

# CAREERS POLICY

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### 1. INTRODUCTION

In this policy ‘we’ and ‘us’ means Harington School.

Harington School is committed to providing its students with high- quality careers advice and guidance that best informs their Post-18 options into further higher education, apprenticeships, or alternative pathways. The careers programme will ensure that the various needs of all students are met and delivered in a way that raises the ambition and aspiration of our students. It will pay particular attention to the aims set out in the Gatsby Benchmarks (see Annexe 1). This policy should be read in conjunction with the Curriculum Policy and the SEND Policy.

### 2. INTENT OF THE CAREERS PROGRAMME

The careers programme at Harington School has been designed to specifically:

- Ensure that students are fully aware of the opportunities available to them at Post-18 in the fields of further and higher education, apprenticeships and direct employment;
- Ensure that students are well placed and supported to make a strong and successful application to their chosen aspirational Post-18 pathways;
- Provide students with the necessary work-related skills and attributes required to succeed in the work place and further study;
- Ensure that parents are well informed of the support provided and the role they can play supporting career preparation.

### **3. RESPONSIBILITIES FOR IMPLEMENTATION**

Responsibility for the implementation of the whole School careers programme lies with the Head of School who is responsible for ensuring there is a coherent programme of support appropriate to the needs of all our students. Other members of staff responsible for the implementation of the programme include:

- The Senior Leader responsible for the Post-18 programme of study. This post holder should ensure that the agreed careers programme is delivered to a high standard, regularly reviewed and evaluated. They will work in close partnership with the staff outlined below to ensure consistency of approach;
- Form Tutors who will provide individual support to tutees regarding the appropriateness of their chosen pathways, and in ensuring a high standard of application. Form Tutors also play an important role in delivering key aspects of the tutorial programme linked to careers guidance;
- Delegated teaching staff who, as part of their whole school responsibilities, will lead agreed elements of the careers programme. This will typically be linked to the development of specific career pathways, such as apprenticeships or the tutorial programme which support careers;
- Subject teachers who will provide specialist advice on related application and make clear employment links through their curriculum and extra curriculum offer;
- UCAS Advisor role to support the UCAS Coordinator in managing the application process, providing support to students and staff as required;
- The Federation Careers Advisor will provide independent advice for individual students regarding career options and who will liaise with the Post-18 Programme of Study Senior Lead to organise external events that support the careers programme.

### **4. STAFF DEVELOPMENT**

Staff responsible for the delivery of the careers programme should be well informed through the appropriate level of internal and external training provided. Particular care should be given to those members of staff who lead particular aspects of our provision or whom are new tutors.

### **5. EXTERNAL PARTNERSHIPS**

The School is committed to working in effective partnership with external agencies to ensure a strong careers programme. The list below is not exhaustive but an indicative list of the expertise the School draws upon;

- The University of Leicester – As a partner of the University of Leicester’s Pathways Programme the school will benefit from guidance and support on all aspects of the university application process.
- Oakham School – As a partner school, Oakham provides support and expertise in a number of niche areas.
- St. Catherine’s College, Cambridge is our Oxbridge outreach provider, who visit the School regularly to provide bespoke advice on applications and process.

## **6. IMPLEMENTATION OF THE CAREERS PROGRAMME**

The careers programme runs throughout the time students are studying at the School. Prior to starting at Harington all students receive a one-to-one interview, typically with the Head of School or Deputy Head of School, where advice is provided linked specifically to career routes and A Level choice. Most students will have the opportunity to access subject taster sessions. In addition to this, students typically benefit from:

- An Academic Enrichment programme in Year 12 which provides opportunities to develop life skills through volunteering, bespoke term-long subject sessions (e.g. engineering and law), or extended projects (e.g. Greenpower team and Young Enterprise) related to career pathways.
- A tutorial programme that covers work related skills, enterprise and career routes. This includes using the Unifrog platform to aid research into available routes, explore super-curricular and self-assess key competencies.
- Opportunities to develop student independence such as the Duke of Edinburgh's Award, completion of the Extended Project Qualification or Sports Leaders course.
- Access to a Careers Advisor who can provide impartial advice and guidance.
- A number of lectures and/or assemblies from external partners including university and apprenticeship providers.
- Access to external events including university and apprenticeship fairs.
- A pathways programme that supports particularly competitive Post-18 routes such as Oxbridge and Medicine.
- High-quality post-18 guidance, explicitly around university and apprenticeship application writing and submissions, including a post-18 day where students have opportunities to discuss their application with graduates and local employers.
- Mock interview programme.
- Support and guidance for students and parents throughout the process including parents briefing and support on A Level results day.
- Support in completing work experience at partner schools and support with arranging virtual and in person work experience e.g. through Springpod.

## **7. IMPACT OF THE CAREERS PROGRAMME**

The impact of the careers programme is measured each year to ensure that it achieves the aims set up in the intent section of this policy. This will be reported in the annual Transformation Plan. In particular this evaluation will include:

- A summary of those students that achieved their preferred university or apprenticeship choice. A summary of those students who achieved a successful application to Russell Group and other prestigious universities;
- Student survey responses, collected annually which questions the overall quality of provision, alongside specific application process support;
- Tutorial observations completed during the sessions on employability/careers skills;
- Focus group with students to discuss their bespoke support.

## ANNEXE 1: GATSBY BENCHMARKS

### IMPLEMENTING THE CAREERS PROGRAMME: THE GATSBY BENCHMARKS

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools and colleges. Harington School aims to ensure that the Careers Policy addresses each of the 8 benchmarks, are measured against them and are regularly reviewed and updated accordingly.

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

ANNEXE 2: POST-18  
OVERVIEW PROGRAMME

Post 18 Overview Programme (dates are subject to change)		
Year 12	Term 1	– Core Academic Enrichment (Wednesday afternoons)
	Term 2	– Academic Enrichment or Volunteering (Wednesday afternoons) – Harington Challenge (Tutorial sessions)
	Term 3	– January: Post-18 launch and introduction to Unifrog including completing profiles (First Wednesday afternoon) – January: DocSoc launch – February: Post-18 communication to parents/guardians regarding routes – Academic enrichment or Volunteering (Wednesday afternoons) – Unifrog tasks including recording what you have done, stuff to make you smarter and exploring apprenticeships (Weekly tutorial session) – Apprenticeship weekly emails start
	Term 4	– March: UK Universities and Apprenticeships Search fair trip – March: Springpod launch – March: EPQ launch assembly and applications – March/April: Oxbridge launch assembly and applications – Academic enrichment or Volunteering (Wednesday afternoons) – Unifrog tasks including stuff to make you smarter and updating recording what you have done (Weekly tutorial sessions) – Apprenticeship weekly emails continue
	Term 5	– April: Post-18 Parents Information Evening – April: Springpod – Oxbridge group support start (Wednesday afternoons) – EPQ support start (Wednesday afternoons) – DocSoc continues

		<ul style="list-style-type: none"> <li>- Apprenticeship weekly emails continue</li> </ul>
	Term 6	<ul style="list-style-type: none"> <li>- June: Post-18 days – UCAS apply, how to write a personal statement and/or a letter of application, University of Leicester sessions, ex-student and employer talks, mock assessment centre workshop</li> <li>- June/July: Mock interview programme</li> <li>- July: Post-18 parents evening</li> <li>- July: How to make the most of your summer and Post-18 in Year 13</li> <li>- July: DocSoc early applicants begin to register for entrance/admission exams/tests</li> <li>- Drafting of personal statements and continued exploration (weekly tutorial sessions)</li> <li>- DocSoc continues</li> <li>- EPQ support continues (Wednesday afternoons)</li> <li>- Oxbridge group support continues (Wednesday afternoons)</li> <li>- Apprenticeship weekly emails continue</li> <li>- June/ July: Post-18 support by Form tutors (Wednesday afternoons)</li> </ul>
	Summer break	<ul style="list-style-type: none"> <li>- DocSoc students prepare and complete (where possible) relevant entrance/admission exams/tests</li> <li>- Completion of Summer masterclasses</li> <li>- Continued engagement with supercurricular activities</li> <li>- Visits to prospective Higher Education Institutions</li> </ul>
Year 13	Term 1	<ul style="list-style-type: none"> <li>- Week 2/Early September: Personal statement checking windows (done by SLT team and designated staff)</li> <li>- Week 3/Early September: Predicted grades and subject references completed by staff</li> <li>- Week 3/Early September UCAS apply completion review (Tutors)</li> <li>- Week 4/Mid-September: Predicted grades received by students with letter to parents/guardians</li> <li>- Week 5/Late September: Early applicant personal statement deadline</li> <li>- Week 5/Late September: Personal statement checking windows (done by SLT team and designated staff)</li> <li>- Week 3/Early September: Predicted grades and subject references completed by staff</li> <li>- Week 6/Late September: References completed for early applicants</li> <li>- September: Oxbridge early applicants for admission tests deadline</li> <li>- September: Oxbridge early applicants prepare for relevant entrance/admission exams/tests</li> </ul>

		<ul style="list-style-type: none"> <li>- October: UCAS what happens next assembly (October)</li> <li>- Week 7/Mid October: Early applicant UCAS deadline</li> <li>- October: Personal statements final deadline (end of term)</li> <li>- October/November: Oxbridge early applicants sit relevant entrance/admission exams/tests (usually during the half term break)</li> <li>- UCAS admin checks (weekly tutorial sessions)</li> <li>- Finishing personal statements (weekly tutorial sessions and Wednesday enrichment)</li> <li>- Personal statement support: directed concerns to Deputy Head of School who will use UCAS support team to aid (Wednesday afternoons and/or weekly tutorial sessions)</li> <li>- Apprenticeship weekly emails continue</li> </ul>
	Term 2	<ul style="list-style-type: none"> <li>- Week 1/Early November: References completed for remaining applicants</li> <li>- Week 1/Early November: UCAS apply completion review (Tutors and Deputy Head of School)</li> <li>- Week 3-4/Mid-Late November: Refinement of predicted grades in light of AP1 report</li> <li>- November: Replying to offers assembly</li> <li>- December: UCAS application internal deadline</li> <li>- Personal statement and UCAS apply support: directed concerns to Deputy Head of School who will use UCAS support team and tutors to aid (Wednesday afternoons and/or weekly tutorial sessions)</li> <li>- Apprenticeship weekly emails continue</li> <li>- Apprenticeship group launch</li> </ul>
	Term 3	<ul style="list-style-type: none"> <li>- Mid-January: UCAS applications external deadline</li> <li>- February/ March: Replying to offers reminder</li> <li>- February/ March: Extra choice opens in Track information email</li> <li>- Apprenticeship group meetings</li> <li>- Apprenticeship weekly emails continue</li> <li>- EPQ presentations (Wednesday afternoons)</li> </ul>
	Term 4	<ul style="list-style-type: none"> <li>- March: Student finance assembly from University of Leicester's student recruitment officer</li> <li>- Apprenticeship group meetings</li> </ul>

		<ul style="list-style-type: none"> <li>- Apprenticeship weekly emails continue</li> </ul>
	Term 5	<ul style="list-style-type: none"> <li>- Early May: Replying to offers reminder email</li> <li>- Early May: How to negotiate clearing and Extra choice assembly</li> </ul>
	Term 6	<ul style="list-style-type: none"> <li>- Early June: Deadline for making decisions</li> <li>- Early July: Deadline for applying to Extra choice</li> <li>- Early July: Clearing opens</li> </ul>
	Summer break	<ul style="list-style-type: none"> <li>- Mid-August: A level results day</li> <li>- Late August: Deadline for remaining offer conditions to be met</li> </ul>