

# MORE HOUSE SCHOOL POLICY

## Careers Education and Guidance

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### Rationale

More House School has a responsibility to set all pupils on a path that will secure the best outcome while enabling them to progress to education and work and giving employers the highly skilled people they need. Careers education and guidance helps pupils, and their parents make satisfactory and appropriate choices. The career guidance offered at More House School and detailed below is in line with the requirements of Section 42A of the Education Act 1997, the Education (Careers Guidance in Schools) Act 2022 and the Skills and Post-16 Act 2022 to ensure that we provide an opportunity for a range of providers to access pupils to inform them about technical education apprenticeships and University courses.

### Intent

The differing nature of pupils' needs means that there is no single route suitable to all and More House School seeks to offer career information, guidance, and educational support appropriate to the age and the need of each pupil through a range of activities with the intention of providing opportunities to:

- ◆ **Develop self-awareness** and confidence– pupils to have the opportunity to develop an understanding of their own strengths and weaknesses and build employability and life skills. Referred to as transferable skills
- ◆ **Carry out career exploration** – pupils to have opportunities to find out about future pathways in further education, higher education, apprenticeships, training, voluntary work, etc.; thereby obtaining knowledge of the range of opportunities available to them
- ◆ **Plan Career management** – pupils to be able to make decisions about future choices, make effective job / course applications and cope with transitions ultimately to achieve positive, sustainable and fulfilling employment destinations. Thereby enhancing their aspirations with structured encounters

### Implementation

More House School is committed to ensuring that all pupils receive a programme of impartial career advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience. The Futures and Progression department endeavor's to follow the statutory guidance for careers guidance as set out in the Gatsby Benchmarks and laid down by the Department for Education:

1. to embed a programme of career education and guidance which is known and understood by students, parents, teachers, governors, and employers.
2. to ensure that every pupil and their parent/carers has access to good quality information about further study options and labour market opportunities including technical qualifications, leading to future pathways
3. to provide different career guidance needs at different stages of a pupil's development.
4. to ensure that all teachers link curriculum learning with careers.
5. to ensure that every pupil has multiple opportunities to learn from employers about work, employment and the skills valued in the workplace, including varied encounters and experiences
6. to ensure that every pupil has first-hand experiences of workplace through work visits, work shadowing and/or work experience either in person or virtually to help their exploration of career opportunities and expand their network.

# MORE HOUSE SCHOOL POLICY

## Careers Education and Guidance

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7. to ensure that all pupils understand the full range of learning opportunities that are available to them, both academic and vocational.
  8. to ensure that every pupil has opportunities for guidance interviews with a careers adviser trained to an appropriate level

### Full details can be found here:

[Updated Gatsby Benchmarks adopted into latest government guidance for schools, colleges and ITPs | The Careers and Enterprise Company](#)

### Resources

The students (yr 10-13) have access to Unifrog-a universal destination platform for providing information about careers, universities, apprenticeships whilst incorporating personality quizzes to help them generate and identify careers that may align with their strengths and interest. A range of resources is also made available in the school library.

The Heads of Years and Careers Adviser is responsible for the effective deployment of resources.

### Provider Encounters

In line with the Skills and Post-16 Education Act 2022, More House School will ensure that pupils will have a minimum of 6 encounters with a provider of technical education or apprenticeships between years Eight to Thirteen as follows:

- ◆ Two encounters for pupils during the 'first key phase' (years Eight to Nine) to take place any time during Year Eight or between 1 September and 28 February during Year Nine;
- ◆ Two encounters for pupils during the 'second key phase' (years Ten to Eleven) to take place any time during Year Ten or between 1 September and 28 February during Year Eleven;
- ◆ Two encounters for pupils during the 'third key phase' (Year Twelve or Thirteen) to take place any time during Year Twelve or between 1 September and 28 February during Year Thirteen.

### Work Experience

It is vital that pupils of More House School have a clear understanding of the working environment and the opportunities available to them when they have completed their full-time education. Providing an opportunity for work experience is important as it helps pupils test their skills, attitudes, and abilities against the pressures of a real working environment. It gives them a chance to find out what it is like to work as part of a team and what social relations at work are like.

The geographical catchment area from which More House School draws its pupils is exceptionally wide and pupils often travel many miles each day. It is therefore the policy of the school that parents and guardians support their children to arrange suitable and relevant work experience that can be realistically achieved in terms of time, geography, and travel, relating to interests and support needs, in accordance with guidance

# MORE HOUSE SCHOOL POLICY

## Careers Education and Guidance

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and support provided by the school. The Head of Year will liaise with parents in Year Eleven about arranging work experience for after public examinations are completed, and during a pupil's time in the Sixth Form, organised by parents (supported by the school) around their individual timetables. The shorter academic term-time complementing a longer, boarding-school day is identified as offering extended opportunities for pupils to experience the workplace outside of the school's academic terms. Year 11 and Year 12 pupils are also offered the opportunity to participate in Unifrog's virtual work experience week, which is held during the Trinity term, allowing them to connect with a variety of employers and complete tasks virtually. The school is committed to supporting this process through form tutors, including completing relevant safeguarding paperwork (when pupils are working on employers' sites).

### Impact

Designed to inspire, inform, and equip students from Year 7 to Year 13, our Careers programme helps young people explore their strengths, understand the world of work (via virtual and in person experiences), and make confident decisions about their future and progression pathways at both post 16 and post 18. We believe every student deserves the tools to thrive—and our careers programme aims to deliver just that.