

Gloria Filiorum Patres

Each day, discovery.



ELTHAM COLLEGE

**2e Career Learning and Higher
Education Policy**

Last reviewed: July 2026

Version Control Information

Reason for amendment	Name	Date	Main changes
Annual Review	Louise Badelow	7 th July 2020	Aligning policy with Gatsby Benchmarks and reflecting changes in provision.
Annual Review	Louise Badelow	28 th June 2021	Reference to “Beyond Eltham College” event for Year 11
Annual Review	Louise Badelow	8 th September 2022	Reference to Post 18 Options Programme rather than HE Programme. Reference to Excellence Programme. Amend Head of Lower School to MMP. Include Post 18 talk programme for L6th.
Annual Review	Louise Badelow	4 th September 2023	Amend Head of Sixth Form to CSB. Reference to access to Elthamians Network to Y11 following GCSEs. Reference to support for U6th with degree apprenticeship applications.
Annual Review	Louise Badelow	3 rd July 2024	Amend to refer to L6th induction carousel. Change of timing for WEx launch and associated activities. Amend to content of Post 18 Options Evening and inclusion of 1-2-1 discussion re post 18 decisions. Added reference to UCAS Day and TeamTalk Challenge. Amend to timing of U6th talk to L6th re WEx

Annual Review	Louise Badelow	29 th August 2025	Amend Head of Middle School to LVC. Amendment to the timing of the launch of the WEx programme to L6th. Greater emphasis on degree apprenticeships and overseas universities. Inclusion of Speed Networking Event for L6th.
Annual Review	Louise Badelow	2 nd July 2026	Addition of Head of Lower School as being responsible for delivery of effective career learning. Amendment from Head of Sixth Form to Acting Head of Sixth Form. Addition of the use of Unifrog in Year 7 and 8.

1. General Statement

This policy has been adopted as a mark of the importance that the school places on Career Learning and the preparedness of our students for their lives beyond Eltham College. It recognises that in a world of rapidly changing Higher Education and employment opportunities, students should have access to a coherent programme of activities that inform, inspire and motivate, helping them to understand themselves, and where different education and training choices could take them in the future.

2. Aim

Through a coherent programme of Career Learning that adopts the eight Gatsby Benchmarks for good practice in schools, every student is encouraged to explore the possibilities for their future education and employment and to set high but realistic targets for their future.

3. Monitoring and Review

The policy will be continually monitored by formal and informal feedback from students, staff, parents or outside agencies and may be reviewed or updated at any time. A further monitoring process will involve the statistical analysis of the post-18 destinations of our students.

4. Headmaster, Head of Careers and Post 18 Options (LOB), Acting Head of Sixth Form (ATD), Head of Middle School (LVC) and Head of Lower School (KAR)

It is the responsibility of the Headmaster, LOB, ATD, LVC and KAR to establish a framework for a stable Career Learning and Higher Education Programme and to ensure it is effectively delivered and reviewed. They will:

- Embed Career Learning and post 18 options guidance within the school curriculum, ensuring that it meets the needs of each student
- Ensure that adequate time is devoted to the delivery of the Career Learning Programme and post 18 options guidance
- Allow students to learn from career and labour market information and make links between the curriculum and careers
- Offer advice that is timely, impartial and up to date
- Provide access to independent personal careers guidance
- Promote encounters with employers and employees and facilitate meaningful experiences in the workplace
- Facilitate regular encounters with further and higher education providers, e.g. universities and those promoting apprenticeship opportunities
- Monitor and assess the quality and impact of the Career Learning and Higher Education provision, utilising the Gatsby Benchmarks to do so
- Review the implementation and effectiveness of this policy and propose changes where necessary

5. Heads of Department

Heads of Department should support the Headmaster, LOB, ATD, LVC and KAR in the delivery of the Career Learning and Post 18 Options Programme and should in particular:

- Remain up to date with developments in their subject areas in so far as it affects Higher and Further Education, apprenticeship options and future career pathways
- Help students make links between their subject areas and the world of work
- Be impartial and student-centred in the advice and guidance they offer, signposting young people to additional sources of further information, rather than seeking to offer a definitive and/or prescriptive response. Our aim is that students should build their own knowledge about their future options
- Ensure the framework for our Career Learning and Post 18 Options Programme is understood by the department and acted upon to support our students at all stages of their career journey
- In conjunction with subject teachers, ensure that all students can realistically assess their abilities and set high but attainable targets for Higher Education and employment

6. Tutors

Tutors should engage in regular discussions, both formal and informal, with their tutees that support the school's overall policy and programme of Career Learning and Post 18 Options. Specifically, they should:

- Be aware of the framework for the Career Learning and Post 18 Options Programme and help support its implementation, recognising Tutors have a unique role to play in the personal development of their tutees
- Encourage tutees to engage with the resources provided, e.g. Morrisby, Unifrog etc. and actively engage with them to help build their portfolio of activities and interventions, as well as reflect on the skills and competencies acquired
- Promote good work habits and high academic aspirations so that future goals are ambitious but achievable
- Encourage tutees to regularly consider their future pathway and ensure they are on track to fulfil their ambitions
- Be impartial and student-centred in the advice and guidance they offer, signposting young people to additional sources of further information, rather than seeking to offer a definitive and/or prescriptive response. Our aim is that students should build their own knowledge about their future options
- Oversee and support the day-to-day processes associated with key aspects of the Career Learning and Post 18 Options Programme, including (but not limited to) Morrisby psychometric assessments, guidance interviews, work experience placements, recording interventions in Unifrog, UCAS applications, delivering relevant Career Learning and HE sessions as provided by LOB, ATD, LVC and KAR.
- Provide updates as required on the progress of their tutees with regards to these activities

7. The Career Learning and Higher Education Programme at Eltham College

General	Our innovative Career Learning and Post 18 Options Programme is designed to help young people learn about themselves, as well as the wide range of opportunities available to them. Our aim is to ensure students are independent thinkers, who can build their own knowledge about careers and make well-informed choices about their future, whatever path they choose. As such, in addition to the cohort specific programme outlined below, we offer a variety of career-related activities throughout the academic year. These sessions include talks from our alumni community who share their career journey with students, as well as themed and/or sector-specific events, including the opportunities afforded by apprenticeship programmes and overseas study. As well as events in school, we actively engage with employers and promote insight days, apprenticeship opportunities and skills workshops to students, as well as organise visits to Higher Education Fairs and promote the importance of university visits to Year 11 students and Sixth Form.
Years 7-8	The Wellbeing Programme comprises sessions designed to help younger students understand the nature of career and the range of opportunities available, as well as build self-awareness and challenge stereotypes. Additionally, they begin to recognise the importance of “fit”, i.e. how abilities and aspirations match ambition and reward. In Year 7, students are signed up to and engage with Unifrog. During Year 8, the journey of discovery is continued with Unifrog, with dedicated form time sessions throughout the academic year.

Year 9	In addition to participation in career learning related activities as part of the Wellbeing Programme, including the use of Unifrog, the Morrisby Aspirations online questionnaire allows students to begin their career journey by providing an insight into where their future interests lie. They also start to build a profile that helps them understand their most suitable career interests, workstyle and workplace preferences. Specific career suggestions are aligned with subject choices, supporting GCSE options choices. A decision-making workshop and Sixth Form talk on the topic <i>“The advice I would give my Year 9 self”</i> also form part of our options support programme, as does the Options Evening in January, where students can speak to teaching staff as well as the Head of Careers & Post 18 Options.
Year 10	Students continue their journey with Unifrog and complete the full Morrisby Psychometric Assessment, the results of which provide a unique, personalised profile, including their relative strengths across a range of aptitudes such as verbal, numerical, abstract, spatial and mechanical. Their personality type is also defined and then the student's profile is analysed against more than 600 careers, with the closest matches highlighted for further investigation, utilising the extensive resources library available on the Morrisby website.
Year 11	At the start of the academic year, students benefit from a 30-minute one-to-one Careers Guidance Interview with an independent, impartial, qualified advisor. This is an opportunity to discuss the results of the Morrisby assessment, if they wish, but ultimately it is a person-centred intervention whereby the agenda is set by the student. The interview results in a personalised action plan, articulated and agreed by the student, and shared in their Unifrog account. Career Learning forms part of the Year 11 Wellbeing carousel of time-tabled activities and includes sessions from the Head of Careers and Post 18 Options, as well as talk from a university and external provider about apprenticeship programmes. The Options Evening in November incorporates a presentation on the philosophy of A level options, as well as a carousel of individual subject presentations with accompanying Q&A sessions. This is followed by an evening of individual discussions with teaching staff and the Head of Careers and Post 18 Options. Upon completion of their GCSEs, all students are encouraged to engage in work experience to help gain an insight into the world of work, as well as build invaluable transferrable skills to support their post-18 applications. We also suggest that Year 11 students undertake university visits during the Summer, and we encourage a trip to either the Oxford or Cambridge Open Day for those considering a future Oxbridge application. Students, including incoming Sixth Form, are invited to register with the Elthamians Network, that provides access to a range of resources and activities in which they can engage prior to returning to school in September, including competitions and virtual work experience opportunities.

Most of our Year 11 stay on, however for those who leave, impartial information, advice and guidance is available from teaching staff, as well as the Head of Careers and Post 18 Options.

Lower Sixth

- September:** External students offered the Morrisby Psychometric Assessment
External students registered with Unifrog
Induction carousel commences, with sessions delivered by Head of Careers and Post 18 Options
- November:** Work Experience Programme Launch
Launch and benefits of alumni platform www.Elthamians.Network, including mentoring opportunities, advice on career and degree options, CV feedback and work experience placements
CV Writing and LinkedIn sessions
One-to-one discussions with those students considering an overseas university application
- January:** Launch of Excellence Programme, including Oxbridge, Medicine and Law
- February:** 30-minute, one-to-one Career Guidance Interviews for all students with a qualified, impartial, advisor. Personalised action plan agreed and shared in Unifrog
- March:** Programme of talks from universities, apprenticeship providers and alumni begins to support post 18 option choices
Post 18 Options Evening, including talks from UK and overseas universities, as well as apprenticeship providers. Admissions test preparation begins
- May:** One/two-week work experience programme
- June:** UCAS Day as part of Field Week, providing guidance on post 18 applications, personal statement writing etc. Oxbridge preparation sessions. Challenge Day to develop critical thinking, persuasive communication and creativity skills
Oxbridge students and Medics matched with alumni mentors
Speed Networking Event, where all Lower Sixth Form have the opportunity to engage with the alumni community representing a wide range of backgrounds and career pathways in order to build their knowledge of their options beyond school and start to build an invaluable professional network

Upper Sixth

- September:** Oxbridge/Medic applicants submit final version of Personal Statement and discuss strength of application
Admissions test mocks
Internal Deadline for UCAS forms from Medics, Dentists, Vets and Oxbridge candidates
- October:** Internal Deadline for the rest of the UCAS forms
University Admissions Tests
- November:** Mock Interviews for Oxbridge candidates, Medics, Dentists, Vets and Engineers, together with feedback sessions
Talks to Lower Sixth Form about how to make the most of Work Experience – valuable opportunity to reflect on the experience themselves
- December:** Oxbridge interviews and feedback to allow students to reflect on the experience and enable us to review our programme
- Ongoing:** Support and guidance regarding post 18 options, including degree apprenticeship applications

The majority of Upper Sixth make an application to Higher Education, although we are now starting to see students successfully secure places on Higher and Degree Apprenticeship Programmes. Some students decide to defer their place at university or apply post qualification, taking a gap year in the meantime. All students, whether still at school or on a gap year are offered access to careers information, advice and guidance, as well as support with any subsequent university application.