



# Careers Policy

Bradford Christian School

**RE Written:** December 2025 **Review Date:** December 2026

## 1.0 Introduction

### 1.1 Our Commitment

Bradford Christian School recognises that every child should leave school prepared for life in modern Britain, and that "School is the best place where all students, whatever their family background can get unbiased information, advice and guidance on the whole range of career pathways" – John Holman; Senior Advisor, Gatsby Foundation.

### 1.2 Legal Compliance

Bradford Christian School is committed to providing a comprehensive careers education programme across the school which complies with the school's legal obligations under Section 42B of the Education Act 1997 (the "Baker Clause" / Provider Access Legislation) and fulfils the 8 Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### 1.3 Core Values

The school will recognise the following within its careers programme:

- The equality of opportunity for all students in respect of gender, race, and ability
- The value of diversity and the importance of challenging stereotypes
- The need for confidentiality and impartiality

## 2.0 Aims

At the heart of our careers programme is a desire to inspire young people about the world of work. We aim:

### 2.1 Self-Development

To enable students to become more independent through self-development, helping them to understand themselves and the influences upon them, recognise their strengths and the areas in which they need to improve, their skills and motivations, their values and personal qualities as they complete their personal profile to map their career learning.

### 2.2 Career Exploration

To enable students to investigate and raise their aspirations through career-related learning opportunities and work experience, recognising the range of options and career paths open to them.

### 2.3 Transition Planning

To enable students to make plans and transition from this stage of education to the next planned stage of their career path.

### 2.4 Personalised Approach

To provide a personalised approach that treats all students as individuals and provides for their particular requirements and aspirations. Specifically, we recognise that students with SEND needs will require a more personalised approach which will include:

- Regular communication with the SENCO and AP head
- Reference to individual EHC plans
- Carefully managed and planned transition arrangements

## 3.0 Statutory Requirements

### 3.1 Provider Access Legislation (PAL)

All pupils in Years 7-11 are entitled to:

- **Independent careers guidance**
- **Find out about technical education qualifications and apprenticeships opportunities**, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- **Hear from a range of local providers** about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions, and taster events
- **Understand how to make applications** for the full range of academic and technical courses available to them

### **Compliance with the January 2023 Legislation**

To meet our legal obligations, we ensure that all registered pupils have access to encounters with providers of technical education and apprenticeship. Due to the nature of our school these will happen in year 7 and 8 and again in 9/10/11

- **Years 7 and 8** : Two mandatory encounters with providers of approved technical education qualifications or apprenticeships
- **Years 9, 10 & 11**: Two mandatory encounters with providers of approved technical education qualifications or apprenticeships

### **3.2 Gatsby Benchmarks**

We use the Gatsby Benchmarks to improve our careers provision. Bradford Christian School completes the Compass+ benchmark tool on an annual basis to measure progress against the Gatsby Benchmarks and identify areas for development.

### **3.3 Careers Lead**

Bradford Christian School has appointed a Careers Lead to lead the careers programme.

**Careers Lead:** Hannah Pickles

**Contact:** [mrspickles@bxs.org.uk](mailto:mrspickles@bxs.org.uk)

### **3.4 Publication of Information**

We will publish details of our careers programme to our students and their parents. This information is published within this policy on the school webpage at: <https://bradfordchristianschool.com/policies>

## **4.0 Implementation**

### **4.1 Early Years Foundation Stage (EYFS) Esther Hutton to coordinate**

Students will explore occupations including public services, trades, and professions as an integral part of their topic work through play. This will include:

- The provision of dress-up opportunities

- Investigating work environments through setting up play areas such as hairdressers, shops, cafés, construction areas, etc.
- Links to parents' occupations as living examples for students
- Stories containing positive role models to introduce occupations and to introduce diversity and inclusion

#### 4.2 Primary: Ruth Garcia to coordinate

Students will explore occupations including public services, trades, and professions as an integral part of their topic work through investigating work environments and career opportunities. We will:

- Aim to raise the aspirations of our students
- Inform pupils of the range of opportunities available to them
- Encourage them to aim higher and make choices relevant to what they can achieve
- Challenge stereotyping to ensure pupils from all backgrounds, gender, diversity groups, and those with SEND, can consider the widest possible range of careers

#### 4.3 Middle School (Years 5-8): Sharon Taylor to coordinate

Year Group	Term	Focus/Topic
Y5 & 6	Term 1	Topic: My interests, strengths and weaknesses
Y5 & 6	Term 2	Topic: Aspirations and career focus. Students explore possible job and career prospects in specific areas
Y5 & 6	Term 3	Continued career exploration
Y7 & 8	Term 1	Overview of Post-16 options including A-levels, T-levels, Applied General qualifications (e.g. BTECs), technical/vocational

		qualifications, apprenticeships, traineeships, and supported internships (tied in with options evening)
Y7 & 8	Term 2	Making Options for study in Upper School. Topic: Aspirations and career focus. Students explore possible job and career prospects within that career area (tied in with options)
Y7 & 8	Term 3	Health & Safety in the workplace. Employment Rights & Responsibilities

**Assemblies:**

- **Term 1:** Money and Work with a guest speaker: "Let me tell you about my job"
- **Topics:** Other aspects of careers advice are given through topics; for example, the NHS is a careers-based topic. In the Music topic, a career in music is explored through guest speakers

**4.4 Upper School (Years 9-11) Mark Prothero to coordinate with Rachel March coordinating assembly visits re careers**

Year Group	Term	Focus/Topic
Y9	Term 1	CP - 3-lesson careers module: Completing skills assessments on the National Careers Service website (Skills Health Check)
Y9	Term 2	CP - 3-lesson careers module: Visiting Speakers meeting obligations of section 3.1 above as a minimum  CP - Introduction to Careers by external Careers Advisor  Finance - Jobs, wage slips, bank accounts, budgeting, and saving

Y9	Term 3	CP - Planning for work experience.
Y10	Term 1	CP - Research into careers, necessary qualifications and pathways, A-level options, apprenticeships, and college courses  Prepare for work experience. Opportunity for one week's work experience in accordance with our Work Experience Policy.
Y10	Term 2	CP - 3-lesson careers module: Visiting Speakers  CP - Introduction to Careers by external Careers Advisor  Finance - Jobs, wage slips, bank accounts, budgeting, and saving
Y10	Term 3	CP - Planning for My Next Steps.
Y11	Term 1	CP - 3-lesson careers module – "Careers: My Next Step" Includes attending Open Evenings  CP - Personal Guidance: One-to-one hour-long interview on next steps with an external, qualified Careers Advisor (late Term 1 / early Term 2)
Y11	Term 2	CP - 2 lesson careers module – "Applications and Interviews"

## 4.5 Alternative Provision (AP)

### Acorn Class (Y5-8): Ebony Rowe

- Study of Inventors and Scientists
- ASDAN - Key Steps Course
- New Horizons Course

### Oak Class (Y9-10): Val Grintals

- ASDAN - Transition Challenge Course

- Living Independently Short Course
- Workright Course
- New Horizons Course
- National Careers Service Website: Skills Tests and Career Profiling
- Researching Careers (Pathways, Qualifications)

**Work Experience:** Some of our students may spend time in a workplace which will be adapted/supported according to individual SEND needs.

## 5.0 Work Experience

### 5.1 Years 7-9: Work Experience Activities

In line with updated statutory guidance (September 2025), Bradford Christian School will provide **one week's worth of work experience activities** for pupils in Years 7 to 9. These activities will:

- Be multiple, varied, and employer-led
- Help pupils explore different industries and careers
- Engage pupils with a diverse range of employers
- Be individual or group/class-based activities
- Be in-person or virtual (although virtual activities will not entirely replace in-person activities)

Activities may include:

- Multi-day work visits involving employer-set tasks or projects
- Work shadowing
- In-person or virtual employer talks in the workplace, including technical demonstrations or tours of working premises

### 5.2 Years 10-11: Work Experience Placements ( Kelly Walmsley)

Bradford Christian School will provide **one week's worth of work experience placements** for pupils in Years 10 to 11. These placements will:

- Be with one or more employers, irrespective of sector
- Be spread across a number of days or weeks at any point during Years 10 and 11
- Be in person, unless there are exceptional circumstances
- Be managed in accordance with our Work Experience Policy

## 6.0 Governance and Leadership

### 6.1 Governing Board Responsibilities

The governing board at Bradford Christian School:

- Explicitly backs the careers programme
- Is actively engaged in setting the direction for a whole-institution approach to careers guidance
- Reviews the careers programme annually
- Ensures adequate resources are allocated to careers provision
- Monitors the school's progress against the Gatsby Benchmarks

## **6.2 Link Governor**

The chair of governors:

- Works closely with the Careers Lead
- Reports to the full governing board on careers provision
- Supports the strategic development of careers education
- Ensures the school meets its statutory obligations

## **6.3 Senior Leadership Team**

The Senior Leadership Team:

- Ensures the Careers Lead has appropriate time, resources, and support
- Integrates careers education into the school development plan
- Monitors the quality and impact of careers provision
- Ensures careers education is embedded across the curriculum

# **7.0 Monitoring and Evaluation**

## **7.1 Annual Review**

The careers programme will be reviewed annually using:

- The Compass+ benchmark tool to measure progress against the Gatsby Benchmarks
- Feedback from students, parents/carers, teachers, and employers
- Destination data for school leavers
- Records of student participation in careers activities

## **7.2 Quality Assurance**

The school will:

- Keep systematic records of student participation in all aspects of the careers programme
- Track individual advice given to each student and agreed next steps
- Collect and analyse student aspiration and destination data

- Use this data to inform personalised support and programme improvements

## **7.3 Impact Measurement**

The effectiveness of the careers programme will be measured by:

- Student progression to appropriate post-16 and post-18 destinations
- Student and parent/carer satisfaction surveys
- Progress against Gatsby Benchmarks
- Feedback from employers and education providers
- Reduction in the number of students not in education, employment, or training (NEET)

## **8.0 Impartiality and Diversity**

### **8.1 Impartial Guidance**

Bradford Christian School will:

- Remain impartial and not show bias towards any particular route, whether academic or technical
- Promote a full range of technical options for pupils
- Ensure students encounter employers of different sizes and specialisms, including self-employment
- Provide balanced information about all post-16 and post-18 pathways

### **8.2 Challenging Stereotypes**

The careers programme will:

- Actively seek to challenge stereotypical thinking
- Showcase a diverse range of role models
- Raise aspirations for all students
- Ensure students from all backgrounds, genders, and diversity groups can consider the widest possible range of careers
- Pay particular attention to the needs of vulnerable and disadvantaged pupils and those with SEND

## **9.0 Related Policies**

This policy should be read in conjunction with:

- **Work Experience Policy**
- **Provider Access Policy Statement**
- **SEND Policy**

- **Safeguarding and Child Protection Policy**
- **Equality Policy**

## 10.0 Legislative and Guidance Framework

This policy has been developed with reference to:

- Section 42B of the Education Act 1997 (updated by the Skills and Post-16 Education Act 2022)
- Careers guidance and access for education and training providers (Statutory guidance, January 2023, updated September 2025)
- The Gatsby Benchmarks (updated May 2025)
- Keeping Children Safe in Education 2025
- Equality Act 2010

## 11.0 Policy Review

This policy was updated in **December 2025** and will be reviewed annually in consultation with the Senior Leadership Team, governing board, and key stakeholders including students, parents/carers, and staff.

## 12.0 Version Control

Date of Adoption of this Policy	2 December 2025
Date of last review of this policy	December 2024
Date of next review of this policy	December 2026
Policy Owner (SLT)	Jane Prothero