



The Maynard School, Exeter

September 2026

6.09 Careers Guidance Policy 2026-27

Independent Day School for Girls

Rationale

Effective careers education is vital for preparing young people for working life. It can boost motivation and achievement and help students to develop the skills needed to make informed decisions about their future. "A career is a vital thread running through a person's life. It is formed by the ongoing complex and shifting choices an individual makes, based on their understanding of themselves and the world around them." (Gatsby Benchmarks pg. 15 2025)

Through the provision of a planned and progressive programme of careers education from the Upper Three (Year 7) right up to the Upper Sixth (Year 13), we aim to give our students the best chance of making the correct decisions for their future.

Commitment

The school is committed to providing a programme of study that is stable, embedded into the curriculum, impartial, relevant, and informed for all students from the Upper 3 to the Sixth Form.

We endeavour to follow the guidelines provided by the Department of Education: 'Careers Guidance and Access for Education and Training Providers 8 May 2025' and The Gatsby Benchmarks, updated in 2024.

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

<https://www.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf>

In preparing students for life in British society the Maynard will strive to develop in our students:

"The values, skills, and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment" (ISI).

The Upper 5 and Sixth Form are supported to undertake first hand work experience in an external setting, which is seen as vital preparation for the world of work. Visits to places of work, activities such as the STEM day in Year 10, Young Enterprise in Year 12 and online encounters using Springpod are also built into the Careers programme to offer meaningful experiences of workplaces to all key stages (Gatsby Benchmark 6).

The Pathways Programme in the Sixth Form also has 4 strands that are part of preparing our students for future education, training and careers:

- UCAS and Degree Apprenticeship Pathway
- Extension Studies Pathway
- Future Skills Pathway
- Personal Development Pathway

These are explained in further detail on pages 8-9

The aims of our careers programme are:

1. To help the students develop:

Self-knowledge, on the basis of which they can set themselves realistic and clear targets with regard to courses and careers, allowing them to aim high, consider the full range of options available and thus achieve their full potential.

The ability to assess how their strengths, weaknesses and interests relate to the world of work. (ISI)

The skills employers' value, including resilience and enterprise.

The capacity to investigate learning and career options for themselves and thus be prepared for the opportunities and experiences of adult life in modern Britain.

The ability to manage transitions to new roles and situations throughout their life, hopefully encouraging lifelong learning.

2. To provide all girls with opportunities to talk to people in a wide range of different occupations through a programme of careers talks within tutorial sessions, the Biz Whizz Careers Club held every half term, work place visits, work experience, university tours, open days at Higher Education Institutions, Apprenticeship Fairs and UCAS conventions.
3. To provide a framework of opportunities to review progress with regard to the targets they have set themselves using the Morrisby online tracking programme. To mentor those who are most at need of help by offering extra one to one career interviews and support by tutors, Heads of Year, and the Careers Lead.
4. To develop links with the local business community through Careers events, work experience and the South West Careers Hub. To provide opportunities for all students, from Key Stage 3-5 to access information from providers about technical education qualifications and apprenticeships. To give students the opportunity to contact employers of all sizes and from all sectors, from careers talks, Biz Whizz Careers Club, STEM and apprenticeship activities and work experience.

(Refer: The Technical and Further Education Act 2017 -insert section 42B into the Education Act 1997, in force from Jan 2018. Bakers Clause)

5. We will endeavour to follow the Governments' Provider Access Legislation January 2023 (PAL) by inviting into school speakers who can provide information about technical qualifications and apprenticeships. We do this via the Biz Whizz Careers Club, Exeter University Outreach apprenticeship talks, links with the South Devon University Technical College, Bicton College and Exeter College, speakers in Careers tutorials, information letters and evening to parents and students about post 16 options including apprenticeships and vocational courses.

6. To provide access to careers information in a variety of forms, including online computer access, books and leaflets and individual subscriptions to Morrisby online profiling. All digital links including labour market information, work experience opportunities, apprenticeship vacancies, careers events are added to the school website's Careers & UCAS page.
7. To forge strong links with parents and secure their full co-operation and involvement through the verbal and written communications which occur throughout the students' time in school. Parents have access to the Careers section of the website which has links to courses, events, local labour opportunities and an outline of the Careers programme & Policy. Morrisby online has the facility for students to share access with their parents to their profiles, career suggestions and information.
8. To raise awareness of equal opportunities issues and gender stereotyping. To consider diversity and promote individual career pathways.
9. To offer a hierarchy of high-quality work-related experiences to each year group (Gatsby Benchmark 6) that will strengthen the students' resolve to achieve their career ambitions.

"Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks."
(Gatsby Benchmarks page 31 2025)

This includes class tutorials exploring Springville interactive world of work interactive programme Upper Three, individual online work experience programmes using Springpod Upper Four, group visits into a variety of work places for the Lower Four and individual work experience in the Upper 5 and Sixth Form. The Science Department also run a variety of work-related activities including a Lower five STEM day.

10. To give advice on a wide range of options including apprenticeships, entrepreneurialism, T levels and other routes that exist alongside the more traditional university pathway. University outreach is included in the Upper Four tutorial programme.

'The guidance must enable pupils to make informed choices about a broad range of options open to them. This will include timely advice to help pupils choose GCSE and post-16 courses. Careers options should not be restricted to those that are available in a certain faith community or particularly appropriate to the school's pupils.' (ISI 62) .

11. To offer impartial, individual career awareness interviews to all students in Upper Five, based on their Morrisby profile. This guidance promotes the best interests of the student and acknowledges the unique needs of each individual. The students are set personalised targets to achieve. Drop-in Careers sessions are offered to the U4 and U5 whilst they are deciding their GCSE or A-Level options.

'Careers guidance must be presented in an impartial way. This is defined as showing no bias or favouritism towards a particular education or work option.' (ISI 61)

12. Sixth Form students can request a careers interview or be referred by Sixth Form tutors.
13. Sixth Form tutors and The Head of Sixth Form give advice on university courses and entry through regular advisory consultations. Open Day visits are encouraged and facilitated and there is a comprehensive programme for Oxbridge preparation. Interview workshops are also provided by the school. We also have a representative from Exeter University present on Degree Apprenticeships.
14. To allow students to learn career and labour market information through access to online resources, school website links and pin board displays of local labour market information.
15. To help with basic career managements skills, including how to write letters of application, C.V. writing and job interviews. Developing an understanding of the way the employment market works today, including the different types of interview and selection processes they may encounter.
16. To consider and build the work-related skills required for a world where change and resilience will be a key factor in the future. L4 students take part in preparations for setting up a stall in the school's Christmas Fair. This includes the transferable skills of working as a team, problem solving, creativity and communication skills. The L5 focus on listening and speaking skills, moving on to how to prepare for an interview and the Sixth Form develop these further through the Pathways Programme referred to below.
17. To ensure that students with special educational needs, disabilities, gifted and talented students are given the support they require to succeed in all aspects of career progression.
18. To embed the Careers Programme into all aspects of school life, through subject-specific information. Pupils have the opportunity to consider how STEM subjects contribute towards more effective workers within a wide range of careers. The Science Department run a 'Girls into STEM' day each summer.

"Careers at the heart of education and leadership so that careers guidance is both a whole-staff and a whole-institution endeavour." (Government: Careers Guidance and Access for Education and Training Providers 8 May 2025)

19. To ensure that our students have a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience.
20. To ensure that each of the eight Gatsby Benchmarks are being met and contribute to the whole school curriculum development. To embed the changes and updates introduced in 2024.

<https://www.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf>

21. To proactively invite and evaluate feedback on the effectiveness and the quality of Careers advice provision.
22. To prepare students for engagement with public institutions through work experience and visits at both a national and local level. To arrange contact with a wide range of members of society through careers talks, Biz Whizz Careers Club, work experience and other careers events. (ISI 74)
23. To comply with The Independent School Standards, which are: for pupils receiving secondary education, access to accurate, up-to-date careers guidance that – (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential. Part 1: 2 (e)
24. Use Compass, which enables all institutions to complete an evaluation, measuring careers provision against the Gatsby Benchmarks and recording 'Careers Impact Internal leadership Review Responses' to effectively identify strengths and discover areas for improvement within our careers provision.
25. Have a dedicated Governor assigned to Careers within the school. Meetings are held termly during the school year.

Careers Education and Guidance Programme

Upper Third Year

The students begin their careers advice by exploring their achievements of the past, looking at their strengths and weaknesses, and aspirations and goals for the future. They begin to understand that a career is an important part of their life timeline and that there are a wide range of exciting possible career paths open to them. We explore what work is, why people work, the different ways people are employed and different work styles and places using a classroom-based quiz. Labour market information is introduced via the Morrisby online platform, where they research the variety of jobs you can find in a zoo. They also explore the differing roles within the film industry using a Harry Potter documentary film & worksheet activity. We use the Careers Hub 'Heart of the South West LMI' activity to consider the local labour market, looking at a selection of key industries in our locality in depth. Experience of the world of work is introduced using The Careers and Enterprise Company's Springpod: Springville Town online activities, firstly within the class and then independently. The students evaluate their progress, giving feedback at the end of the Careers section.

Lower Fourth Year

The Lower Four are encouraged to build transferable work-related skills by taking part in preparing and ultimately setting up a stall for the annual Christmas Fair. The preparation will include working as a small team to decide what to sell, the design of the product or activity, organising the finances and marketing, and communication

skills with the public. They begin by using the Morrisby online platform to explore the skills required for jobs that might be linked to the task they will be undertaking for example marketing director, graphic designer, accountant and sales representative. They will also consider how to run a business sustainably. After the Christmas Fair they have time to review how they performed and consider the improvements they might make if they did the activity again. The L4 will be visiting a variety of work places for a morning in small groups to experience the world of work. We aim to use our parents, governors and local businesses to facilitate this activity.

Upper Fourth Year

Throughout this year - through the tutorial system, consultations with their tutors, the Head of Key Stage Three, the Head (at Parents' Information evenings) and with parents - the girls are guided towards making decisions about their GCSE subjects and the wide variety of options available to them. They are also invited to attend drop-in sessions held by the Careers Lead and Head of Year just prior to the time when GCSE options need to be made. We consider how good decisions are made and what to consider when choosing GCSE subjects. They take the Morrisby online aspirations questionnaire which requires them to consider to what extent they would like to work in a wide variety of jobs. Continuing on from this they are free to research the suggested career options it generates for them personally and the qualifications required to enter the profession. Other topics covered include why people go to university, with the students from Exeter University coming in to school to talk about life at university and apprenticeships. The U4 take part in the Year 9 Spring Pod virtual work experience programmes. They can choose from a vast array of options ranging from Healthcare sciences and aviation to adult nursing and financial services. At the end of the block of tutorial sessions allocated for virtual work experience they have time for tracking and evaluation.

Lower Fifth Year

The Lower Fifth students study a range of interesting topics in depth, including what the jobs of the future might look like, the skills future employers will need from their workforce, the role of gender stereotyping in career choice and the importance of STEM related skills and careers in the UK economy. We also cover some essential practical competencies, for example, the importance of transferable skills and how to prepare for a job interview. Towards the end of the year students undertake Morrisby Careers online profiling. This exciting tool will enable students to understand their abilities and skills more fully and help them discover the sorts of options that will suit them. The online platform allows them to search for information on a comprehensive range of careers, university courses, apprenticeships, and A-Level subject choices. The Exeter University Law students work closely with the L5 preparing three workshops which explore up to date topical issues linked, for example, to criminal law, human rights and consumer laws. They also cover how to enter the profession, what it is like to be a Law student and run an excellent mock trial to which we invite schools in the local area. The Science Department run a STEM day for the L5 reinforcing Gatsby 4, links with the curriculum and careers.

Upper Fifth Year

Following on from the Morrisby profiling, individual interviews are held in the autumn term. These are conducted by the Careers Lead and are based on the individual reports received by each pupil. This is a prelude to the A-Level choices students will make later in the year. In tutorial sessions we look at the variety of choices available post 16, including A-levels, BTEC's, T-Levels & IB. We invite in speakers to cover what apprenticeships are and how they are structured. We have a wide range of speakers in the Biz Whizz Careers Club (Years L4- Sixth Form attend), who also outline how to enter their profession, whether that be via academic or vocational pathways.

All students are given the opportunity to participate in work experience at the end of their Upper Fifth year, with placements ranging from working in a local museum or law firm to seeing how it feels to be involved in the Headquarters of a business in the city or a medical week. In tutorial time they master how to write letters of application and C.V.s and the skills and attributes employers will be looking for. The students are given work experience briefing sessions which address issues of health and safety, and child protection. Other work experience opportunities include leadership and volunteering in and out of school such as Duke of Edinburgh, helping with clubs, or a part-time Saturday job.

Sixth Form

The Pathways Programme in the Sixth Form has 4 strands that prepare our students for future education, training and careers:

- UCAS and Degree Apprenticeship Pathway
- Extension Studies Pathway
- Future Skills Pathway
- Personal Development Pathway

The UCAS and Degree Apprenticeship Pathway

- Tailored university application support for all students
- Year 12 programme, "10 things before you apply" builds bespoke subject-specific portfolios within the form programme for each student
- Emphasis on academic enrichment: guidance and support for work experience, competitions, lectures, and academic pursuits, working in collaboration with departments
- Extended Project Qualification enhances research skills and topics often usually tailored to university degree choices; 82% A* in 2025
- Specialist preparation for admissions tests and university interviews as required
- Rich co-curricular life builds key skills – Head of Year/tutors liaise with students to build necessary skills for their futures
- Careers and alumni networks support work experience and future planning
- Visits to university events

The Extension Studies Pathway

- Designed to develop a love of learning – lifelong learning being and the key skills identified by the World Economic Forum- and to encourage students to enjoy new challenges
- It focuses on 4 key aspects of personal development:
 - Creativity
 - Wellbeing and Physical Activity
 - Community and Leadership
 - Love of Learning
- Delivered through - inspiring visiting speakers, including alumni and experts in their fields
- A varied carousel of modules for students to choose, from self-defence and debating to ceramics and film making, to encourage holistic skill development

The Future Skills Pathway

- This is a new programme for 25-26, looking to specifically develop the key skills identified by the World Economic Forum for 2030
- This runs through the Friday morning tutor time
- We will cover key areas to thrive in the workplace of the future:
 - Oracy
 - Critical thinking
 - Digital & technological literacy
 - Ethical awareness
 - 21st century leadership models
 - Professional skills
 - Love of learning

The Personal Development Pathway

- Part of this pathway focuses on living in the wider world, in particular careers and finance. Topics covered include CV and Interview Skills, Creating LinkedIn profiles, student budgeting, pensions

Implementation

Mrs Donna Lewis is responsible for co-ordinating the careers programme and works closely with the Year Heads and form tutors, as most of the career's education and guidance programme is delivered as an integral part of the PSHE programme. She is also available to offer help and guidance to the girls on an individual basis. As the Careers Lead, she can always draw on the active support from the Senior Leadership Team. The Head and Deputy Head of Sixth Form and Sixth Form tutors provide specific advice and support on university application, graduate career choices and post 18 pathways. Helen Chivers is the designated governor for Careers, and we are working closely to strengthen links with the business community surrounding the school.

Partners

Southwest Work Experience Partnership

Work experience health & safety checks, access to Veyan information for work experience opportunities.

Heart of the South West Careers Hub

This group meets once a term to discuss recent changes and developments in careers information and guidance. It seeks to promote good practice in careers delivery and the sharing of resources and ideas. It includes the careers advisers from all schools in Exeter, Careers South West and other careers advisory boards.

<https://nextstepsw.ac.uk/our-partners/outreach-hub-partner-heart-of-the-south-west/>

Assessment, monitoring, and evaluation.

The Gatsby Benchmarks are the key criteria upon which the Careers programme is based. The school, in conjunction with the Heart of the South West Careers Hub, continues to improve the standard of careers education by using student evaluation forms and discussion in school council meetings. The ISI regulatory requirements are reviewed annually. The Careers Lead - in line with the whole school development policy - undertakes an annual development plan and review, reporting back to the Head who line manages Careers.

Students complete feedback forms and a personal evaluation of the steps they need to take in the future, at the end of each Careers PSHE component. They are encouraged to keep records of their career development, using Morrisby online as part of the profiling process.

Resources

Funding is allocated in the annual school budget plans and is given within the context of whole school priorities.

Career information can be accessed through:

- A range of general books and resources in the Careers library.
- Internet research using specific career linked addresses.
- Morrisby is used as an online resource for all years from Upper Three to the Sixth form, and beyond school.
- Each Lower Five student has the opportunity of taking the Morrisby profiling session. Excellent information is then presented about their own personal attributes, strengths, and possible career options available to them.

- Advice and assistance from the Careers Coordinator, form tutors and Heads of Year. Each Upper Four and Upper Five student will receive an individual careers interview from the Careers Lead, The Head or Year Head.
- External individual work experience in the Upper Five and Sixth Form allows a greater understanding of the workplace and helps to build knowledge and recognition of the skills and qualifications needed to enter specific careers.

Health & Safety

All Upper Five student's work placements in Devon are checked for health & safety & that the correct insurance is in place. Business Enterprise Groups or an equivalent organisation are used for out of county checks and organised by the South West Work Experience Partnership. Further information can be found in the Work Experience Policy.

Equality and Diversity

Careers guidance is offered to all students, and they are encouraged to follow career paths that suit their skills and interests and with the absence of stereotypes. They are all offered the same opportunities regardless of ethnicity or social background.

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