



BLENHEIM
SCHOOLS

Careers Guidance Policy

Policy Folder: Education

Huddersfield Grammar School



1 Policy Statement

- 1.1 The purpose of this policy is to provide accurate, up to date and impartial information and guidance on all matters to do with careers and educational courses to all Senior School pupils, from Year 7 upwards.

The Senior School follows the Gatsby Benchmarks for careers guidance and the Nursery and Prep School have a clear progression of skills and activities related to them (Appendix 3).

The school provides students and their families with access to up-to-date, impartial career and labour market information (LMI). This information is used to help students understand local, national and global employment trends, skills requirements, progression routes, and future opportunities.

Labour market information is integrated into the school's careers programme and is used at key transition points to support informed decision-making about subject choices, and post-16 pathways. In particular, the school works towards Benchmark 2 within the Gatsby Benchmarks; Learning from career and labour market information.

- 1.2 Pupils follow a structured careers programme, which progresses as they move through the school. The programme enables pupils to:

- a) know themselves and how their strengths, weaknesses and interests relate to the world of work, encouraging them to fulfil their potential
- b) learn about different careers and opportunities
- c) gain information about training, education and occupations beyond school, which is delivered in an impartial manner
- d) make appropriate curricular and co-curricular choices at each stage of their schooling, including individual guidance regarding GCSE and post-16 courses
- e) gain awareness of the requirements, in terms of academic achievement and experience in general, for certain careers and further education, allowing pupils to make informed choices about a broad range of career options.

The programme also:

- a) Contributes to the PSHE and Enrichment programmes by providing resources concerned with careers and Higher Education and by providing effective preparation for future life as a British and Global citizen by developing in every person the values, skills and behaviours they need to get on in life.
- b) Gives all pupils guidance and support in the completion of application forms and the writing of personal statements, CVs, and college/Sixth Form applications.

- 1.3 This guidance applies to all pupils from Year 7.

2 Overview and oversight

- 2.1 Effective careers guidance enables pupils to be well informed, well supported, know where to find information and choose a career or next step which is right for them.

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- 2.2 We view careers guidance as connecting learning to the future for our pupils. We aim to motivate our pupils by giving them a clearer idea of the routes to jobs and future careers that they will find engaging and rewarding. We believe that good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.
 - 2.3 The member of staff with responsibility for oversight of careers guidance is the Head of Careers.
 - 2.4 The delivery of the careers education programme is a shared responsibility of the staff team.

3 Elements of our programme

- 3.1 Our careers guidance programme is carefully planned and can be found in Appendix 1. Our guidance is intended to be woven into the educational programme and provide inspiration so that our pupils are empowered to make their own evidence-based decisions.
- 3.2 Details of external resources for staff, pupils and parents can be found in Appendix 2.

4 Evaluation and review

- 4.1 It is the responsibility of the Headmaster with the staff responsible for oversight to keep the programme under review.

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- 4.2 The proprietor will evaluate the impact of the programme through a range of methods including discussion with students, discussion with staff and scrutiny of key data.

Appendix 1: Careers Programme

Year 7

Lesson Plan Title	Description	Learning Outcomes
Introduction to Careers	Students are introduced to the lesson topic through brainstorming different careers they know about. This leads to learning about the key reasons for exploring careers at an early age and learning about several successful British individuals who followed their passions. The Year 7 careers programme is outlined then students are invited to consider what they are looking forward to in the careers programme and why.	<ul style="list-style-type: none"> Understand the importance of careers exploration. Be aware of the Year 7 careers education programme. Have identified what careers activities they are looking forward to and why.
Self awareness	A starter activity, which includes work in pairs, focuses on the importance of names for our identity. Then students watch a short video of the Orange mobile TV advert to stimulate further discussion around identity. An Identity Circles exercise develops self-awareness by encouraging students to identify different things about themselves. Some students share their Identity Circles with the class. The session ends with students working in pairs to discuss the value of self-awareness.	<ul style="list-style-type: none"> Understand what is meant by identity and self awareness. Be able to describe themselves in terms of their interests, strengths and aspirations. Be aware how self-awareness can help them
Life Aspirations	Students are introduced to the lesson topic by considering what life aspirations are and by sharing their biggest dreams with each other. In groups they brainstorm different types of aspirations and discuss them as a class. Students each create a vision board to describe some of their own personal aspirations and consider steps they could take to achieve their goals.	<ul style="list-style-type: none"> Understand the concept of life aspirations and why they are important. Explore and identify their own life aspirations. Learn about setting goals to achieve their aspirations.
Subjects and careers	Students will learn that certain careers may require particular subjects to enter them. Firstly, they will explore decision making, and the motivations for our preferences. They will explore why school subjects are important and then conduct research (in groups) to find out specific careers their favourite subjects could lead to, alongside the projected number of jobs in 5 years.	<ul style="list-style-type: none"> Understand the connection between subject choices and future career opportunities. Explore various careers that align with different subject areas. Research labour market information to identify the future buoyancy of various careers.
What is work?	Not everyone does a typical 9am-5pm working day. Students will explore the different types of employment; part time, flexi-working, self-employed, freelance, etc. Each employee also has different priorities and skills in the workplace. Students will also discover why people work and the different ways of working. These will be learnt through an interactive higher/lower quiz, through group discussion and individual reflection.	<ul style="list-style-type: none"> Outline what work is. Explain the various reasons why people work. Describe the different ways people are employed. Define different work styles and workplaces
Careers in a zoo	Students are introduced to a zoo through a short video. Using group work, students are encouraged to consider the job roles involved in a zoo. This discussion leads to grouping the roles into job families, and helping students see the similarities between the roles in the same job families.	<ul style="list-style-type: none"> Describe the range of careers in a zoo. Understand that job families contain many jobs which could suit an individual's skills and interests.

Year 8

Lesson Plan Title	Description	Learning Outcomes
Year 8 Careers overview	Students are introduced to the lesson topic through brainstorming different careers they know about. This leads to learning about the key reasons for exploring careers at an early age and learning about several successful British individuals who followed their passions. The Year 8 careers programme is outlined then students are invited to consider what they are looking forward to in the careers programme and why.	<ul style="list-style-type: none"> Understand the importance of careers exploration Be aware of the Year 8 careers education programme Have identified what careers activities they are looking forward to and why
Explore career connections	This lesson is designed for use in National Careers Week across any subject in the curriculum. The lesson begins by students brainstorming the careers which link to the teacher's subject. Then they listen to a guest speaker or watch a video which links the subject to the speaker's career. In groups they are given a research activity to find out more about a career that is linked to the subject. Once the research is complete the groups come together again to create a poster for a classroom display.	<ul style="list-style-type: none"> Understand how the teacher's subject links to various careers. Understand the application and potential in the real world of this subject.
GCSE options	Students are introduced to the lesson topic through a discussion of why GCSEs are important. They watch a BBC Bitesize video on 5 things they need to know, followed by the teacher outlining the GCSE curriculum at school. Students watch another BBC Bitesize video about top tips for picking their options and have a class discussion of the key points. To conclude students set themselves at least one goal to help them with their GCSE options decision.	<ul style="list-style-type: none"> Understand the importance of choosing GCSE subjects Be aware of the GCSE subjects offered in their school Know what factors to consider when choosing their optional subjects Set themselves goals to help with the decision-making process
Aspirations	This activity gives students their first taste of answering a Morrisby questionnaire: A short video introduces the session and demos the Morrisby website Students complete the Aspirations questionnaire and reflect on their profile and the careers suggested They can change their intended qualification level to note how this affects their career suggestions and subject suggestions Students will record their responses to their profile and career suggestions in the form My Interests Profile. Further investigation of three individual careers will be carried out in the lesson Investigate careers.	<ul style="list-style-type: none"> Develop awareness of the types of careers that interest them Be aware that the level of qualification they achieve will affect the jobs they can enter Identify three careers to investigate in more depth
Investigate careers	This session follows on from the Aspirations or Aptitudes lesson plans but also offers an alternative activity if used as a freestanding lesson. It is appropriate for students considering their GCSE, or equivalent, subject options or post-16 study options. It gives students the opportunity to investigate several careers and the subjects they may need to pursue those careers: Students investigate three careers from their careers list and/or their own career ideas They record their findings on the form Investigate Careers	<ul style="list-style-type: none"> Explored career and labour market information for three careers Identified skills and/or subjects they need to improve in to pursue those careers Decided whether any of the investigated careers may suit them

Employability skills	The lesson begins with the CBI definition of employability skills and considers the relevance and range of these skills. Students are introduced to the Skills Builder Framework of eight essential skills. They complete their own personal skills audit and skills development form, including an action plan to develop some of their skills. Finally, they reflect on what they have learnt and how their personal skills may affect the type of career they choose.	<ul style="list-style-type: none"> • Understand the concept of employability skills and why these skills are important • Be aware of the employability skills they are currently developing • Know how they could develop skills in other areas of their lives
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Year 9

Lesson Plan Title	Description	Learning Outcomes
Year 9 Careers overview + Aspirations	<p>The Year 9 careers education programme is outlined and students individually consider three goals they want to set themselves for the year ahead.</p> <p>This activity gives students their first taste of answering a Morrisby questionnaire: A short video introduces the session and demos the Morrisby website. Students complete the Aspirations questionnaire and reflect on their profile and the careers suggested.</p> <p>They can change their intended qualification level to note how this affects their career suggestions and subject suggestions</p> <p>Students will record their responses to their profile and career suggestions in the form My Interests Profile. Further investigation of three individual careers will be carried out in the lesson Investigate careers.</p>	<ul style="list-style-type: none"> • be aware of the Year 9 careers education programme • set goals for Year 9 • Develop awareness of the types of careers that interest them • Be aware that the level of qualification they achieve will affect the jobs they can enter • Identify three careers to investigate in more depth
Challenging workplace stereotypes	The concepts of prejudice and stereotypes are introduced through a starter activity, in which students choose an apprentice from a pool of applicants. Students then explore stereotypes of teenagers and other groups of people through discussion and role play in pairs. Some pairs of students are chosen to perform to their peers, leading to class discussion about challenging negative attitudes. Students watch a video about breaking down career choice stereotypes.	<ul style="list-style-type: none"> • Understand what is meant by prejudice and stereotypes • Be able to recognise their own and other people's stereotypical attitudes and prejudices • Be aware of the negative consequences of prejudice and stereotypes • Demonstrate how to challenge negative labels
Decision making	Students are introduced to the lesson topic through a starter activity using tidlywinks. Then in groups they brainstorm different decisions they have made recently, which leads to a class discussion about how to make decisions and further group work. Students consider their personal steps to make a specific career-related decision and the factors influencing this decision. A model for the decision making process is introduced to reinforce the learning.	<ul style="list-style-type: none"> • Recognise the importance of seeking information before making a decision • Be aware of the steps involved in the decision making process
My priorities	<p>This activity encourages students to consider what's important to them in their working lives. They will explore their priorities, values and motivations by:</p> <p>Group discussion</p> <p>Completing the Priorities questionnaire</p> <p>Exploring a specific career that interests them and completing the form My Priorities</p>	<ul style="list-style-type: none"> • Understand what we mean by priorities and their relevance to choosing a career • Identify their own priorities • Explain how their favourite career fits with their priorities

Introduction to LMI	Students are introduced to what LMI is through a video and whole class discussion. As a precursor to the final activity, students will learn to be critical when using LMI information and understand that some sources of information contain author biases. They will assess a source of LMI in pairs. Finally, students will be asked to work in groups to create a presentation which communicates the local and national labour market information for a specific career.	<ul style="list-style-type: none"> Understand what labour market information (LMI) is and why it is important in career planning Assess the credibility of LMI sources Have an awareness of local and national labour market trends
Careers using English, maths and science	To introduce students to how subjects in English, science and maths can relate to particular careers, students are first asked to consider their favourite subjects, and will take part in a short activity where they can match careers to subjects. Working in groups they will create a poster which displays the skills gained from either maths, science or English, five careers you can do with this subject and how the subject is used in each career.	<ul style="list-style-type: none"> Understand how English, maths and science are useful subjects in various careers Explore specific careers that require these subjects Recognise the connection between classroom learning and the world of work

Year 10

Lesson Plan Title	Description	Learning Outcomes
Year 10 Careers overview + Aspirations	<p>The Year 10 careers education programme is outlined. Students share their anxieties and concerns about the future anonymously using post-it notes and support each other through a class discussion.</p> <p>This activity gives students their first taste of answering a Morrisby questionnaire: A short video introduces the session and demos the Morrisby website. Students complete the Aspirations questionnaire and reflect on their profile and the careers suggested. They can change their intended qualification level to note how this affects their career suggestions and subject suggestions</p> <p>Students will record their responses to their profile and career suggestions in the form My Interests Profile. Further investigation of three individual careers will be carried out in the lesson Investigate careers.</p>	<ul style="list-style-type: none"> be aware of the Year 10 careers education programme Share anxieties and concerns about their future choices Develop awareness of the types of careers that interest them Be aware that the level of qualification they achieve will affect the jobs they can enter Identify three careers to investigate in more depth
CVs	Students will learn how to write a successful CV, guided by PowerPoint slides. Following this, students are asked to critique a CV based on two case studies, feeding back their thoughts to the class. Finally, students are asked to reflect on their own experiences, and the skills they gained from these experiences.	<ul style="list-style-type: none"> Understand what should and should not be included in a good CV and why CVs are needed Be equipped to write their own CV
Careers for the future	A video introduces careers that are likely to be part of our future world and includes the types of skills and qualities required to fulfil these roles. Students work together to find out what skills and qualities a selection of these future roles entail. They will then discuss the skills needed for the future.	<ul style="list-style-type: none"> Recall the types of career opportunities that may be available in the future Describe the skills necessary to be successful in the future
Interview skills	Students are introduced to the lesson topic by considering what happens in a job interview and key principles for successful interviews. Group activities follow in which students focus on	<ul style="list-style-type: none"> Be aware of what happens in an interview Understand the importance of promoting themselves

	developing their confidence to speak in front of others and learn how to promote themselves.	<ul style="list-style-type: none"> Learn how to communicate effectively and confidently in front of others
Apprenticeships	A short video introduces students to apprenticeships. Through a group discussion they learn about the pros and cons of apprenticeships. In small groups they research apprenticeships on the apprenticeships search site.	<ul style="list-style-type: none"> Describe what an apprenticeship is Explain the pros and cons of apprenticeships Detail the different levels of apprenticeships Understand how to research apprenticeships
Options at 16	Students will be encouraged to consider their options at 16. Activities and discussions around entering academic and practical qualifications and apprenticeships are included in this lesson plan.	<ul style="list-style-type: none"> Explain their range of options at 16 Understand how learning style is relevant to decisions at 16 Discuss their preferred career option and the routes available to get there and how this might affect their decision at 16 Consider entry requirements for education and apprenticeships and how this might affect their decision at 16

Year 11

Lesson Plan Title	Description	Learning Outcomes
Year 11 Careers overview + Aspirations	Students are given a recap of the careers education programme in Year 10 which they reflect on and discuss in groups. The Year 11 careers education programme is outlined and students individually consider three goals they want to set themselves for the year ahead. Students shown 'Springpod' where they have the opportunity to research and apply for virtual work experience. Importance of work experience discussed and students encouraged to find their own work experience placements.	<ul style="list-style-type: none"> be aware of the Year 11 careers education programme set goals for Year 11
Aspirations + Investigate careers Lesson 2	This activity gives students their first taste of answering a Morrisby questionnaire: A short video introduces the session and demos the Morrisby website Students complete the Aspirations questionnaire and reflect on their profile and the careers suggested They can change their intended qualification level to note how this affects their career suggestions and subject suggestions Students will record their responses to their profile and career suggestions in the form My Interests Profile.	<ul style="list-style-type: none"> Develop awareness of the types of careers that interest them Be aware that the level of qualification they achieve will affect the jobs they can enter <p>Identify three careers to investigate in more depth</p>
Investigate careers + Hey Girls Lesson 3	Further investigation of three individual careers will be carried out. It is appropriate for students considering their post-16 study options. It gives students the opportunity to investigate several careers and the subjects they may need to pursue those careers: Students investigate three careers from their careers list and/or their own career ideas They record their findings on the form Investigate Careers.	<ul style="list-style-type: none"> Explored career and labour market information for three careers Identified skills and/or subjects they need to improve in to pursue those careers <p>Decided whether any of the investigated careers may suit them</p>

Green careers Lesson 4	This lesson will help students explore green issues in the world of work. The lesson begins with a short video to stimulate class discussion. An exercise in pairs, followed by individual research into a career of their choosing, will help students develop the skills to evaluate and prioritise their own personal values in relation to choosing a green career path.	<ul style="list-style-type: none"> • Consider what a green career is and broaden their understanding of green opportunities across a range of sectors • Identify environmental issues that interest them and explore related careers • Identify aspects of a job role that help support a healthy environment
Interviews 'Lesson 1' Lesson 5	Huddersfield New College questions	<ul style="list-style-type: none"> • Understand what a motivation interview question is • • Be aware of the range of motivation interview questions they might be asked • • Have practised answering a motivation question
Lesson 6	Huddersfield University- Interview skills lesson	<ul style="list-style-type: none"> •

Access to external, impartial advice

The school offers the Morrisby online psychometric assessment to all pupils and is accessible from home as well as school.

The school promotes the use of the 'national Careers Service' website amongst:

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

Tel: 0800 100 900

The school's careers education programme is further enriched through the use of visiting speakers and educational trips, which play a vital role in broadening pupils' understanding of future pathways. Visiting speakers from a range of industries, education providers and training organisations offer students first-hand insight into different careers, routes and labour market opportunities. Educational trips, including visits to workplaces, Sixth Forms, colleges and careers events, enable pupils to experience real-world settings and make informed decisions about their next steps.

Appendix 2: Useful resources

Statutory guidance from DFE: Note that this is statutory for maintained schools and not for independent schools. It can be used as a useful source of information.

[Careers guidance and access for education and training providers - GOV.UK](#)

Gatsby Good Career Guidance: A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Careers & Enterprise Company: The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.

<https://www.careersandenterprise.co.uk/>

Baker Dearing Educational Trust: Information on University Technical Colleges.

<http://www.utcolleges.org/>

UK Register of Career Development Professionals: The single national point of reference for ensuring and promoting the professional status of career practitioners.

[Professional Register - Career](#)

[Development Institute](#)

Quality in Careers Standard: The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance.

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

Find an Apprenticeship: Search and apply for an apprenticeship in England.

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

Studio Schools Trust: The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.

<https://studioschoolstrust.org/>

Unistats: The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.

<https://unistats.ac.uk/>

Your Daughter's Future: A careers toolkit for parents.

Published under the 2010 to 2015 Conservative and Liberal Democrat coalition government

<https://www.gov.uk/government/news/your-daughters-future>

Appendix 3: Early Years to Year 6

From Early Years to Year 6 we follow the Jigsaw scheme of work which incorporates a 'Dreams and Goals' strand of learning.

From Age 3	Children will develop their knowledge, skills and understanding in 'Careers' topics covering: Challenges; Perseverance; Goal-setting; Overcoming obstacles; Seeking help; Jobs; Achieving goals.
Preparatory	Learning continues to be nurtured in steps, through the Jigsaw scheme with Prep children engaging with topics such as: The importance of money; Jobs and careers; Dream job and how to get there; Goals in different cultures; Supporting others (charity), Emotions in Success, Success Criteria and Motivation.

In addition, we have various visiting speakers in school, such as the emergency services, authors, care home workers and other key people who are represented in our Ignite Community carousel.

Ownership and consultation	
Document sponsor (role)	Quality & Compliance Director
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Consultation –	

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Schemes of Work	



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