



## Merchant Taylors' Schools, Crosby

### Careers & Futures Policy

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| Policy Owner   | Headteacher   |
| Policy Author  | Head of Futures   |
| Last reviewed by Date                                      | Head of Futures<br>February 2026  |
| Last approved by Date                                      | Board of Governors<br>March 2026  |
| Frequency of review  | Annual  |
| Next policy review by owner                                | January 2027  |
| Next policy approved by Board of Governors (if applicable) | E&S Committee/Board of Governors<br>February/March 2027   |
| Circulation:   | ✓ All Staff & Governors ✓ Inspection Portal<br>✓ School Website ✓ Parent Portal ✓ Senior & Sixth Pupils   |
| Related Policies:  | Teaching and Learning Policy<br>Curriculum Policy<br>SEND Policy<br>PSHE Policy<br>Equal Opportunities Policy<br>Assessment, Feedback, & Reporting Policy |
| Regulatory Body (if applicable)                            | DfE, ISI  |

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| <ul style="list-style-type: none"><li>• Relevant legislation/guidelines</li></ul> | <ul style="list-style-type: none"><li>• The Education (Independent School Standards) Regulations 2014, Part 1, paragraph 2, including paragraph 2(2)(e) on careers guidance</li><li>• Equality Act 2010</li><li>• Children and Families Act 2014, where relevant to pupils with Education, Health and Care Plans</li><li>• DfE, <i>Careers guidance and access for education and training providers</i>, May 2025</li><li>• Gatsby Charitable Foundation, <i>Good Career Guidance: The Next Ten Years</i>, 2024</li><li>• Skills for Jobs: Lifelong Learning for Opportunity and Growth, 2021</li><li>• National Careers Service</li><li>• Skills for Careers resources</li></ul> |
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## **1 Aims**

- 1.1 This is the Careers & Futures Policy of Merchant Taylors' Schools, Crosby (the School).
- 1.2 Merchant Taylors' School (MTS) recognises that careers education and guidance programmes play a major part in helping young people choose programmes that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations. Merchant Taylors' Careers programme helps our pupils to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, embraces diversity and challenges stereotypes. MTS' guidance is impartial, ensures pupils are well informed to make decisions about a wide range of future career paths, and encourages pupils to fulfil their potential.
- 1.3 The aims of this policy are as follows:
  - 1.3.1 to provide pupils with access to accurate, up-to-date careers guidance;
  - 1.3.2 to ensure that all children are prepared for the opportunities of adult life;
  - 1.3.3 that they can make informed choices about their future and a broad range of career options which are not based on stereotypes;
  - 1.3.4 that pupils are supported to reach their potential and are not held back by background;
  - 1.3.5 that pupils will be able to achieve economic independence;
  - 1.3.6 that pupils are effectively prepared for the opportunities, responsibilities, and experiences of life in British society;
  - 1.3.7 to ensure that all information, advice, and guidance are presented in an impartial manner.
- 1.4 In all aspects of its Careers and Futures provision, Merchant Taylors' is committed to upholding the principles and requirements of the Equality Act (2010).

## **2 Commitment**

- 2.1 Merchant Taylors' School is committed to providing all pupils, in all key stages, with a programme of careers and enterprise-related activities. This will include provision for pupils in primary education at Stanfield.
- 2.2 Careers education is embedded across the curriculum and linked to clear career development learning outcomes.
- 2.3 Merchant Taylors' School uses the Gatsby Benchmarks to inform, monitor and develop its careers provision. The DfE's current careers guidance describes careers guidance as the full range of activity delivered under the eight Gatsby Benchmarks.

## **3 Regulatory Context**

- 3.1 As an independent school, Merchant Taylors' School is required to meet the Education (Independent School Standards) Regulations 2014. Part 1, paragraph 2(2)(e) requires the School to provide pupils receiving secondary education with access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options, and helps to encourage pupils to fulfil their potential.

- 3.2 Careers guidance under this duty will be presented in an impartial manner, include information on the full range of post-16 education or training options, and promote the best interests of the pupils to whom it is given.
- 3.3 The School also has regard, as a matter of good practice, to the DfE's *Careers guidance and access for education and training providers* guidance, updated in May 2025, and to the updated Gatsby Benchmarks. These provide a nationally recognised framework for high-quality, progressive careers education, information, advice and guidance.
- 3.4 Merchant Taylors' School uses the Gatsby Benchmarks to inform, monitor and develop its careers provision. The School aims to provide: a stable careers programme; learning from career and labour market information; provision that addresses the needs of each pupil; links between curriculum learning and careers; encounters with employers and employees; meaningful experiences of workplaces; encounters with further and higher education; and personal guidance.
- 3.5 The School presents academic, technical, vocational and apprenticeship routes impartially. Higher education is not presented as inherently preferable to further education, apprenticeships, technical qualifications, T Levels, higher technical qualifications, employment or other appropriate progression routes. Pupils are supported to consider the full range of available options in light of their interests, abilities, aspirations and individual needs.
  - 3.5.1 Provider Access: we give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships.
  - 3.5.2 we promote routes impartially and without any bias towards a particular pathway, be that technical or academic, and promote the full range of technical options.

Further detail on external bodies and provider access requests is set out in section 7 of this policy.

#### **4 Policy & Programme Development**

- 4.1 This policy was developed and is reviewed annually by the Head of Futures and Deputy Head Academic, in discussion with teaching staff, pupil and parental feedback, governors, alumni and other external partners.
- 4.2 Whilst Merchant Taylors' School is an independent school and is required to meet the Education (Independent School Standards) Regulations 2014, it also shapes its careers education, information, advice and guidance provision with reference to the principles set out in the DfE's *Careers guidance and access for education and training providers*, updated in May 2025, and the updated Gatsby Benchmarks.
- 4.3 Specifically, the School's offering is tailored to meet the best-practice eight Gatsby benchmarks.
- 4.4 The careers programme is designed to meet the needs of all pupils at Merchant Taylors' School. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development.
- 4.5 The careers programme is reviewed with reference to pupil need, pupil voice, parent/carer feedback, employer and provider feedback, destination information, participation records, and Gatsby Benchmark evaluation. The School maintains records of pupils' participation in careers

activities, individual guidance meetings and agreed next steps, so that pupils can reflect on their experiences and make informed future choices.

- 4.6 The School pays particular regard to pupils who may require additional or different support, including pupils with SEND, pupils with an Education, Health and Care Plan, pupils with English as an additional language, pupils joining the School mid-phase, and any pupil who may need additional guidance to make a successful transition. The Head of Futures works with the SENCO, pastoral staff, tutors and parents/carers where appropriate to ensure that information, advice and guidance are accessible, ambitious and tailored to individual need.

## **5 Delivery & Implementation**

- 5.1 Merchant Taylors' Future and Careers provision combines class teaching, group sessions, and individual meetings. The approach is person-centered and confidential.
- 5.2 The Head of Futures oversees the careers programme so that pupils can access impartial careers advice and guidance through a meeting with the Head of Futures.
- 5.3 The Head of Futures holds a relevant Level 6 Careers Guidance qualification and participates in regular professional development to ensure provision best serves pupils.
- 5.4 Pupils also receive careers information at various times throughout the curriculum. The purpose of this is to help pupils to understand how their school subjects link to different vocational roles. In short, our careers offer aims to raise aspirations, develop key employability skills, challenge stereotyping and promote equality and diversity.
- 5.5 All staff contribute to CEIAG through their roles as form tutors and subject teachers.
- 5.6 Specialist sessions are delivered by the Cornerstone [PSHE] staff.
- 5.7 The CEIAG programme is planned, monitored and evaluated by the Head of Futures.
- 5.8 Unifrog is the school's main career management platform, and all pupils have an account. Pupils are guided to use the wide range of online tools and resources tailored to their age and preferences.
- 5.9 Careers guidance may be delivered by appropriately trained School staff and is supplemented by external sources of information, advice and guidance, including employers, alumni, education and training providers, apprenticeship providers, universities, further education providers, professional bodies and impartial national careers resources. Guidance is provided in the best interests of the pupil and without bias towards the School's own sixth form or any particular institution, qualification or pathway.
- 5.10 Pupils and parents/carers are provided with relevant and current information about future study, training and employment options, including labour market information. The School supports parents/carers to engage with careers information through options events, futures events, provider information, individual guidance opportunities and published information about the careers programme.

## **6 Curriculum**

- 6.1 The careers programme includes education sessions, career guidance activities, group work and individual interviews, information and research activities, and workplace visits.

6.2 Subject teachers integrate careers learning that are linked to Careers lessons which are part of the School's Cornerstone [PSHE] programme. There are other focused events, e.g. Careers Fairs and Networking Breakfasts. Our alumni network is an integral part in supporting our career events.

6.3 An overview of current provision is detailed in Appendix 1.

## **7. External Bodies and Provider Access Requests**

7.1 Merchant Taylors' School welcomes appropriate access from a range of education, training and apprenticeship providers, employers, professional bodies, universities, further education providers and alumni. This supports pupils to understand the full range of academic, technical, vocational and employment pathways available to them.

7.2 Providers wishing to request access should contact Mrs Gayle Hall, Head of Futures, at [g.hall@merchanttaylors.com](mailto:g.hall@merchanttaylors.com). Requests should normally include the provider's name, the proposed year group, preferred dates or times, the nature of the session, the information to be shared with pupils, and any facilities or resources required.

7.3 Requests will be considered by the Head of Futures in light of the needs of pupils, the timing within the careers programme, safeguarding requirements, curriculum commitments, the suitability of the proposed content, and the extent to which the request supports pupils' understanding of a broad range of future pathways.

7.4 Access may be granted through assemblies, careers fairs, PSHE/Cornerstone sessions, curriculum-linked sessions, small-group talks, workplace or provider visits, workshops, mock interviews, networking events, online encounters or parent/pupil information events.

7.5 Where access is agreed, the School will make appropriate rooms, presentation equipment and supporting facilities available, subject to operational and safeguarding requirements. Providers are expected to comply with the School's safeguarding procedures, visitor arrangements and expectations for age-appropriate, impartial content.

7.6 The School may refuse or defer a request where the proposed session is not age-appropriate, duplicates existing provision, cannot be accommodated within the calendar, does not support impartial guidance, raises safeguarding or suitability concerns, or does not provide sufficient educational value for pupils.

7.7 The School will plan opportunities for pupils in Years 8 to 13 to hear about technical education, apprenticeships and other training routes as part of a broad and impartial careers programme. These encounters will be arranged at appropriate points to support post-14, post-16 and post-18 decision-making.

7.8 Any concerns about provider access should be raised in the first instance with the Head of Futures. Where a concern cannot be resolved informally, it may be considered through the School's published Complaints Procedure.

## **8 Monitoring Arrangements**

- 8.1 The delivery of Careers and Futures education is monitored by the Head of Futures, and the programme reviewed annually.
- 8.2 Monitoring includes review of pupil participation in careers activities, individual guidance records, pupil and parent/carer feedback, employer and provider feedback, destination information, and evaluation against the Gatsby Benchmarks.
- 8.3 The Head of Futures reports on careers provision to senior leaders and, where appropriate, to the Education & Safeguarding Committee. This enables governors to maintain strategic oversight of the programme, its implementation and its impact.

## **9 Oversight**

- 9.1 Oversight of the Careers Policy is undertaken by the Education & Safeguarding Committee. The policy will be reviewed by the Head of Futures annually.

## Appendix 1 - Provision Overview

### 1.1 Programmes of Study

More detailed information of programmes of study, schemes of work, events, and information, advice, and guidance are held by the Head of Futures.

We are currently delivering the following activities within our careers programme. The programme is currently under review and further provision is currently being developed.

| Year Group     | When  | Content  |
|----------------|---|--|
| EYFS, KS1 &KS2 | Autumn Term<br><br>Spring Term<br><br>Summer Term                             | Careers delivered through PSHE and thematic days.<br><br>KS2 Skills for Jobs<br><br>KS2 Introduction to Career Pathways<br><br>KS1 Jobs for Everyone Jobs in the NHS<br><br>KS1 Jobs in the Community-<br><br>Year 3 Knowsley Safari Park Careers Visit<br><br>Whole School [June]: "When I grow up, I want to be- pupils dress up in uniforms/clothing and talk about different job roles   |
| Year 7         | Autumn Term<br><br><br><br><br><br>Spring Term<br><br><br><br><br>Summer Term | Introduction to careers during pupil induction. Pupils are introduced to the school's careers platform Unifrog. Pupils can begin to explore career interests and record their skills and achievements.<br><br>Future Focus Week [March]: pupils explore careers across the curriculum. Teachers introduce pupils to different careers and jobs that link to their subject<br><br>Careers education lessons are delivered through the PHSE programme. Pupils explore-self-reflection, explore dream jobs, understand what is meant by career, understanding what entrepreneurs do, careers and the future |

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| Year 8 | Autumn Term | Pupils build their careers profile through the Unifrog platform, completing the interests and skills quizzes, reflecting on careers and subject suggestions. Pupils record and self-reflect on their skills, activities and achievements. |
|        | Spring Term | Future Focus Week [March]: pupils explore careers across the curriculum. Teachers introduce pupils to different career sectors and jobs that link to their subject.   |

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|        | Summer Term | Careers education lessons are delivered through the PHSE programme. Pupils reflect on their interests, explore CVs, learn about the workplace, find out how to create the career they want, understand their personal values and how they relate to a successful career, exploring green careers and the climate.  |
| Year 9 | Autumn Term | Pupils continue to build their careers profile through the Unifrog platform, completing the personality and work environment quizzes and further research job and study suggestions. Pupils continue to self-reflect and record skills and achievements.   |
|        | Spring Term | <p>Careers Fair, supported by Concordia Connects. Pupils can speak to a wide range of employers and universities to find out about different jobs, apprenticeships and degree pathways.</p> <p>All pupils will be offered a 1-2-1 guided careers meeting with the Head of Futures to support GCSE course selection. Pupils and parents attend the GCSE Options Evening to speak to curriculum staff about GCSE choices.</p> <p>Future Focus Week [March]: pupils explore careers across the curriculum. Teachers introduce pupils to different career sectors and jobs that link to their subject.</p> |
|        | Summer Term | Careers education lessons are delivered through the PHSE programme. Pupils explore different pathways available after year 11, reflect on skills, explore Labour Market Information, explore managing money.   |



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| Year 11 | Autumn Term | <p>Using Unifrog, pupils research their post-16 study choices, update their CVs.</p> <p>All year 11 pupils are offered an impartial careers guidance meeting with the Head of Futures to support Post 16 subject choices and discuss future pathways.</p> <p>Careers Fair, supported by Concordia Connects. Pupils can speak to a wide range of employers and universities to find out about different jobs, apprenticeships and degree pathways.</p> <p>ASK Apprenticeship assembly, pupils are informed about different apprenticeship programmes available at 16 and 18</p>                 |
|         | Spring Term | <p>Aerospace Careers Roadshow [February]: interactive workshop to raise awareness of career opportunities and emerging technologies within the aerospace sector.</p> <p>Future Focus Week [March]: Pupils explore careers across the curriculum. Teachers introduce pupils to different career sectors and jobs that link to their subject.</p> <p>Careers education lessons are delivered through the PHSE programme. Pupils explore the different learning pathways after year 11, research volunteering and work experience opportunities, reflect on employability skills, update CVs.</p> |
| Year 12 | Autumn Term | <p>Using Unifrog, pupils review career goals and explore Post 18 Pathways.</p> <p>Careers Fair, supported by Concordia Connects. Pupils can speak to a wide range of employers and universities to find out about different jobs, apprenticeships and degree pathways.</p>   |
|         | Spring Term | <p>Future Focus Week ([arch]: Pupils explore careers across the curriculum. Teachers introduce pupils to different career sectors and jobs that link to their subject.</p> <p>Aerospace Careers Roadshow [February]: interactive workshop to raise awareness of career opportunities and emerging technologies within the aerospace sector.</p>  |



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|  |  | hear about the benefits of the Merchants' Alumni LinkedIn Community |
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