



Halliford
School
SHEPPERTON

Careers Policy

September 2025

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Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first class sporting, cultural and co-curricular opportunities.

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Halliford School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

Key Principles & Aims

The School's Career's policy is in line with the eight Gatsby Benchmarks of good careers guidance and has the following aims:

- To offer students a stable careers programme which aims to meet the needs of each student.
- To encourage and promote labour market information enabling students to make informed choices.
- To offer students access to advice and guidance so they are motivated to fulfil their potential.
- To inspire students to develop high aspirations.
- To develop a curriculum link between learning and careers.
- To educate and encourage our students on the importance of experiences within workplaces.
- To encourage students to challenge stereotypes and consider a broad and ambitious range of careers.
- To inspire and inform students by exposing them to real-life contacts with the world of work as well as further and higher education providers.

The above is achieved through a combination of tailored activities throughout the various year groups, as well as personal guidance.

Relationship with Innervate

Halliford has resourced the services and help of Innervate, a professional Career advisory organisation who provide a variety of strategies to support the students in the school. These include 1-1 interviews and reports for all students in Year 9 and above, distinct talks and workshops, along with professional guidance on Careers and the creation of a significant Careers Fair. This allows us to ensure we fully meet Gatsby Benchmark 8 and supports greatly 2 and 3.

Year Group PSHE Sessions through Innervate

All students have a number of careers lessons, which are delivered as part of the PSHE programme. There are also tutor interventions and 1:1 meetings where necessary. The topics studied will be tailored to the needs of individual year groups and students. In addition, the school will hold a number of one off events to engage learners and offer specific targeted information, advice and guidance.

Y7–8: Broadening Horizons – strengths & interests, careers research and up-to-date Labour Market Information; includes a classroom Labour Market Information activity.

Y9: Choosing GCSE Options – linking subjects to pathways, decision-making, and career planning.

Y10: What Next? – qualification pathways after Y11 (GCSE → A level, T Levels, HTQs, apprenticeships).

Y11: Employability – CVs, applications, and preparation for workplace skills.

Lower Sixth: What Next after Sixth Form – routes and employability, including HE, degree/advanced apprenticeships, gap/volunteering.

How PSHE sessions support the updated Gatsby Benchmarks:

- Benchmark 1 – Stable careers programme: Sequenced provision across Y7 – Upper 6th, embedded in whole-school planning and leadership oversight.
- Benchmark 2 – Labour Market Information: Regular, explicit use of local/national Labour Market Information to inform choices (Y7–8 activity; Y9 options; Y10 – Lower Sixth pathways).
- Benchmark 3 – Addressing needs of each student: Differentiated resources and targeted support for vulnerable/SEND learners; we also prioritise certain students and year cohorts at a time that best addresses their transition needs.
- Benchmark 4 – Linking curriculum to careers: Options education in Y9 plus subject-level references to careers; departments contribute examples and encounters.
- Benchmark 5 – Encounters with employers/employees: We highlight the importance of attending Halliford's planned schedule of employer talks/activities across KS3–5, with preparation and reflection to ensure they're *meaningful*, not one-offs. We also encourage the idea of their personal networks and building contacts.
- Benchmark 6 – Experiences of workplaces: We highlight the importance of work experience; we suggest that all experiences have value and emphasise how students can reflect on experiences to derive their future values and motivations in terms of career planning.
- Benchmark 7 – Encounters with FE/HE & training providers: We encourage multiple encounters covering academic, technical and apprenticeship routes, including provider visits and talks; as independent career advisers, we ensure students are not just hearing about one preferred pathway (adhering to the Baker Clause).
- Benchmark 8 – Personal guidance: Independent, qualified one-to-one guidance in Y9 (KS3), Y11 (KS4) and Lower Sixth (KS5), with additional appointments available where needed.

1-1 Career Interviews and Reports

The one to one career meetings take place once in year 9 (key stage 3), year 11 (key stage 4) and Lower Sixth (key stage 5) meaning that each student receives personal career guidance from a qualified independent career adviser three times. They receive a personalised career action plan report.

Upper Sixth, Innervate just see these students as and when needing a follow up (perhaps change of plan or interested in apprenticeships, work etc).

1-1 Career Interviews support the Gatsby Benchmarks by:

- Benchmark 8 & Benchmark 3: Each student receives impartial guidance (Y9, Y11, Lower Sixth) with a personalised careers action plan; additional appointments offered for students who need more support
- Benchmark 2: Action plans reference current LMI where relevant to decisions.
- Benchmark 5/6/7: Plans routinely signpost employer encounters, work experience, and FE/HE/apprenticeship opportunities, linking guidance to upcoming encounters.

Evidence set: "One-to-one meeting history," student feedback forms data provide an auditable trail for ISI and DfE compliance.

Careers Talks

Career talks are offered throughout the year giving students opportunities to meet with professionals from a range of industries. Particular focus is provided in the Sixth Form as part of the Lower Sixth Student Enrichment Lecture Series where a range of speakers from various careers speak regularly. These speakers range from Parents and Halliford Alumni to paid speakers from a range of professions. In addition to this Innervate offer talks and workshops to all years throughout the school.

Careers talks supports the Gatsby Benchmarks by:

- Benchmark 2: Share current Labour Market Information and future job trends to support informed choices.
- Benchmark 4: Link curriculum subjects to real-world careers, showing practical applications.
- Benchmark 5: Provide direct encounters with professionals, offering insight into industries and roles.
- Benchmark 7: Highlight diverse education pathways like apprenticeships and university routes

Exceptional Performers Programme

Through the Exceptional Performers Programme, Y11-Sixth Form students are provided opportunities to meet with career professionals, graduate students and coaching professionals. These include volunteers from alumni and the parent body.

Careers talks supports the Gatsby Benchmarks by:

- Benchmark 4: Link curriculum subjects to real-world careers, showing practical applications.
- Benchmark 5: Provide direct encounters with professionals, offering insight into industries and roles.
- Benchmark 7: Highlight diverse education pathways like apprenticeships and university routes.

Careers Fair and events

The school holds a bi-annual University and Careers fair, where a range of professions are invited to discuss with students' routes into the profession and information surrounding it. In the past, the school has had stands that have ranged from the military to being a professional sportsman. A variety of professions are showcased including petro-chemicals, pharmaceutical companies to journalism and law. Parents, Alumni and external providers are invited to ensure a wide range of professions are displayed.

The University and Careers Fair and events support the Gatsby Benchmark s by:

- Benchmark 1: Contribute to a stable careers programme through regular, structured events.
- Benchmark 3: Offer personalised advice and diverse pathways to meet individual student needs.
- Benchmark 4: Help students link curriculum subjects to real-world careers and courses.
- Benchmark 5: Enable direct encounters with employers and professionals.
- Benchmark 6: Simulate workplace experiences through talks, tours, and case studies.
- Benchmark 7: Facilitate meaningful engagement with universities and colleges.
- Benchmark 8: Often include access to personal guidance from careers advisors and university reps.

Work Experience

Lower Sixth students undertake work experience at the end of the academic year. Students and their family are expected to make their own arrangements for work experience, however, they receive support and guidance from the school and Innervate.

Every placement receives a check in phone calls with both the students and their key contacts, usually from the students form tutor, Careers Co-ordinator or a member of SLT. On return from their work experience students complete a short report on their experience.

Work Experience support the Gatsby Benchmark s by:

- Benchmark 1: Forms part of a stable, structured careers programme.
- Benchmark 2: Offers real-world insight into labour market trends and job roles.
- Benchmark 3: Can be tailored to individual interests and needs, ensuring inclusivity.
- Benchmark 5: Provides direct interaction with employers and workplace professionals.
- Benchmark 6: Delivers authentic, hands-on experience of the working world.
- Benchmark 8: Often includes personalised guidance before and after placements

Unifrog

The school provides the Unifrog platform to help students to conduct independent research on a range of University providers as well as access to information on careers and apprenticeships. Students are signed up in Year 7 and throughout the school students complete tutor time tasks, learning to utilise Unifrog effectively and explore career opportunities. Students remain signed up to the platform until they leave the school in the Upper Sixth. Unifrog allows students to explore how interests lead to different education and training pathways and see what steps are needed to stand the best chance of application success. They have access to MOOCs via the platform that allows students to try out different subject areas and enhance their academic CV.

Unifrog allows students to complete research on Universities in the UK, Europe and the US along with information on various apprenticeships that are available. Through the platform students are able to record competencies and successes which enable them to write their personal statement for UCAS entry as well as a letter of application to support them as they enter the workplace.

The Unifrog apprenticeship tool supports careers in particular as it is an up-to-date resource that is updated every 72 hours with apprenticeships that are available nationally.

Unifrog supports the Gatsby Benchmark s by:

- Benchmark 1: Provides a consistent, whole-school careers platform from Year 7 to Upper Sixth.
- Benchmark 2: Offers up-to-date career and labour market information, including apprenticeships and university courses.
- Benchmark 3: Supports personalised exploration and goal setting through interest-based tools and competency tracking.
- Benchmark 4: Links curriculum subjects to future pathways via supercurricular resources like MOOCs and podcasts.
- Benchmark 5: Enables employer engagement through webinars and virtual events.
- Benchmark 6: Supports work experience organisation and reflection through its Placements tool.
- Benchmark 7: Facilitates exploration of higher education options in the UK and abroad.
- Benchmark 8: Allows tutors and advisors to provide tailored guidance and track student progress

UCAS

Lower Sixth students have the opportunity to attend a local UCAS fair in March helping them make the initial research into University course options.

Support will also be provided for students seeking alternative routes such as apprenticeship routes that are becoming more popular.

In addition to the UCAS exhibition, some students attend local UCAS fairs such as that held at LEH School in Hampton to discuss studying at some of the more elite universities.

UCAS provision supports the Gatsby Benchmark s by:

- Benchmark 1: Forms part of a structured careers programme, especially for post-16 students.
- Benchmark 2: Helps students align their applications with current labour market and course trends.
- Benchmark 3: Offers tailored support for individual aspirations, including course and institution choices.
- Benchmark 4: Encourages students to reflect on curriculum learning and super curricular experiences in their applications.
- Benchmark 7: Directly supports engagement with higher education through application preparation.
- Benchmark 8: Involves personalised guidance from tutors, careers advisors, or UCAS coordinators.

Personal Statement writing seminar

The school uses The Life Skills Company to introduce students to writing a personal statement. This one day seminar is for Lower Sixth students and is held in the summer term. Whilst it is primarily to help students get started on writing their personal statement for UCAS applications, it also doubles as a way of teaching students how to write a letter of application for job interviews.

The personal statement writing seminar supports the Gatsby Benchmark s by:

- Benchmark 3: Offers personalised support, allowing students to articulate their unique strengths and aspirations.
- Benchmark 4: Encourages students to connect curriculum learning and super curricular experiences to future pathways.
- Benchmark 7: Directly supports engagement with higher education by preparing students for university applications

Beyond Curriculum Guide

All students throughout the school from Y7 – Sixth Form have access to the Beyond Curriculum Guide which includes information on a variety of University courses, super curricular activities such as MOOCs, podcasts and recommended reading. Lower Sixth students are encourage to utilise the guide within their PSHE lessons in the summer term, in order to support their applications and personal statement writing.

The Beyond Curriculum Guide supports the Gatsby Benchmark s by:

- Benchmark 1: Forms part of a stable careers programme accessible from Y7 – Sixth Form
- Benchmark 2: Provides rich career and labour market information through course details, MOOCs, and podcasts.
- Benchmark 3: Supports personalised exploration, especially for students preparing applications or personal statements.
- Benchmark 4: Links curriculum subjects to future study and careers via super curricular activities.
- Benchmark 7: Encourages engagement with higher education through university course insights and preparation resources.
- Benchmark 8: Used in PSHE lessons to support guided reflection and personal development, especially in the Lower Sixth.