LUBAVITCH SENIOR GIRLS' SCHOOL

CAREERS POLICY

Approved by:	R. Gruber	**Date:**	September 2026
Last reviewed on:	September 2026		
Next review due by:	September 2027		

Lubavitch Senior Girls' School provides a programme of careers education, advice and guidance, to support our students to develop their strengths and skills, aim high and take the next 'best step' towards their goals.

Aims and purpose

- Prepare students for the transition to life beyond secondary school - further and higher education and the world of work
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with experiences that will enable them to make and step forward towards their choices
- Develop key skills, strengths, and knowledge needed for their careers (see "Skills Builder & Careers Skills" on the Careers Web-page)
- Inspire and motivate students to develop their aspirations

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Statutory requirements, recommendations

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:
a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

A person's career - their pathway through life, work, and study - is a large part of their life after school, and our Careers programme at LSGS works to prepare students for this through developing students' skills, knowledge, and aspirations.

The school is likewise committed to fulfilling its statutory duties for Careers education and guidance - Section 42A and 42B of the Education Act 1997, the Skills and Post-16 Education Act 2022, and the DfE Statutory Guidance: Careers guidance and access for education and training providers.

Schools must provide independent careers guidance from Years 7 - 13, and this guidance should:

· be impartial

· include information on a range of pathways

· promote the best interests of the student

Schools must give education and training providers the opportunity to talk to students about the full range of progression routes, including technical qualifications and apprenticeships. The Skills and Post-16 Education Act 2022 mandates two technical education / apprenticeship encounters for KS3, a further two for KS4, and a further two offered in KS5. Further information relating to this is set out in the Provider Access Policy.

The recommendations include:

· Ensuring that young people have a better understanding about career choice, subsequent progression and its impact on their long term earnings

· Developing better, and more carefully planned opportunities for young women to meet professionals working in non-stereotypical roles, and to learn more about what such work entails

· Strengthening the knowledge and understanding of staff about the wide range of progression routes available to support students in making informed choices

· Considering how to link the contents of lessons and skills to be developed to Career opportunities

To meet Gatsby Benchmark 6 - Experience of a Workplace - students have a meaningful experience of a workplace by age 16, and a further experience by age 18. As of 2026, the Department of Education includes Equalex to support its Work Experience Guarantee:

- 5 days' worth of work experience activities in years 7 to 9 - introduce and inspire
- 5 days' worth of work experience placement(s) in years 10 to 11 - investigate and explore

Careers Provision at LSGS

Please see our Careers Year Overview.

The Careers Leader works with the Headteachers to develop a Careers programme that meets statutory requirements and the needs of the students.

Aside from the statutory requirements, it is expected that the school Careers programme will align with the eight Gatsby Benchmarks, which set out good practice for an educational setting's Career education. The benchmarks and information on how we align with them can be found on the Careers Web-page.

The careers programme endeavours to help students build the eight essential skills for life, as identified by the Skills Builder framework, enabling students to progress successfully irrespective of which pathway they choose.

Students with Special Educational Needs or Disabilities (SEND):
Personalised support from the SENCO and external bodies is used where appropriate. Careers advice is used to inform the student's individual learning plan from Year 9 and up. Please see the SEND section of the Careers Year Overview.

Progression Routes
Students will learn about the full range of progression routes while in school. They will have the opportunity to meet education providers and/or current students of that pathway, who will help them understand the progression route.

Key Stakeholders
Parents, staff, local employers, and local education providers are encouraged to participate in the programme to prepare our students for their careers. Feedback from all key stakeholders is sought and used to inform the programme, and visits from local stakeholders help develop students' understanding of their local labour market, pathways, and careers. Parents and staff are encouraged to access resources that will enable them to support students to be career-ready. Parent and carer engagement is valued, and we promote this through:

- Communication around career activities
- Offering information and seeking parent perspectives at parents' evening
- Opportunities for parents to be a part of our programme delivery, such as through talks about their career or business
- Signposting career resources on the school website

Key Stage 3

· The pastoral curriculum in Year 7-9 covers economic well-being, active citizenship and personal and skill development

· Students will begin to explore their career thoughts through a variety of talks and activities

· Students will begin learning about different education and vocational pathways

Key Stage 4

· One-to-one careers discussions with a careers advisor and form tutor in Year 11 (and for students in other year groups on request) help students consider their career plans and their next steps

· Extra-curricular activities and trips support students in developing their understanding of a range of subjects.

· Experience of a Workplace - students will have an opportunity to take part in an experience of a workplace provided by the school in conjunction with external partners. They will be able to see communication and teamwork skills in use in the workplace, and meet people in a variety of roles.

· Students in Year 11 receive guidance on how to be effective youth leaders in summer camps.

· The pastoral curriculum in Year 10-11 covers economic well-being, active citizenship and charity fundraising.

Key Stage 5

· Students have the chance to complete an Extended Project Qualification (EPQ) which helps develop invaluable research and independent learning skills central to higher education.

· Each student will have the opportunity to meet with a careers advisor.

· Charity fundraising and enterprise activities are encouraged e.g. charitable activities and the organisation of the school show.

· Year 12 students are encouraged to undertake volunteering and work experience to support their future careers. A range of opportunities are advertised throughout the academic year, as appropriate to specific students. The Work Experience project prepares students for life after school, and covers understanding applications, CVs, interviews, professional behaviour, and safety in the workplace, followed by an experience of a workplace. Students who wish to access further work placements will be supported to do so.

Alumnae
Alumnae and community role models are encouraged to come into school and share their professional experiences, career path and further education with current students. Alumnae also speak at KS4 and KS5 Celebration Evenings and Speech Day.

Provider Access
Please see the Provider Access Policy and the Careers Year Overview (both available through the Careers Web-page).

Monitoring and Evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.
Destination data is used to inform the programme.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, events, and curriculum
- Student, staff and external stakeholder feedback and evaluation of trips, speakers and programmes
- Gathering informal feedback from external parties and from parents
- The Compass Plus career programme evaluation tool

Please read this policy in conjunction with the following (all available on, or linked to, the Careers Web-page)**:**

- Provider Access Policy
- Our Careers Year Overview
- The Gatsby Benchmarks and links to our Curriculum
- Common Progression Routes Document

For further information, please contact the Careers Lead - S.Lipkin@lubavitchmat.uk, or leave a message with the school office - 0208 049 1899 ext 2003.

References

The Gatsby Benchmarks
The Career Development Institute Careers Framework
Careers guidance and access for education and training providers