



<b>Policy Area:</b>	Careers Guidance Policy		
<b>Date:</b>	May 2023	<b>Policy code:</b>	C4
<b>Last reviewed:</b>	Sept 2025	<b>Reviewed by:</b>	Esmá Izzidien
<b>Next review:</b>	Sept 2026	<i>(For all review dates see end of document)</i>	

**Objectives:**

Cardiff Montessori School is committed to providing information, guidance, advice and careers education. We believe in the importance of:

- Guiding students to consider careers and next steps that continue to enable their own personal growth and satisfaction.
- Equipping students with study skills and employability skills required to succeed beyond school life
- Inspiring students with ways in which they can contribute to society and make a difference
- Broadening horizons and raising aspirations of all young people
- Realistic targets and being well informed when making decisions regarding future prospects and options
- Working in partnership with parents /carers, students and external agencies to provide the most tailored approach for each student

**Our provision:**

Montessori is education for life. From the start of the students journey with us at the age of 2, there is great focus on enabling students to be independent. This encompasses being able to care for themselves (e.g. dressing, self regulation), care for their environment (e.g. tidying up after themselves, looking after plants and animals) and think for themselves (e.g. planning work schedules, solving problems, prioritising tasks, choosing methods of follow up work, conducting research). Through our pedagogy we aim to create students who have a good understanding of themselves, their strengths and areas for development, and an awareness of what it means to be part of a community. They are encouraged to reflect on their unique capabilities and what contribution they will make to the community around them and the wider world.

During the primary years this is further enhanced by exposing students to a variety of different professionals who share their skills and knowledge. Allowing students insight into possible future careers and ways in which they can impact the world around them. This is done both through external visitors, trips and outings and exposure through books and circle time discussions.

In the secondary, students then develop many essential skills to prepare them for adult work and life. The farm and enterprise in particular provide experiences towards this goal. They learn in real and practical ways how to work as part of a team, how to delegate, how to support one another and draw on each other's strengths. They study finances and budgeting and learn what makes a successful business.

Secondary career guidance is further developed through deliberate exposure to a variety of different jobs and possibilities of options for further studies. In addition to this, students throughout their time in elementary and secondary are able to research particular careers and areas of interest.

**Secondary Careers program:**

In addition to the above mentioned experiences that take place in the day to day life of school at CMS. Specific career information and guidance is provided as follows:

**Volunteering experience:** Year 8/9- Demonstrating how volunteering can increase skills, experience and job opportunities at the same time as helping others.

**GCSE options evening:** Year 9- students and parents provided with information on GCSE subjects and content and what these can lead to with respect to further study.

**Alternative options evening:** Year 9- exploring other qualifications like SWEET, & Essential skills and how work plans and timetables will be adapted for learners with the intervention teacher support.

**Work experience placement:** Year 9/10- offsite day of work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

**College and 6th form visit / vocational courses:** Year 10- visit to CAVC to learn what to expect at a college or sixth form, also exploring what financial support is available. Finding out about vocational courses available and the opportunities this pathway provides

**Getting a job:** Year 10/11- Help with CVs, application forms, personal statements, interviews, finding jobs, approaching employers etc

**Apprenticeships:** Year 10/11- Information about apprenticeship schemes and what is needed to apply

**Universities:** Year 10- visit to a University to find out more about what opportunities this path provides

**Career Advisor 1:1 meetings:** Year 11 A trained careers advisor will be arranged to come in and meet students and parents to provide information about future study options and labour market opportunities

The Gatsby Benchmark framework is used as a basis when looking at curriculum and enrichment activities in the secondary. The eight Gatsby Benchmarks are:

Benchmark	Implementation
A stable careers programme	The school should has a stable, structured careers programme and has an identified and appropriately person responsible for overseeing it ( <b>Yusuf Aboulgassem</b> )
Learning from careers and labour market information	Every pupil, and their parents, will have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to

	make best use of available information. At CMS this will be arranged by bringing in a trained careers advisor to meet with students.
Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. Our school's careers programme embeds equality and diversity considerations throughout and actively seeks to challenge stereotypical thinking and raise aspirations. We will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.
Linking curriculum learning to careers	All teachers are encouraged to link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will take place through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
Encounters with further and higher education	By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser (arranged with external advisor). These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. Every pupil should have at least one such interview by the age of 16.

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***Review of policy dates:***

<b>Date of review</b>	<b>Reviewed by</b>	<b>Notes</b>
May 2024	Abigail Eynon	
Sept 2025	Esmā Izzidien	