

# PORT·REGIS

POLICY NAME	Careers Policy	POLICY OWNER	Rich Egerton Director of Studies (Teaching and Learning)
APPROVED BY	Education Committee	DATE APPROVED	May 2026
DATE OF LAST REVIEW	May 2026	DATE OF NEXT REVIEW	May 2027

## Legal Framework behind Careers Policy

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers.'

## The main aims of our careers provision at Port Regis are to:

1. Raise pupils' aspirations through broad exposure to a wide range of career pathways.
2. Help pupils reflect on their strengths, interests and values, and to use this self-awareness to begin to make decisions about future careers.
3. Actively counter stereotypes related to careers based on gender, background, or socio-economic factors.
4. Highlight connections between academic subjects and their practical applications in various careers.
5. Equip pupils with the economic and financial literacy necessary for social and economic wellbeing and future economic participation.
6. Develop pupils' awareness of the transferrable skills that enable success in a broad range of careers, such as communication, collaboration and creativity.

## Careers Overview

On average in the UK, a person will have about 9 different jobs over their working life, working for roughly 6 different employers. Careers are changing rapidly, largely due to technological development, making it hard to predict the careers landscape our pupils will need to navigate throughout their adult lives. It is our responsibility to educate children from an early age on the wealth of careers available to them and to help them develop the skills and knowledge required to make informed decisions about careers

Early engagement with careers can have a significant impact on wider academic attainment, as well as positively influencing the career ambitions of Prep-aged pupils, which are often based on gender stereotypes, socio-economic backgrounds and influenced by TV, film, radio and social media. Children at Port Regis are receptive to learning about employment opportunities and skills, especially when these are linked to the subjects that they are studying.

## Careers Provision at Port Regis

- Career Education is offered in PSHE lessons in the A-D Forms.
- A-C Form attend a programme of assemblies on careers and economic education, held twice termly. The programme consists of a three-year series of talks, covering career paths related to academic subjects, skills related to obtaining jobs (such as writing a C.V, or attending an interview), and economic education (such as banking and financial safety).
- HODs and subject teachers identify relevant links to careers on their schemes of work. For example, in Pre-Prep in the EYFS unit 'People Who Help Us,', children are introduced to careers including the police, the fire service and medicine. In D Form Tech when exploring e-textiles, children become aware of the importance of sewing in the fashion industry as well as medicine.
- Tutors take a keen interest in their tutees and continually offer advice on their future opportunities.
- The PR+ enrichment programme and the Leavers' Lectures involve visiting speakers who discuss a variety of careers including film making, veterinary nursing, the role of a parish priest and a career in the army.
- Children are introduced to both French and Spanish and are then able to make a decision on what path they wish to take, not dissimilar to choosing options at 14+/16+ at senior school. There is a similar element of subject choice ahead of academic scholarships to several schools. The children are also able to make choices around the structured co-curricular hobbies programme.
- Children in the A-D Forms are able to attend the senior schools fair at Port Regis, assisting with their choice of senior school. Senior schools also run talks and workshops during PR+, helping pupils to understand what life and learning are like at senior school.
- Children in the A Form are encouraged to apply for positions of responsibility (Prefect and House Captain) in the same way as they would apply for a job, reading a description of the role and submitting an application.
- Throughout the school children learn transferrable skills which will help them in a broad range of careers. For example, they have opportunities for public speaking, are involved in collaborative work, and learn to think critically and solve problems.
- The school fete is used as an opportunity for children to learn how to plan and run a business enterprise. This culminates in a formal project in A Form, which involves the creation of a fully budgeted business plan.

## Pupil Needs

The school's careers programme aims to raise the aspirations of all pupils whilst being tailored to individual needs. It informs pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

Stereotypes will be actively countered in the careers advice and guidance, such as when choosing case studies of people who work in careers, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

## Roles and Responsibilities of Staff

The senior leadership team will be responsible for:

- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and maintain effective careers guidance.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Ensuring the PR+ enrichment programme includes regular careers related content in line with the needs of the school.
- Improving the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks, as appropriate to a prep school.

Individual teaching staff will be responsible for:

- Using their experience as subject leaders or teachers to plan careers education into the curriculum wherever possible. Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.

## Gatsby Benchmarks

This policy and our practice has been informed by using the following Gatsby Benchmarks of:

- Addressing the needs of each pupil
- Linking learning to careers
- Encouraging encounters with employers and employees
- Personal Guidance
- Encounters with further and higher education

## External Speakers

Our safeguarding policy sets out the rules for organisations seeking to access the school. Staff should follow the procedure mentioned within the 'visitors to school site' policy. Staff should be open to the possibility that new safeguarding issues may be identified as a result of any visit and ensure these are addressed. All staff and volunteers have access to our Safeguarding team.

## Auditing of Careers Provision

Annually, the policy owner will audit careers provision to ensure that all elements outlined on page 2 have been fully provided. The policy lead will report to the Education Committee any aspects of careers provision which have not been fully provided.