



North London
Grammar School

Careers Guidance Policy

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Reviewed by	Mrs Dhrona, Deputy Head
Approved by	Mr Adak, Headteacher
Next review due by	July 2026



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1. Introduction

North London Grammar School is committed to the pursuit of excellence. Our students benefit from outstanding teaching with a dynamic curriculum that is broad and balanced. We take great pride in promoting values, skills and traits which build good character and prepare our students for the next stage in their life and the world of work.

We have developed our schools careers program to ensure that our students receive the best careers information and guidance to make informed choices and be inspired about their future goals.

This policy and the school's careers programme has also been developed to meet the eight Gatsby Benchmarks (<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>) for ensuring best practice, which is approved by the DfE.

2. Aim

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

The aims of our Careers Education Information Advice and Guidance (CEIAG) are:

- To thoroughly prepare all students for the next stage in their education or training.
- To promote a culture of high expectations in students and inspire students at North London Grammar School to think imaginatively and ambitiously about their future career options.
- Ensure students' readiness to take the next step in their learning or career, following the principles of the Gatsby Benchmarks.
- Develop an understanding of themselves, their abilities and interests.
- Have access to accurate, up-to-date careers information and guidance that is presented in an impartial manner
- Ensure students make informed choices about a broad range of career options to help them to fulfil their potential
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Ensure students are fully informed and supported to make career-related decisions at key transition stages
- Students take part in work-related activities in and out of school.
- Help pupils prepare for the workplace, by building self-development and career management skills
- Facilitate meaningful encounters with employers for all students – CDI Framework (appendix 3)
- Help students to develop the skills, attitudes and qualities to make a successful transition into the world of work



- Encourage participation in continued learning, including further and higher education and apprenticeships or other technical educational options
- Support inclusion, challenging stereotyping and promoting equality of opportunity
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support

3. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13, about their education or training offer.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#) and amended the existing duty in The Education Act 1997, so that:

- Our school offers independent careers guidance from year 7
- We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

4. Commitment

- Providing a relevant and flexible Careers Programme for all our students so that they can reach their full potential
- Enabling local providers and employers to have access to our students to inform them of relevant opportunities
- Achieving excellence in the Careers Programme offered to students and have this recognised through the Inspiring Quality in Careers Standard Award.
- North London Grammar School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. We believe that good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social



mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

5. Roles and responsibilities

5.1 The Governing Board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

5.2 The Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

5.3 Deputy Head (SLT)

The Director of Enrichment

Mrs Dhrona will:



- Support the careers programme
- Support the careers lead in developing their strategic careers plan
- Make sure our school's careers lead is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Allow training providers access to talk to pupils in years 8 to 12 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

5.4 Careers leader

Our careers lead Mr Said Korohlu can be contacted by phoning 0208 205 0052 or emailing S.Korohlu@northlondongrammar.com Our careers lead works closely with the Director of Enrichment and will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils

5.5 Staff

All staff are expected to contribute to the careers education and guidance programme through their



roles as senior leaders, middle leaders, tutors and subject teachers. Careers education is delivered and monitored by Heads of Year. Personal guidance is offered by form teachers and heads of year for the transitions years. Careers is also delivered through our PSHE programme.

All members of staff at North London Grammar School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Lead.

6. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers lead
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- PSHE lessons
- Tutor-led discussion
- Attending careers events
- Guest speakers,
- Unifrog
- Form time

6.1 Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning their choices for GCSE subjects.



This includes:

- Use of online digital platform, - Unifrog
- Activities to support the options process
- Interview with form teacher
- Apply for leadership roles within the school
- Jobs of the future
- Linking careers to curriculum
- Challenge gender stereotypes

We are meeting our requirements to provide:

At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9.

6.2 Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Use of online digital platform, - Unifrog
- Use lessons to explore different pathways
- Hear from or talk to representatives from the world of work
- Receive support in making the right choices.
- Develop their self-awareness and career management skills
- Prepare a CV
- Attend assemblies with guest speakers, alumni and careers ambassadors
- Learn about post 16 pathways
- One weeks worth of Work experience
- Attend events in and out of school to gain exposure to different employers and 6th forms
- Apply for 6th form
- Mock interviews

We are meeting our requirements to provide:

At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11.

6.3 Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- University searches and open day visits



- University applications
- Exploring different pathways
- Use of the online platform - Unifrog
- Work experience

We are meeting our requirements to provide:

At least 2 encounters with providers of technical education or apprenticeships

7. Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

The careers provision will support SEND students by:

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.

8. Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mr via email: @northlondongrammar.com

9. Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to



them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy which can be found on our website.

10. Assessing the impact on pupils

Our career programme is designed so pupils can give feedback about their progress as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys
- Leaver's information
- Feedback from pupils
- Feedback from parents, teachers
- Feedback from external providers

11. Links to other policies

This policy links to the following policies:

- Child protection policy
- Curriculum policy
- Data protection policy

12. Monitoring and Review

This policy, the information included, and its implementation will be monitored by the governing board. And reviewed annually.

The next review date is: July 2026



13. Appendix

Date	Year 7		Year 8		Year 9		Year 10		Year 11	
17-Sep	Who am I?	<input type="checkbox"/>	What are my interests?	<input type="checkbox"/>	What are my skills?	<input type="checkbox"/>	Reflecting on my career journey: past, present and future	<input type="checkbox"/>	What are my employability skills?	<input type="checkbox"/>
24-Sep	Meta-skills: Focusing	<input type="checkbox"/>	Meta-skills: Focusing	<input type="checkbox"/>	Meta-skills: Focusing	<input type="checkbox"/>	Meta-skills: Focusing	<input type="checkbox"/>	Meta-skills: Focusing	<input type="checkbox"/>
01-Oct	Careers quiz: careers in computing	<input type="checkbox"/>	Careers quiz: careers in computing	<input type="checkbox"/>	Careers quiz: careers in computing	<input type="checkbox"/>	Careers quiz: careers in computing	<input type="checkbox"/>	Careers quiz: careers in computing	<input type="checkbox"/>
08-Oct	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>
15-Oct	Skills for careers	<input type="checkbox"/>	Skills for careers	<input type="checkbox"/>	Skills for careers	<input type="checkbox"/>	Teamwork; What Makes a Great Team Player?	<input type="checkbox"/>	Teamwork; What Makes a Great Team Player?	<input type="checkbox"/>
05-Nov	Exploring possibilities : dream jobs	<input type="checkbox"/>	Job applications : superhero CVs	<input type="checkbox"/>	What comes after school: the main learning pathways	<input type="checkbox"/>	Exploring employer profiles	<input type="checkbox"/>	Post 16 – Choices, Choices	<input type="checkbox"/>
12-Nov	Meta-skills: Adapting	<input type="checkbox"/>	Meta-skills: Adapting	<input type="checkbox"/>	Meta-skills: Adapting	<input type="checkbox"/>	Meta-skills: Adapting	<input type="checkbox"/>	Meta-skills: Adapting	<input type="checkbox"/>



19-Nov	Careers quiz: careers in marketing	<input type="checkbox"/>	Careers quiz: careers in marketing	<input type="checkbox"/>	Careers quiz: careers in marketing	<input type="checkbox"/>	Careers quiz: careers in marketing	<input type="checkbox"/>	Careers quiz: careers in marketing	<input type="checkbox"/>
26-Nov	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>
03-Dec	Communication: What makes a great communicator?	<input type="checkbox"/>	Communication: What makes a great communicator?	<input type="checkbox"/>	Communication: What makes a great communicator?	<input type="checkbox"/>	Communication: What makes a great communicator?	<input type="checkbox"/>	Communication: What makes a great communicator?	<input type="checkbox"/>
10-Dec	What is a career?	<input type="checkbox"/>	Challenges and rewards of work	<input type="checkbox"/>	Decision making: choosing what to study at KS4	<input type="checkbox"/>	What type of career is best for me?	<input type="checkbox"/>	Decision making: choosing your post-16 pathway	<input type="checkbox"/>
07-Jan	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>
14-Jan	Careers quiz: careers in sport	<input type="checkbox"/>	Careers quiz: careers in sport	<input type="checkbox"/>	Careers quiz: careers in sport	<input type="checkbox"/>	Careers quiz: careers in sport	<input type="checkbox"/>	Careers quiz: careers in sport	<input type="checkbox"/>
21-Jan	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>
28-Jan	What is an entrepreneur?	<input type="checkbox"/>	Creating the life you want: making a vision board	<input type="checkbox"/>	Taking control of your career journey	<input type="checkbox"/>	Post 16	<input type="checkbox"/>	Post 16	<input type="checkbox"/>



04-Feb	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Preparing to go on work experience*	<input type="checkbox"/>	Researching volunteering and paid work	<input type="checkbox"/>
11-Feb	Careers quiz: careers in pharmacy	<input type="checkbox"/>	Careers quiz: careers in pharmacy	<input type="checkbox"/>	Careers quiz: careers in pharmacy	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>
25-Feb	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Careers quiz: careers in pharmacy	<input type="checkbox"/>	Careers quiz: careers in pharmacy	<input type="checkbox"/>
04-Mar	What is a work-life balance?	<input type="checkbox"/>	What does success mean to me?	<input type="checkbox"/>	Working and earning: managing your money	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>
11-Mar	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Post 16	<input type="checkbox"/>	Post 16	<input type="checkbox"/>
18-Mar	Careers quiz: careers in cars	<input type="checkbox"/>	Careers quiz: careers in cars	<input type="checkbox"/>	Careers quiz: careers in cars	<input type="checkbox"/>	Wellbeing in the workplace	<input type="checkbox"/>	Money talks: apprenticeships vs. higher education	<input type="checkbox"/>
25-Mar	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>
15-Apr	Careers and the future	<input type="checkbox"/>	Careers and the climate	<input type="checkbox"/>	What is the labour market and why is it important?	<input type="checkbox"/>	Careers quiz: careers in cars	<input type="checkbox"/>	Careers quiz: careers in cars	<input type="checkbox"/>



22-Apr	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>
29-Apr	Careers quiz: careers in finance	<input type="checkbox"/>	Careers quiz: careers in finance	<input type="checkbox"/>	Careers quiz: careers in finance	<input type="checkbox"/>	Post 16	<input type="checkbox"/>	Post 16	<input type="checkbox"/>
06-May	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	In person, hybrid, and remote: what works best?	<input type="checkbox"/>	Is AI a threat to our jobs?	<input type="checkbox"/>
13-May	Exploring privilege	<input type="checkbox"/>	Exploring privilege	<input type="checkbox"/>	Exploring privilege	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>
20-May	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Meta Skills	<input type="checkbox"/>	Careers quiz: careers in finance	<input type="checkbox"/>	Careers quiz: careers in finance	<input type="checkbox"/>
03-Jun	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>
10-Jun	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Career of the month	<input type="checkbox"/>	Post 16	<input type="checkbox"/>	Post 16	<input type="checkbox"/>