



Beachborough School
Careers Advice Policy and Approach

Updated: September 2025
Date of next Review: September 2026
Policy Lead: Deputy Head Curriculum
Checked by: Head

What is Careers Guidance?

At Beachborough, our careers guidance is in line with the DfE's 2025 statutory guidance, titled *"Careers guidance and access for education and training providers."*

Career guidance is understood as the full range of activities that help pupils make informed decisions about their future education and career pathways. While our pupils are in the early stages of their learning journey, we believe that age-appropriate exposure to the world of work, personal development, and aspiration-building lays a vital foundation for lifelong career management."

Vision and Rationale

At our school, we believe careers guidance should begin early. It is about inspiring children, raising aspirations, and helping them connect learning to the world beyond school. Though our pupils are young, this formative stage is crucial for developing self-awareness, confidence, ambition, and a broad understanding of opportunity.

Careers guidance is not about pushing pupils toward specific jobs, but rather about equipping them with the skills, character, and curiosity to explore and prepare for future possibilities.

Inclusion and Equal Opportunities

We are committed to an inclusive careers programme that reflects and respects diverse backgrounds, interests, abilities, and aspirations. All pupils are provided with equal access to opportunities and experiences. Our careers provision actively challenges stereotypes, gender, cultural or socio-economic, and ensures inclusive, unbiased guidance that reflects a wide spectrum of roles, industries, and life experiences. Every pupil is challenged appropriately and supported to acquire the knowledge, skills and attitudes that employers value, fostering lifelong learning and enhancing employability.

Aims

We believe our pupils need career management skills to thrive in their own lives and contribute meaningfully to their communities, society and the economy. Careers guidance at Beachborough therefore aims to support pupils in:

- Encourage curiosity and enthusiasm about the world of work and wider society.
- Foster aspirations and ambition in every pupil.
- Promote self-awareness, reflection, and an understanding of personal strengths.
- Develop key transferable skills.
- Challenge stereotypes and promote equality of opportunity for all.
- Support decision-making and planning for future transitions.

Embedding Beachborough CREATE

At Beachborough, our approach to Careers guidance is closely aligned with the development of the Beachborough CREATE skills programme, comprising Communication, Reflection, Empathy, Adaptability, Tenacity, and Engagement, is embedded throughout our careers provision. These qualities underpin all areas of school life and are core competencies that are critical in helping pupils develop the personal and interpersonal skills necessary to navigate diverse pathways with confidence and purpose.

By integrating these characteristics and skills into our Careers guidance, we aim to cultivate adaptable, reflective and resilient young people who are equipped to make informed choices and positively contribute to their communities and the wider world.

Objectives

By the time they leave our school, pupils will:

- Have explored a wide variety of careers and industries through age-appropriate, engaging methods.
- Be able to talk about their interests, strengths, and aspirations with increasing confidence.
- Understand the concept of work, including employment, volunteering, entrepreneurship, and portfolio careers.
- Recognise how effort, learning, and perseverance relate to future success.
- Be equipped with 21st-century skills that prepare them for lifelong learning.

Careers Advice and Guidance – Our Provision

Our careers provision includes a range of curricular and co-curricular activities to support career exploration and personal development:

- **Visiting Speakers & Lectures:** Delivered during the 'Post 5pm' programme.
- **PSHE Programme:** Incorporates career discussions and personal development.
- **Enrichment Weeks:** Annual timetable collapses for all-year group project-based activities, focused on developing employability skills.
- **CTI Day (Careers, Technology and Innovation):** A day-long event for Year 3 and local schools to explore career opportunities through hands-on experience.
- **Informal Discussions:** Teachers, tutors, and parents engage pupils in personalised conversations about career interests and future education pathways.
- **Senior School Preparation:** Parents receive impartial advice linked to long-term pathways.
- **Fundraising & Enterprise:** Pupils participate in charitable initiatives such as Young Enterprise and 8 Billion Ideas to foster financial awareness and leadership
- **Departmental Talent Nurturing:** Heads of Department support pupils showing potential in specific subjects, guiding scholarship applications when appropriate.
- **Personal Development Programme:** Through the pastoral curriculum, careers provision is a focus for each year group.
- **STEAM (Science, Technology, Engineering, Art and Mathematics):** Beachborough is located in a hub of engineering innovation, especially within the motor industry. We ensure pupils understand that many careers require a strong foundation in maths and science. Our STEAM Days, educational visits, and TED Lectures expose pupils to diverse professionals in STEAM-based careers. We pay particular attention to encouraging girls to pursue STEAM subjects, counteracting gender stereotypes and ensuring equitable opportunities for all.
- **Residentials:** The KS4 programme is bookended by two residentials (start of Form VII and end of Form VIII). These offer immersive experiences that challenge pupils

physically and emotionally, building resilience, independence, and a growth mindset in natural environments.

- **Digital Literacy and Future-Ready Skills:** Recognising the increasing digitalisation of the workplace, we include opportunities for pupils to develop digital fluency, explore careers in AI, coding and emerging technologies, and use technology responsibly as a learning and life tool.

Monitoring and Evaluation

The careers programme is reviewed annually and is informed by:

- Pupil and parent feedback.
- Staff reflection and planning.
- Pupil outcomes, such as confidence in speaking about ambitions and transitions to senior schools.

Roles and Responsibilities

- Subject Leaders: Highlight career links in subject areas and nurture individual talents.
- Form Tutors & Class Teachers: Deliver Personal Development Curriculum and PSHE content and help pupils reflect on their learning journey.
- Senior Leadership Team: Ensure strategic alignment, review policy effectiveness, and monitor impact.

Alignment with National Guidance

This policy is aligned with:

- Gatsby Benchmarks for effective careers education.
- DfE Careers Guidance (2023) statutory guidance (updated May 2025).
- The principles of the Equality Act 2010, ensuring inclusivity and ambition for all pupils.

Conclusion

Our careers education and guidance programme seeks to empower pupils to dream, explore, and grow. By combining robust academic preparation with character development and practical experiences, we ensure every pupil is equipped to make informed decisions and thrive in a dynamic future.