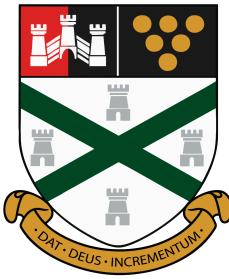


PLYMOUTH COLLEGE CAREERS POLICY



Last reviewed:	January 2026
Next review date:	August 2026
Responsibility:	Senior Deputy Head Head of Sixth Form and Aspirations Co-Ordinator

Purpose:

This policy outlines the Plymouth College (the School)'s approach to Careers Education, Information, Advice, and Guidance (CEIAG) for all pupils from Reception to Upper Sixth. The School is committed to providing a comprehensive careers programme that evolves with the pupil's development, helping them make informed decisions about their future aspirations and supporting the transition into further education, apprenticeships, or employment.

Vision:

To equip all pupils with the knowledge, skills, and understanding to make informed career decisions and navigate the changing world of work. The School strives to inspire ambition, broaden horizons, and foster resilience, ensuring that every pupil is prepared for their future, regardless of their starting point.

1. Scope and Principles

The careers education programme spans across all stages of the School, from Reception to Upper Sixth, tailored to the needs and developmental stages of pupils. The programme aligns with statutory requirements, including the **Gatsby Benchmarks** for careers education and the **Department for Education's best practices**.

The School is committed to:

- Providing impartial, age-appropriate careers information, advice, and guidance.
- Ensuring that career development starts early, integrating careers-related learning into the curriculum at all stages.
- Embedding a careers culture throughout the school, with teachers, tutors, and external experts playing an active role.
- Ensuring that every pupil has access to opportunities that enable them to explore a variety of careers.
- Encouraging parental involvement in careers education at every key stage.

The School engages with Unifrog to provide tailored resources which are then delivered through the School's Pupil Personal Development time throughout the year, alongside PSHE and RSE topics as appropriate.

The School is also a member of FutureSmart which regularly engages with pupils and offers an auditing service for careers provision.

2. Programme Overview by Key Stage

a. Prep School (Early Years, Reception and Years 1-2)

In the early stages of education, the focus is on introducing pupils to the world of work in an age-appropriate manner. Careers-related activities are woven into the broader curriculum to inspire curiosity, introduce basic concepts about work, and foster aspiration.

- **Objectives:**

- Develop self-awareness and an understanding of different jobs.
- Introduce basic concepts of teamwork, responsibility, and aspiration.
- Use stories, play, and role-playing to explore different occupations.

This content is covered throughout the year. This content is typically covered in the PSHE topic 'Living in the Wider World'.

Year 1	I understand how to save money I know about making choices and spending and saving I understand the differences between wants and needs I understand that jobs lead to earning money I know about aspiration and what I might want to be when I am older
Year 2	I know what money is and different types of money I know that people can make choices about how to spend/save money I understand that money needs to be looked after I appreciate different jobs people do in the community I know what strengths and interests might be needed for different jobs

b. Prep School (Years 3 to 6)

In Years 3-6, pupils begin to explore their strengths, interests, and aspirations. The focus is on broadening horizons, learning about various professions, and making the link between education and careers.

- **Objectives:**

- Enhance self-awareness and explore individual talents and interests.
- Begin to understand the relationship between learning and future careers.
- Introduce pupils to role models and speakers from different professions.
- Engage in enterprise projects and team-based problem-solving activities.

This content is covered throughout the year. This content is typically covered in PSHE 'Living in the Wider World'.

Year 3	I recognise ways in which the internet and social media can be used positively and negatively I know about the different ways to pay for things and the choices people have I know there are a broad range of different jobs/careers people have I know that people often have more than one type of job in their life
Year 4	I know how to assess the reliability of online information I know that people's spending decisions can affect others I recognise that people make spending decisions based on priorities, needs and wants I know about stereotypes in the workplace I understand what might influence people's decisions about a job or career
Year 5	I know about different ways to track and manage my money I know about risks associated with money I know which skills are necessary for different types of jobs and careers I know about careers and pay I understand what voluntary work is
Year 6	I know about the risks involved in gambling I can identify the ways that money can impact people's feelings I can identify the kind of job I might like to do when I am older I recognise that there are a variety of routes into careers

External opportunities for careers-related events and guidance are advertised to parents and/or to pupils in school.

Letter to parents in Autumn 2024 has generated interest from 6 parents from a chef, scientists and lawyers offering to come in and talk to pupils.

c. Senior School - Lower School (Years 7 to 9)

During Years 7-9, the careers education programme becomes more structured, with a focus on developing a clearer sense of personal ambition and introducing the wider world of work. Pupils are encouraged to reflect on their own strengths, explore different career paths, and begin thinking about subject choices for future career aspirations.

- Objectives:**

- Encourage pupils to explore a variety of career options.
- Link curriculum subjects with potential career pathways.
- Begin discussions around GCSE options and how they impact future career choices.
- Encourage participation in careers events, fairs, and employer interactions.

This content is covered throughout the year. This content is typically covered in Unifrog. The overarching careers document from Unifrog can be viewed at [Careers SOW](#).

External opportunities for careers-related events and guidance are advertised to parents and/or to pupils in school.

d. Senior School - Middle School (Years 10 to 11)

Years 10 and 11 is a critical stage for decision-making, with an emphasis on preparing pupils for post-16 choices, whether that be further education, apprenticeships, or training. Pupils will receive tailored advice and guidance to help them understand their options and make informed decisions.

- Objectives:**

- Provide impartial guidance on post-16 options, including sixth form, further education, apprenticeships, and work-based learning.

- Offer opportunities for work experience placements to develop employability skills.
- Provide mock interviews, CV writing workshops, and careers guidance interviews.
- Encourage engagement with Unifrog, an online platform for career exploration, and other career planning resources.

This content is covered throughout the year as per the Careers Scheme of Work document - [+ Careers SOW](#)

External opportunities for careers-related events and guidance are advertised to parents and/or to pupils in school.

e. Sixth Form (Lower and Upper Sixth)

In the Sixth Form, careers guidance is focused on preparing pupils for their post-18 transitions. The emphasis is on helping pupils make informed choices about university, apprenticeships, or employment. Pupils are supported in building employability skills, engaging in work experience (should they wish), and developing independent career plans.

- **Objectives:**

- Provide bespoke support for UCAS applications, apprenticeship searches, and career planning.
- Offer meaningful work experience opportunities and ensure access to Unifrog for career exploration.
- Deliver a structured programme of personal development, including interview practice, CV writing, cover letter writing, interview preparation and assessment day planning, personal statement writing, and career readiness workshops.
- Encourage independent research, reflection, and decision-making around future pathways.

This content is covered throughout the year/This content is typically covered through Unifrog and our work with Future Smart Careers.

External opportunities for careers-related events and guidance are advertised to parents and/or to pupils in school.

3. Gatsby Benchmarks and Best Practices

The school is committed to meeting the **Gatsby Benchmarks**, which provide a framework for high-quality careers education. These benchmarks are:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
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.

The school will also ensure awareness with the Department for Education's **Careers Strategy** and best practices, including the statutory duty to provide independent careers guidance from Year 7 onwards.

4. Pastoral Support and Careers Integration

Careers education is integrated into the school's broader pastoral programme, ensuring that pupils receive personal development support alongside careers guidance. This includes:

- Form tutor involvement in career discussions.
- Regular individual reviews to discuss aspirations and progression.
- Coordination with the pastoral team to ensure pupils' well-being is considered in career decisions.
- Monitoring the impact of career choices on academic and personal growth.

Careers provision is provided to the pupils in structured sessions at points in the year.

5. Work Experience and Employer Engagement

Work experience is a critical part of career development, with opportunities tailored to different key stages. For sixth form pupils, longer-term work placements outside of school hours are encouraged, while younger pupils may engage in shorter, exploratory experiences. Whilst we appreciate that work experience is important, it is school policy that this happens outside of school time and not in a collapsed week in term time.

- **Middle School:** Pupils are encouraged to explore the options for this, but we appreciate that this is difficult owing to their age.
- **Sixth Form:** More structured work experience, often over weekends or holidays, giving pupils real-world exposure to careers they are considering.
- The school will assist in connecting pupils with the **Old Plymouthian and Mannamead (OPM)** alumni network, which may provide valuable work experience or career insights. We also put opportunities for pupils in Google Classrooms.

6. Roles and Responsibilities

- **Senior Deputy Head/Aspirations Co-Ordinator:** Oversees the entire careers programme from Reception to Upper Sixth, ensuring that it meets statutory requirements and the needs of all pupils. Collates parental contact and engagement with regular newsletters sent to parents.
- **Form Tutors and Subject Teachers:** Integrate careers education into the curriculum and support pupils in making informed decisions about their future pathways.
- **Heads of Year:** Supports pupils' personal development, ensuring that careers guidance aligns with their overall well-being and academic progression.
- **Head of Sixth Form:** Oversees careers guidance for sixth form pupils, with particular emphasis on post-18 transitions, UCAS, and apprenticeship applications.
- **Parents and Carers:** Engaged in the careers education process, particularly in supporting pupils' decision-making at key transition points.

7. Monitoring and Evaluation

The effectiveness of the careers programme will be regularly monitored through:

- Pupil feedback surveys and focus groups.
- Reviewing the school's performance against the Gatsby Benchmarks.
- Regular review by the Senior Leadership Team to ensure alignment with educational and pastoral objectives.
- Governance oversight through the Schools' Management Board*

WORK EXPERIENCE POLICY

Purpose:

This policy outlines the Plymouth College (the School)'s approach to work experience for pupils, ensuring alignment with Department for Education best practices and the Gatsby Benchmarks. It highlights the importance of work experience as part of career preparation while emphasising that such experiences should occur outside of academic school time, with a focus on long-term, meaningful engagements.

Access to Unifrog:

As part of the School's commitment to supporting pupils in finding high-quality work experience opportunities, all pupils and staff have access to **Unifrog**, an online platform designed to help pupils organise potential work experience opportunities and research apprenticeships, and university courses. Unifrog allows pupils to search for placements across various industries and access resources to improve their employability skills.

Integration with Pastoral Care and UCAS Applications:

Work experience plays a key role in shaping pupils' personal development and future ambitions. This policy works in conjunction with the School's **pastoral care programme** and **UCAS application process**, ensuring that pupils' well-being and academic progression are supported throughout their time in Sixth Form. The Head of Sixth Form will oversee the implementation of this policy, ensuring that work experience complements pupils' broader academic and personal goals.

1. Scope

This policy applies to all pupils (of appropriate age) and their parents, emphasising that work experience is an important part of career preparation. Pupils are responsible for arranging their own placements, with involvement from parents, to ensure the experience is both meaningful and aligned with their academic schedules.

2. Objectives

- To provide guidance on arranging valuable and broad work experience opportunities that prepare pupils for the world of work.
- To ensure that work experience aligns with the Gatsby Benchmarks, particularly Benchmark 6: Experiences of workplaces.
- To emphasise the value of longer-term, meaningful experiences over short-term placements.
- To ensure work experience does not interfere with pupils' academic commitments by restricting placements to weekends, school holidays, and other non-school times.

3. Work Experience Expectations

a. Timing of Work Experience

- Work experience placements should not occur during academic school hours or term time to avoid disruption to academic learning.
- Pupils are encouraged to seek work experience during weekends, school holidays, and other periods of non-school time.

- The School acknowledges that balancing studies and work experience can be challenging; therefore, pupils are advised to plan their placements well in advance to avoid unnecessary academic strain.

b. Duration and Quality of Placements

- While short placements (e.g. one week) can provide a glimpse into a particular career, the School recommends longer, more immersive experiences wherever possible.
- A focus on **broad exposure** to multiple aspects of a field or industry is encouraged. Extended placements during holiday periods (e.g., summer or Easter) are more appropriate than brief stints, as they offer deeper insights and more valuable learning opportunities.
- Pupils are encouraged to seek out varied placements that expose them to a range of job roles, skills, and sectors.

4. Pupil and Parental Responsibilities

a. Arranging Work Experience

- Pupils are responsible for sourcing and arranging their own work experience placements, with involvement from their parents to ensure suitability and safety.
- Parents are encouraged to assist in the search for work experience opportunities that align with their child's interests and career goals.
- Pupils can use their Unifrog platform to arrange work experience directly with an employer.
- The School may assist by facilitating connections with **Old Plymouthian and Mannamead (OPM)** alumni, who can provide valuable insights or potential placement opportunities. However, the final responsibility for securing placements lies with the pupil and parent.

5. Safeguarding and Risk Management

- Pupils and parents should ensure that any work experience placements comply with safeguarding and health and safety regulations.
- If the placement is arranged by Unifrog, the appropriate paperwork is requested and managed through the platform. This also is then agreed by parents.
- The School expects parents and pupils to take appropriate measures to verify the suitability of placements and conduct necessary checks to ensure pupils' safety during their work experience.

6. Monitoring and Review

- This policy will be reviewed annually in line with changes to Department for Education guidelines and best practices.
- Pupil feedback and placement outcomes will be considered when reviewing and improving the policy.



OPM DATABASE POLICY

Purpose:

To provide a safe and structured framework for managing and granting access to the contact details of OPMs (Old Plymouthian and Mannamead, i.e., alumni of the school), while ensuring the protection of personal information and compliance with safeguarding, data protection laws (e.g., UK GDPR), and school policies.

Disclaimer:

Any communication or arrangements made between OPMs, current pupils, or their families as a result of the school facilitating the sharing of contact information or alumni networking opportunities are the **sole responsibility of the individuals or parents/guardians involved**. The **school accepts no responsibility or liability** for any arrangements, activities, or interactions that arise from the use of this contact database.

1. Scope

This policy applies to all staff, OPMs, parents, and third parties requesting access to the OPM contact database. It ensures the appropriate use of personal data and safeguarding measures to protect the privacy and well-being of all individuals.

2. Objectives

- To facilitate appropriate networking, communication, and engagement with OPMs.
- To ensure that personal data is handled in compliance with safeguarding protocols and data protection regulations.
- To protect OPMs from any form of harassment, exploitation, or misuse of personal information.

3. Database Management

a. Data Collection

- The school will only collect contact details from OPMs who have given explicit consent for their data to be stored and shared within the framework of this policy.
- Information collected will include names, contact details (email, phone, address), year of leaving, and any professional details, where applicable.
- OPMs will have the option to opt in or out of various communication preferences (e.g., newsletters, alumni events, career networking).

b. Data Storage

- All data will be stored securely in compliance with data protection regulations.

- Access to the database will be restricted to authorised school staff, as approved by the school's Data Protection Officer (DPO).

c. Retention and Deletion

- Data will be retained for a specified period after OPMs leave the school, in line with the school's data retention policy.
- OPMs may request the deletion or updating of their information at any time.

4. Safeguarding Measures

a. Access Restrictions

- Only authorised personnel, including specific school staff and alumni relations officers, may access the database.
- External requests for access to OPM contact information (e.g., from organisations or fellow OPMs) must be approved by the school's safeguarding lead and the DPO.
- Direct access to the database will not be granted to any OPMs or third parties without prior authorization.

b. Verification of Requests

- Requests for contact details from third parties (including other OPMs) must be verified. The school will confirm the purpose of the request and may seek consent from the individual(s) concerned before sharing any information.
- Where safeguarding concerns are raised (e.g., if an individual poses a risk or if contact is inappropriate), the request will be denied, and the safeguarding team will be notified.

c. Reporting Concerns

- Any inappropriate use of the contact database, or concerns raised by OPMs about the sharing of their information, must be reported immediately to the school's safeguarding lead and the DPO for investigation.
- OPMs will have the ability to flag any communications they receive that they feel are inappropriate or in breach of this policy.

5. Data Sharing and Communication

a. Consent-Based Sharing

- No personal contact information will be shared without the explicit consent of the OPM.
- In cases where OPMs wish to reconnect with others, the school will facilitate the communication by acting as an intermediary, rather than directly sharing contact details, unless consent is provided.

b. School-Driven Communications

- The school may use the contact database to send communications about alumni events, career networking opportunities, or other relevant updates, but only to those who have opted in for such communications.

- OPMs can withdraw their consent to receive communications at any time.

6. Data Protection Compliance

- The school is committed to ensuring that all personal data is handled in accordance with the Data Protection Act 2018 and UK GDPR.
- All individuals whose data is stored in the OPM contact database will have the right to:
 - Request a copy of their data.
 - Request corrections or deletion of their data.
 - Withdraw consent for data use at any time.
- Regular audits of the database will be conducted to ensure compliance with this policy.

7. Monitoring and Review

- This policy will be reviewed annually or more frequently if required to reflect changes in legislation or safeguarding best practices.
- Any amendments to this policy will be communicated to OPMs and relevant stakeholders upon request.

*Plymouth College is part of the Galaxy Global Education Group. The College is managed by the Schools Management Board of the Galaxy Global Education Group (*which is responsible for Group Governance and Local Advisory Board Liaison, Co-ordinating Learning Initiatives & Setting Group KPIs, Regulatory Compliance, Safeguarding Oversight & Student Voice*). The Local Advisory Board (LAB) is an advisory sub-committee of the Galaxy Global Education Group Schools Management Board, providing local insight, support, and challenge to the school's leadership in regards to educational standards and school improvement, safeguarding and welfare, community and stakeholder engagement, compliance and reporting. The Chair of the LAB is appointed by the Chair of the Schools Management Board and the LAB is composed of 3-4 local members appointed by the Chair of the Schools Management Board (with whom formal governance authority rests) and approved by the Board of Directors of the Galaxy Global Education Group.