

Careers Policy

ISI Regulation	
Reviewed by	Holly Rodgers, Assistant Head, Head of Sixth Form
Date	August 2026
Date of Next Review	September 2027

Careers Education, Information, Advice & Guidance (CEIAG)

Striding out: we aim for every girl to leave us prepared to shape the society in which she lives and works.

This policy has been informed by the 2026 statutory guidance *Careers guidance and access for education and training providers* and the updated Gatsby Benchmarks.

This policy applies to all members of our senior school community. Wimbledon High School is fully committed to ensuring that the application of this Careers Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document. Wimbledon High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Aims:

Our key aim is to ensure each young person, whatever their background, ethnic origin or ability, is as fully prepared as possible for the transition to higher education, training or employment. We believe that the development of self-perception and self-confidence in relation to other people in school and in the community is fundamental for successful careers education. This is fostered throughout the school, through a comprehensive and cohesive 'Futures' Programme of Careers and Higher Education preparation. We aim to encourage students to participate in a wide range of Futures related activities both in school and outside, throughout their school careers

Objectives:

Delivery of a broad and balanced Careers Education curriculum which attempts to meet the needs of all students and encourages the development of:

- Awareness of their own personal qualities and those of others
- Self-esteem and a balanced view of their potential
- Knowledge of the full range of opportunities available to them from
- Multiple meaningful encounters with employers, workplaces and higher education

Staffing:

Futures provision is overseen by the Assistant Head – Head of Sixth. The Futures team also included:

- Head of Futures (includes responsibility for Higher Education)

- Head of Employability and Enterprise
- Heads of Year 12 and Year 13
- Head of Scholarship (leads Oxbridge preparation)
- US Universities Counsellor
- GROW Lead

Provision:

In the senior school, careers education is largely delivered to all students in the PSHE (GROW) programme. In addition, sessions are delivered through PSP, Partnerships and the Sixth Form super-curricular offering.

The Lower School Futures programme focuses on the development of an awareness of personal strengths and passions and an introduction to core skills in financial literacy, leadership and entrepreneurship. Outside of timetabled Futures sessions in GROW and the Lower School subject carousel, Lower School students take part in the co-curricular *Atherton Award* for entrepreneurship, as well as a full day entrepreneurship workshop in Year 7. Personal careers guidance is provided by the form tutor as part of termly 1:1s.

In the Middle School, the Futures programme focuses on equipping students with the knowledge to make informed choices about their options to support future pathways they are considering. Students receive 1:1 guidance with members of Senior Management and the Sixth Form Leadership Team to make decisions about their GCSE and A Level Options. The *Into the Sixth* programme commences in Year 10 to develop important soft skills like independence, collaboration and leadership to prepare students for demands of Sixth Form life and beyond. Futures sessions focus on practical skills to support girls taking their first steps into the workplace, such as CV development and cover letter writing. In the Middle School, students gain full access to co-curricular Futures opportunities, such as *Career Conversations*, a regular series of breakfast panels with a range of employers to highlight different career paths and provide insights into working life, and the Futures newsletter, a central hub on Firefly for students and parents looking for work experience placements, job opportunities, insight days, university events, webinars and competitions.

In the Sixth Form, the Futures programme is at its most comprehensive. Bespoke programmes run for students considering particularly competitive or specialised destinations, such as Oxbridge, Medicine, degree apprenticeships, conservatoires, and overseas applications, supported by specialist staff such as the Head of Scholarship and the US Universities Counsellor. In the Summer Term of Year 12, Thursday afternoons are devoted to HE preparation, including personal statement guidance and admissions test preparation. In Year 13, students have their weekly Onwards session, preparing them for life beyond Wimbledon High. Sessions include everything from organising university accommodation and student finance, to cookery skills and the impact of unpaid care work.

Resources:

Students at Wimbledon High School have access to several online resources, including; Morrisby online, Springpod and Unifrog, all of which offer access to independent and impartial career information. There is a Careers section within the library in school and a *Futures* section on Firefly.

Budget:

The budget for Futures is negotiated annually between the Head of Futures and DFO. The budget for Careers Education is predominantly used to support careers events and update career software programmes and includes specific provision for the additional support of students wishing to apply for medical related courses or to universities overseas.

Monitoring, Review and Evaluation:

The provision and effectiveness of the Futures programme is carefully monitored by the Head of Sixth Form, Head of Futures, and Head of EE through a variety of procedures including feedback from stakeholders including; students, parents, tutors, employers using a variety of methods e.g. online questionnaires, formal evaluation sheets, informal discussions. Students also utilise their GROW books to reflect on the insights, knowledge and skills gained through their Futures curriculum.

Work experience:

So that students have the flexibility to secure the most relevant placements, we do not enforce a mandatory period of work experience. However, students in Year 11 and above are strongly encouraged to secure a placement, and are supported by the Futures team to explore and apply for different opportunities. Students who independently secure placements are expected to inform the school, so that the Futures team can hold a record of these experiences and student reflections on their impact.

Equal opportunity:

Equality of opportunity is sought by:-

- By ensuring students are able to access all aspects of the *Futures* programme regardless of their ability
- Providing equal access to all work experience placements irrespective of gender, race or ability
- Students are encouraged to explore careers outside traditional gender roles
- By linking the CEIAG Policy in with the PSHE Policy and the school's Equal Opportunity Policy