

ETON ACADEMY Careers Guidance Policy

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1. Introduction

- 1.1. The purpose of Eton Academy's Careers Guidance Policy is to ensure that all students are provided with the necessary tools, resources, and support to explore, understand, and pursue their career aspirations effectively.
- 1.2. This policy is relevant to all students from Grade 7, however there are some aspects of our Careers program which are delivered to Primary.
- 1.3. The Department for Education (DFE) provides official statutory guidance on careers guidance, which is not mandatory for independent schools. Nonetheless, this policy integrates numerous aspects of this statutory guidance to align with the highest standards of effective practice

2. Statutory regulations

- 2.1. The statutory regulation is that pupils receiving secondary education should have access to accurate, up-to date careers guidance that
 - 2.1.1. is presented in an impartial manner;
 - 2.1.2. enables them to make informed choices about a broad range of career options; and
 - 2.1.3. helps to encourage them to fulfil their potential.

3. Overview

- 3.1. Our careers guidance is overseen by the Principal, Department Heads, Student Services and the Careers Adviser.

- 3.2. Eton Academy is committed to providing its students with a comprehensive range of Careers Guidance activities, aimed at equipping and empowering them to make well-informed decisions during pivotal moments in their educational journey and beyond. Our multifaceted approach to careers education includes providing thorough advice, organizing special events, facilitating work experience opportunities when possible, and integrating targeted learning into PSHE sessions. This strategy is designed to elevate students' aspirations and achievements and to enable them to effectively plan and manage their futures.

Career Guidance at Eton Academy is centered around identifying each student's passions, aspirations, and vision for their future roles in the workforce. Our guidance is an integral part of the entire curriculum, reinforcing principles such as gender neutrality in the literature we study, showcasing diverse abilities through the images we use, and employing inclusive language to affirm every student's capability to pursue any career path they choose.

This guidance process begins in the Primary Stage, focusing on building each child's confidence to articulate their dreams and develop the necessary skills for their future roles. As students progress to the Secondary levels, they are encouraged to explore subjects that align with their interests, engage in voluntary activities for real-world insights, and receive guidance on academic choices critical for university admissions and professional qualifications. Through these stages, our aim is to support each student in their unique journey towards a fulfilling career and future.

- 3.3. We are committed to offering unbiased career guidance to ensure each student is well-informed about all the options and pathways available to them.
- 3.4. Our goal is to inspire our students by providing them with a clearer understanding of the paths to jobs and future careers that they will find fulfilling and rewarding. We are committed to offering career guidance that broadens students' perspectives, confronts stereotypes, and elevates their aspirations.
- 3.5. At Grade 9 and Grade 11, students will receive clear guidance in regards to choosing their optional modules for IGCSE and A Level study.
- 3.6. As a Cambridge International Education School, our curriculum aims to support the development of the five Cambridge Learner Attributes (confident, responsible, reflective,

innovative, engaged). These attributes can be directly linked to skills set out by the International Labour Organization (ILO) as the fundamental skills that employers across the world are looking for. The ILO proposes a detailed framework, ***Core skills for employability***, which groups these skills into four broad skill categories: learning to learn, communication, teamwork and problem solving. See appendix 1 for more information.

4. Our program

Our program offers a comprehensive careers education designed to equip students with the knowledge, skills, and experiences necessary for their future success. Highlights of our program include:

Expert-Led Webinars and Lectures: We host a series of webinars and lectures delivered by keynote speakers from various industries, providing students with insights into different career paths and the skills required to excel in them.

Competitive Opportunities: Students have the opportunity to participate in national and international competitions, such as those organized by the Leaders Award, fostering innovation, creativity, and leadership.

National Celebrations and Educational Events: We actively engage in events like National Careers Week and British Science Week, offering special activities and sessions that inspire and inform students about the vast possibilities in various fields.

Practical Skills Workshops: For our Lower Secondary and IGCSE students, we organize workshops focused on essential skills for the workforce, including mock interviews and CV writing, alongside Options Days to guide students in making informed subject choices.

PSHE Curriculum Integration: Our PSHE courses are meticulously designed to cover a wide range of career-related topics:

Primary grades will study 'Money and Work' which includes

- 4.1. Different jobs and skills; job stereotypes; setting personal goals
- 4.2. Making decisions about money; using and keeping money safe

- 4.3. Identifying job interests and aspirations; what influences career choices; workplace stereotypes
- 4.4. Influences and attitudes to money; money and financial risk

Lower Secondary and IGCSE Grades will study;

- 4.5. Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations
- 4.6. Community and careers: Equality of opportunity in careers and life choices, and different types and patterns of work
- 4.7. Setting goals: Learning strengths, career options and goal setting as part of the GCSE options process
- 4.8. Employability skills: Employability and online presence
- 4.9. Work experience: Preparation for and evaluation of work experience and readiness for work

For students in Year 9-11 we make pupils and parents aware of the following sources of information:

National Careers Service

<https://nationalcareersservice.direct.gov.uk>

Tel: 0800 100 900

Labour market information

We actively encourage our pupils to access labour market information as this can help each pupil and their parents understand the salaries and promotion opportunities for different jobs. Labour market information (LMI) can be accessed from different sources.

<http://www.lmiforall.org.uk>

We signpost our pupils to Careers information through the Careers module on the LMS.

Appendix 1 - The Cambridge Learner Attributes mapped with the International Labour Organization core skills for employability

Cambridge learner attributes	International Labour Organization core skills for employability
<p>Confident in working with information and ideas – their own and those of others. Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.</p>	<p>Learning to learn: think abstractly; interpret and communicate information; conduct systematic inquiry and follow through with answers; select the best approach for tasks; adaptable Communication: write to the needs of an audience; listen and communicate effectively; articulate own ideas and visions Team work: respect the thoughts and opinions of others in the group; value others’ input Problem-solving: think creatively; solve problems independently; test assumptions; identify problems; take the context of data and circumstances into account; adapt to new circumstances; ability to identify and suggest new ideas to get the job done (initiative)</p>
<p>Responsible for themselves, responsive to and respectful of others. Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.</p>	<p>Learning to learn: pursue independent learning; take responsibility for own learning; manage own learning Team work: interact with co-workers; work within the culture of the group; work in teams or groups; accountability for actions taken; manage oneself at work; value others’ input; accept feedback</p>
<p>Reflective as learners, developing their ability to learn. Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.</p>	<p>Learning to learn: use learning techniques to acquire and apply new knowledge and skills; pursue independent learning; conduct systematic inquiry and follow through to find answers; take responsibility for own learning; manage own learning; is willing to learn</p>
<p>Innovative and equipped for new and future challenges. Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.</p>	<p>Problem-solving: think creatively; solve problems independently; test assumptions; identify problems; take the context of data and circumstances into account; adapt to new circumstances; ability to identify and suggest new ideas to get the job done (initiative)</p>

Engaged intellectually and socially, ready to make a difference.

Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

Learning to learn: pursue independent learning; conduct systematic inquiry and follow through with answers; take responsibility for own learning; manage own learning

Team work: interact with co-workers; work within the culture of the group; respect the thoughts and opinions of others in the group; value others' input; plan and make decisions with others and support the outcome; build partnerships and coordinate a variety of experiences; work toward group consensus in decisionmaking

Problem-solving: think creatively; solve problems independently; test assumptions; identify problems; take the context of data and circumstances into account; adapt to new circumstances; ability to identify and suggest new ideas to get the job done (initiative

Appendix 2 - Useful Resources

Statutory guidance from DFE: This document provides statutory guidance for maintained schools and can be used as a useful source of information. [Link](#)

Gatsby Good Career Guidance: A report on improving career guidance in secondary schools, including information about the Gatsby Benchmarks. [Link](#)

Gatsby Good Practice: A website that shares good practice from the North East pilot of the Gatsby Benchmarks and offers information and support for schools. [Link](#)

Compass: A self-evaluation tool to help schools evaluate their careers and enterprise provision, benchmark against the Gatsby Benchmarks, and compare with other schools. [Link](#)

State of the Nation 2017: A report on careers and enterprise provision in secondary schools in England in 2016/17. It examines school performance in relation to the Gatsby Benchmarks. [Link](#)

Careers & Enterprise Company: This organization connects schools to businesses, volunteers, and careers activity programs to provide guidance to young people aged 12-18. [Link](#)

National Careers Service: Provides information, advice, and guidance to help individuals make decisions on learning, training, and work opportunities. [Link](#)

Baker Dearing Educational Trust: Information on University Technical Colleges. [Link](#)

Career Development Institute: The professional body for careers education, career information, advice, and guidance. Offers membership to schools with benefits like free CPD webinars and more. [Link](#)

Quality in Careers Standard: The national quality award for careers education, information, advice, and guidance. [Link](#)

Find an Apprenticeship: Search and apply for apprenticeships in England. [Link](#)

LMI for All: An online data portal that provides labor market information (LMI) to inform careers decisions. [Link](#)

STEM Ambassadors: A network of volunteers who engage with young people to provide inspiring informal learning activities. [Link](#)

Studio Schools Trust: Supports Studio Schools by sharing best practices and providing advice and curriculum support. [Link](#)

Unistats: The official website for comparing UK higher education undergraduate course data. [Link](#)

Your Daughter's Future: A careers toolkit for parents. [Link](#)