



Mayfield School

Careers Programme Overview 2025-26

Gatsby Benchmark	Summary	Key Stage 3 Offer	Key Stage 4 Offer	Sixth Form Offer
BM1: A Stable Careers Programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	<p>Career planning activities offered through our school's GET REAL Curriculum</p> <p>Careers & financial wellbeing outcomes delivered through our PSHE curriculum</p> <p>Employability lessons underpinned by Skills Builder's Universal Framework</p>	<p>Career planning activities offered through our school's GET REAL Curriculum</p> <p>Careers & financial wellbeing outcomes delivered through our PSHE curriculum</p> <p>Employability lessons underpinned by Skills Builder's Universal Framework</p> <p>Accredited learning (Duke of Edinburgh's Award 'voluntary' section)</p>	<p>Career planning activities offered through our school's GET REAL Curriculum</p> <p>Careers & financial wellbeing outcomes delivered through our PSHE curriculum</p> <p>Employability lessons underpinned by Skills Builder's Universal Framework</p> <p>Business Enterprise lessons underpinned by Skills Builder's Projects</p> <p>Accredited learning (Duke of Edinburgh's Award 'voluntary' section, ASDAN Personal and Social Development, ASDAN Life Skills Challenge, Arts Award)</p>

BM2: Learning from Career and Labour Market Information	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<p>Visits from partners with a career focus (at least once per academic year)</p> <p>Visits to employers in the local community (at least once per academic year)</p> <p>Preparation for Adulthood Days with a focus on Employment, Independent Living, Physical and Mental Health and Wellbeing and Community Inclusion</p> <p>Assemblies with links to transition and/ or careers</p> <p>'Future Options' annual event; advice on transitions and viable routes post-Mayfield</p>	<p>Visits from partners with a career focus (at least twice per academic year)</p> <p>Visits to employers in the local community (at least twice per academic year)</p> <p>Preparation for Adulthood Days with a focus on Employment, Independent Living, Physical and Mental Health and Wellbeing and Community Inclusion</p> <p>Assemblies with links to transition and/ or careers</p> <p>'Future Options' annual event; advice on transitions and viable routes post-Mayfield</p>	<p>Visits from partners with a career focus (at least once per term)</p> <p>Visits to employers in the local community (at least once per term)</p> <p>Preparation for Adulthood Days with a focus on Employment, Independent Living, Physical and Mental Health and Wellbeing and Community Inclusion</p> <p>Assemblies with links to transition and/ or careers</p> <p>'Future Options' annual event; advice on transitions and viable routes post-Mayfield</p>
BM3: Addressing the Needs of each Young Person	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<p>PSHE curriculum offer includes outcomes linked to community participation, careers and employability</p> <p>EHCP reviews are underpinned by Preparation for Adulthood</p> <p>Careers Advisor attends and supports EHCP meetings (including completion of Career Action Plans ad-hoc from year 8 onwards)</p> <p>Compass+</p>	<p>PSHE curriculum offer includes outcomes linked to community participation, careers and employability</p> <p>Accredited learning relevant to individual pupil needs, preferred pathways and progression routes</p> <p>EHCP reviews underpinned by Preparation for Adulthood</p> <p>Careers Advisor attends and supports EHCP meetings (including completion of Career Action Plans in year 11)</p> <p>Compass+</p>	<p>PSHE curriculum offer includes outcomes linked to community participation, careers and employability</p> <p>Accredited learning relevant to individual pupil needs, preferred pathways and progression routes</p> <p>EHCP reviews underpinned by Preparation for Adulthood</p> <p>Careers Advisor attends and supports EHCP meetings (including completion of Career Action Plans in year 13)</p> <p>Compass+</p>

<p>BM4: Linking Curriculum Learning to Careers</p>	<p>As part of the school's programme of careers education all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<p>Staff use the school's assessment system (Evidence for Learning) to record assessments against career and employability linked outcomes</p> <p>Awards/ celebration assemblies</p> <p>Ongoing collaborative work with the school's Enterprise Advisor</p>	<p>Staff use the school's assessment system (Evidence for Learning) to record assessments against career and employability linked outcomes</p> <p>Awards/ celebration assemblies</p> <p>Ongoing collaborative work with the school's Enterprise Advisor</p> <p>Accredited learning offer (see above BM1)</p>	<p>Staff use the school's assessment system (Evidence for Learning) to record assessments against career and employability linked outcomes</p> <p>Awards/ celebration assemblies</p> <p>Ongoing collaborative work with the school's Enterprise Advisor</p> <p>Accredited learning offer (see above BM1)</p>
<p>BM5: Encounters with Employers and Employees</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists</p>	<p>Visits to employers in the local community as part of community visit opportunities/ children to encounter, experience, identify and explore job roles in venues accessed (at least once per year)</p> <p>Visits from partners with a career focus (at least once per academic year)</p> <p>Preparation for Adulthood Day with a focus on Employability (visitors & guest speakers)</p>	<p>Off-site visits to employers in the local community/ children to encounter, experience, identify and explore job roles in venues accessed (at least twice per academic year)</p> <p>Visits from partners with a career focus (at least twice per academic year)</p> <p>Preparation for Adulthood Day with a focus on Employability (visitors & guest speakers)</p> <p>Duke of Edinburgh's Award Programme Plans (Volunteering, Physical, Skills, Expedition)</p>	<p>Off-site visits to employers in the local community/ children to encounter, experience, identify and explore job roles in venues accessed (at least once per term)</p> <p>Visits from partners with a career focus (at least once per term)</p> <p>Preparation for Adulthood Day with a focus on Employability (visitors & guest speakers)</p> <p>Duke of Edinburgh's Award Programme (Volunteering, Physical, Skills, Expedition, Residential)</p>

<p>BM6: Experience of Workplaces</p>	<p>Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<p>Internal work experience opportunities as part of class responsibilities/ roles</p> <p>Where it is deemed appropriate, internal work experience opportunities across school, e.g. supporting reading sessions for younger students, delivering supplies, etc. (minimum of 2 days per year)</p>	<p>Internal work experience opportunities as part of class responsibilities/ roles</p> <p>Internal work experience opportunities across school (minimum of 5 days block per year)</p> <p>Where it is deemed appropriate, external work experience opportunities (minimum of 2 days per year)</p> <p>Duke of Edinburgh's Award Programme Plans (Volunteering, Physical, Skills, Expedition)</p>	<p>Internal work experience opportunities as part of class roles/ responsibilities</p> <p>Internal work experience opportunities with responsibility across the school e.g. car washing, etc. (at least 2x 5 days per year)</p> <p>Where it is deemed appropriate, external work experience opportunity (minimum of 1-week per year as per individual pupil needs)</p> <p>Duke of Edinburgh's Award Programme Plans (Volunteering, Physical, Skills, Expedition)</p>
<p>BM7: Encounters with Further and Higher Education</p>	<p>All pupils should understand the full range of learning opportunities that are available to them., including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<p>Post-16 taster day (Mayfield Sixth Form)</p> <p>'Future Options' annual event; advice on transitions and viable routes post-Mayfield</p> <p>FE/ HE in attendance at specified parent/ carers evening events</p>	<p>Local offer published on school website</p> <p>BM7 events advertised via Class Dojo</p> <p>'Future Options' annual event; advice on transitions and viable routes post-Mayfield</p> <p>FE/ HE in attendance at specified parent/ carers evening events</p> <p>Ad-hoc visits to post-16 providers</p>	<p>Local offer published on school website</p> <p>BM7 events advertised via Class Dojo</p> <p>'Future Options' annual event; advice on transitions and viable routes post-Mayfield</p> <p>FE/ HE in attendance at specified parent/ carers evening events</p> <p>Visits to post-19 providers</p>

<p>BM8: Personal Guidance</p>	<p>Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be timed scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<p>The school's Trust has two internal Careers Advisors - Andy Mitchell and Jackie Hopkins</p> <p>Careers Advisors support three termly parent/ carer evening events, organise annual 'Future Options' event, liaise with the LA to follow-up on placements/ settings</p> <p>Careers Advisors attend EHCP review meetings on an ad-hoc basis</p>	<p>The school's Trust has two internal Careers Advisors - Andy Mitchell and Jackie Hopkins</p> <p>Careers Advisors support three termly parent/ carer evening events, organise annual 'Future Options' event, liaise with the LA to follow-up on placements/ settings</p> <p>Careers Advisors attend EHCP review meetings and complete Career Action Plans for pupils in year 10 (and 11 on an ad-hoc basis)</p> <p>Careers Advisors work closely with the Associate Heads of School for Inclusion to secure best provision</p>	<p>The school's Trust has two internal Careers Advisors - Andy Mitchell and Jackie Hopkins</p> <p>Careers Advisors support three termly parent/ carer evening events, organise annual 'Future Options' event, liaise with the LA to follow-up on placements/ settings</p> <p>Careers Advisors attend EHCP review meetings and complete Careers Action Plans for pupils in year 13 (and years 12 and 14 on an ad-hoc basis)</p> <p>Careers Advisors work closely with the Associate Heads of School for Inclusion to secure best provision</p>
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