out more about learning and career opportunities available to them both nationally and internationally by providing comprehensive information on all options
- to support students in their career planning and decision making
- to support students during times of transition, particularly at key stages, such as when they are making GCSE, A Level, BTEC, degree apprenticeships and university choices

The careers programme (see table below) is supported by:

- impartial one-to-one guidance on request with the Head of Higher Education and Careers
- Unifrog, an online careers platform
- Students are able to access person centred, impartial unbiased IAG through the Tutor system (including Careers Provision within assemblies) and all students are able to access individual support with a suitably qualified Careers Coach
- Careers provision within individual subjects (Gatsby Benchmark 4) are summarised in the Careers Single Side Summaries, reviewed biennially.

	Autumn Term	Lent Term	Summer Term
Year 7 & 8	<b>Careers talk opportunities</b> <b>Tutorial – career related discussions</b> <b>Careers related opportunities within Activities</b> <b>Y7 Christian Living (PSHE): Work, jobs, skills – different kinds of work</b> <b>Y8 Christian Living (PSHE): Looking forward to employment; why volunteering is important</b>		
		<b>Careers Skills Day (HEC) – ‘Apprentice’ challenge</b>	
Year 9	<b>Careers talk opportunities</b> <b>Tutorial – career related discussions</b> <b>Careers related opportunities within Activities</b> <b>Christian Living (PSHE): Looking forward to employment (skills development); Identifying strengths and talents; moving up the school, service</b>		
		<b>Careers Skills Day (HEC) – Subject and skills practice, teamwork, communication and leadership</b>  <b>GCSE Options discussions</b>	
Year 10	<b>Careers talk opportunities</b> <b>Tutorial – career related discussions</b> <b>Careers related opportunities within Activities</b> <b>Christian Living (PSHE):</b>		
	<b>Career exploration using Unifrog</b>	<b>Careers Skills Day (HEC)- Employability and soft skills</b>  <b>Careers Conversation Week, supported by external partner CareerWave</b>	<b>Tutorial: Research Using Unifrog</b>
Year 11	<b>Careers talk opportunities</b> <b>Tutorial – career related discussions</b> <b>Careers related opportunities within Activities</b> <b>Christian Living (PSHE): Vocation- employment, service, talents</b>		
	<b>A-level and BTEC options morning</b>  <b>A-level and BTEC options discussions with tutors</b>	<b>Higher Education and Careers Conference.</b>	

Year 12	<b>Careers talk opportunities</b> <b>Tutorial – career related discussions</b> <b>Careers related opportunities within Activities</b> <b>Fortnightly Visiting Speaker Programme</b> <b>Students seek work experience in school holidays</b> <b>Pathways Support: International Study, Apprenticeships, Medicine, Oxbridge</b> <b>Christian Living (PSHE): Gap Year planning</b>		
		<b>Higher Education and Careers Conference</b>	<b>UCAS morning</b>  <b>University Open Days</b>
Year 13	<b>Careers talk opportunities</b> <b>Tutorial – career related discussions</b> <b>Careers related opportunities within Activities</b> <b>Headmaster Lectures (guest speakers)</b> <b>Pathways Support: International Study, Apprenticeships, Medicine, Oxbridge</b> <b>Christian Living (PSHE):</b>		
	<b>University Open Days</b>  <b>Next-steps applications (UCAS, International, Apprenticeships, etc)</b>  <b>Interview practice as part of Pathways Support</b>  <b>Entrance interviews and assessments</b>		<b>Confirmation of post 18 education destinations for all students</b>

### Learning outcomes

- the development of self-awareness, providing students with a foundation for enhanced self-esteem, increased autonomy, adaptability and resilience and a greater capacity to achieve their potential both at school and in the future
- the ability to do independent careers exploration and recognise suitable progression pathways and qualifications
- a greater understanding of learning and career processes and the world of work, enabling students to manage their own careers and create action plans
- to feel confident that well informed decisions have been made at times of transition to GCSE, A Level/BTEC, university/degree apprenticeship and beyond