THE PERSE
SCHOOL
CAMBRIDGE

Careers Guidance and Futures Policy

The Perse School

October 2025

Table of Contents

1. Introduction 2
2. Context and Principles 2
3. Aims of the CEIAG and Futures Programme 2
4. Learner Entitlement 3
5. Leadership and Staff Roles 3
6. Careers and Futures Specific Roles ..... **Error! Bookmark not defined.**
7. Programme Structure (By Year Group) 3
8. Careers Guidance and Individual Support 4
9. Employer, Alumni and External Engagement 4
10. Resources and Platforms 4
11. Stakeholders and Partners 4
12. Monitoring, Review and Impact 5
13. Equal Opportunities and Inclusion 5
14. Communication 5
15. Review and Approval 5

1. Introduction

The Perse School Upper is committed to providing a high-quality programme of Careers Education, Information, Advice and Guidance (CEIAG), known as the *Futures Programme*, for all pupils in Years 7–13.

The programme ensures pupils are equipped with the tools, skills and knowledge to make informed decisions about their future, while developing the confidence, adaptability and resilience required for lifelong success.

Our CEIAG provision is impartial, inclusive and aspirational. It aligns with national best practice, including the **Gatsby Benchmarks**, the **CDI Career Development Framework**, **DfE guidance** and the **Independent School Inspection requirements**. It reflects the School's mission to nurture intellectually curious, well-rounded and socially responsible young people.

2. Context and Principles

This policy has been formulated with reference to the following legislation, frameworks and guidance:

- Education Act 2011 (independent, impartial careers guidance)
- Education and Skills Act 2008 and Skills and Post-16 Education Act 2022
- ISI Framework 2023 (requirements for impartial careers guidance from age 11+)
- DfE *Careers Guidance and Access for Education and Training Providers* (May 2025)
- Gatsby Benchmarks of good practice
- CDI Career Development Framework

The guiding principles of the programme are to:

- Provide impartial, accurate, and up-to-date careers and labour market information.
- Support informed reflection and decision-making at key transition points.
- Challenge stereotypes and widen understanding of career opportunities.
- Integrate careers education effectively with PSHEE and academic curricula.
- Ensure high standards of safeguarding, health and safety in work-related learning.
- Maintain regular monitoring, evaluation and continuous improvement of provision.

3. Aims of the CEIAG and Futures Programme

The programme aims to:

- Raise aspirations and support pupils in setting ambitious but realistic goals.
- Foster self-awareness and reflection on personal strengths, qualities and values.
- Equip pupils with the knowledge and skills to evaluate opportunities and make informed decisions.
- Promote career exploration through access to a broad range of sectors, pathways and higher education options.
- Encourage career management by developing resilience, adaptability and initiative.
- Provide tailored advice to support transitions to GCSE, Sixth Form, higher education, apprenticeships or employment.
- Ensure pupils leave the School prepared to contribute to society, the economy and their chosen fields.

4. Learner Entitlement

Every pupil is entitled to:

- Impartial, personalised careers advice and guidance throughout their time at the School.
- Support in making subject choices in Year 8, GCSE choices in Year 9, and A Level choices in Year 11.
- Access to up-to-date labour market information and progression routes via:
    - Personal Unifrog account (Years 7 – 13)
    - Futures Bulletins and updates
    - Group sessions and individual interviews
- PSHEE and tutorial sessions with age-appropriate careers themes (Years 7–13)
- At least one meaningful employer or higher education encounter per year (e.g. work experience, talks, projects, visits).
- Opportunities to develop employability skills including CV writing, interviews, teamwork and communication.
- Parental engagement and guidance, including information evenings and resources to support career planning.
- Opportunities to provide feedback on the programme to ensure it continues to meet pupil needs.

5**. Leadership and Staff Roles**

All staff, in their academic and pastoral roles, are responsible for ensuring that:

- through the assessment, feedback and reporting of pupils' achievements, pupils are given a clear understanding of their strengths, talents and aptitudes as to be able to make realistic decisions about future careers, training and higher education
- all pupils are given guidance and mentoring to promote high aspirations and good work habits
- parents are involved in their child's choices on careers, training and future education.

To meet the training needs that arise from this, the School will

- encourage colleagues to attend relevant external events and provide INSET sessions as and when necessary
- work with Heads of Department to design and implement ways to imbed career learning into their Schemes of Work

The School supports staff development through:

- Access to training and INSET opportunities.
- Collaboration with Heads of Department to integrate career learning into Schemes of Work.
- Attendance at relevant external events and networks.

6. Programme Structure (By Year Group)

Years 7–9: Exploration and Aspirations

- Introduction to Unifrog and early career exploration.
- Careers-themed PSHEE and tutorial sessions.
- Exploration of personal strengths, values and interests.
- STEAM and enterprise enrichment activities.

Years 10–11: Developing Understanding and Skills

- Online profiling and skills assessments via Unifrog.
- One-to-one guidance interviews with the Careers Adviser.
- Preparation for GCSE and Sixth Form subject choices.
- Futures Evening to provide information and guidance on A level choices for parents and students

- CV writing workshops, mock interviews and personal development planning.
- Annual Careers Fair with universities, employers and alumni.
- Year 11 Work Experience Programme.

Years 12–13: Planning and Progression

- Post 18 Options Evening in Year 12 for parents and students including an external speaker providing an overview of the graduate job market
- Tailored support for university, Oxbridge, medicine, law, creative arts and overseas applications.
- Training days focused on UCAS applications and personal statements.
- Mock interviews for Oxbridge and other university courses (including panel and MMI format).
- Work shadowing, internships and volunteering opportunities.
- An annual Careers Mentoring event with outside professionals.
- Careers networking and alumni events.
- Gap Year advice, including structured programmes and Year in Industry.
- Work experience ongoing

7. Careers Guidance and Individual Support

- All pupils have access to impartial one-to-one guidance with a qualified Careers Adviser.
- Guidance is personalised and sensitive to the aspirations of each pupil.
- Pupils with SEND or additional needs receive targeted support from the Learning Support and Careers teams.
- Pastoral and Futures team provide continuity of support at transition points.

8. Employer, Alumni and External Engagement

The School has a strong tradition of partnerships with employers, universities and Old Perseans. Opportunities include:

- Careers events, networking and mentoring sessions.
- Workplace visits and talks by professionals across sectors.
- Work experience placements in Year 11 and Sixth Form.
- Collaborative projects and enterprise competitions.

9. Resources and Platforms

- **Unifrog** – Used from Year 7 for career exploration, profiling, and higher education applications.
- **Futures Bulletins** – Regular updates and opportunities.
- **School Careers Office** – Accessible resources, advice, and appointment booking.

10. Stakeholders and Partners

- **Parents/Carers** – Engaged through information evenings, newsletters and guidance resources.
- **Careers Support Agencies** – Partnerships with organisations such as Unifrog, the CDI and Form the Future.
- **Employers, Alumni and Community Partners** – Regularly contribute to careers events, placements and mentoring.

- **Higher and Further Education Providers** – Collaboration to ensure accurate and up-to-date information for pupils.

11. Monitoring, Review and Impact

- Annual review with reporting to governors.
- Evaluation against the Gatsby Benchmarks.
- Destination tracking of leavers (university, apprenticeships, employment, gap years).
- Feedback collected from pupils, parents, staff and partners.
- Careers meetings recorded on SIMS

12. Equal Opportunities and Inclusion

In line with the School's Equal Opportunities Policy, the CEIAG and Futures Programme:

- Promotes access to a full range of opportunities regardless of background.
- Challenges stereotypes relating to gender, ethnicity or socio-economic status.
- Uses inclusive language and representative resources.
- Provides targeted support for under-represented groups.

13. Communication

Careers and Futures information is communicated via:

- The School website (Careers section).
- Year group emails where appropriate, and newsletters and bulletins.
- PSHEE lessons and tutorial lessons.
- Assemblies, posters and digital displays.
- Parent information evenings.

14. Review and Approval

Policy Owner: Head of Careers
SLT Link: Deputy Head (Teaching and Learning)
Approved: 6 October 2025
Next Review: September 2026