



Careers Strategy

The Grove School

The Grove Careers Overview	
School Context	
Intent	Through our careers curriculum, we are committed to ensuring that every pupil is equipped with the knowledge, skills, and experiences needed to prepare them for the world of work. We aim to provide meaningful opportunities that enable pupils to make informed decisions about their future pathways, whether in further education, training, or employment. Careers education begins in the primary phase (Key Stages 1 and 2), where pupils develop essential functional and life skills as part of our life skills curriculum. These foundations are further developed during Key Stage 3, enabling pupils to build confidence, independence, and an understanding of the workplace in preparation for Key Stage 4. By Key Stage 4, our intention is that all pupils undertake a short block of work experience during the final term of Year 11, giving them first-hand insight into the workplace. This focus is strengthened further in our Sixth Form, where pupils engage in extensive work experience and work-related learning, supporting their transition into adulthood and future employment..
Implementation	At The Grove, our careers programme is delivered progressively from the primary phase through to Sixth Form, ensuring that all pupils experience meaningful careers learning throughout their time in school.

	Careers education is embedded within the curriculum, primarily through Life Skills and PSHE, and is supported by a wide range of enrichment opportunities both on and off site. Key elements of our Careers Programme include: ● Planned development of essential skills such as social interaction, communication, independence, and self-help ● Employer engagement, enabling pupils to meet and learn from a diverse range of professionals across different sectors ● Access to careers fairs that broaden understanding of future pathways and raise aspirations ● Curriculum-linked visits and experiences in a variety of industries and employment sectors, delivered both on and off site ● Structured opportunities for real-world experience, including supported internships and work placements ● Relevant Careers guidance and transition planning, supporting pupils as they move beyond Post-16 and compulsory education
Impact	● Builds confidence, skills, and ambition to support successful transition into adulthood ● Introduces careers learning early through PSHE and Life Skills from Year 1 to Year 9 ● Develops essential personal skills including communication, independence, and resilience ● Offers meaningful employer engagement through careers fairs, employer encounters, and sector-based activities

		● Provides real-world work experiences across a variety of industries and employment sectors ● Supports clear, well-defined pathways into supported internships, apprenticeships, further education, or employment ● Prepares pupils to leave with purpose and direction, ready for the next stage of their lives
Roles and Responsibilities		This strategy is led and managed by Bronja Elton: Director of Sixth Form/Careers Lead Telephone: 020 3876 6555 Email: bronja.elton@thegroveschool.co.uk
Gatsby Benchmarks		The Grove School Careers Programme follows the recommendations outlined in the Gatsby Benchmarks. We are part of the Central London Careers Hub and follow the systems outlined by the Careers and Enterprise company.
BENCHMARK 1 - A STABLE CAREERS PROGRAM		
Every school and college should have an embedded programme of career education and guidance that is known and understood by Young people, parents, teachers and employers.		
CRITERIA		HOW THE GROVE SCHOOL MEETS THESE
Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person Responsible for it. The careers programme should be published on the school's website in a way that enables young people, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from young people, parents, teachers and		● Careers skills introduced from primary and continues throughout the school and the life of the pupil. ● Careers lead is in place and direct input and support from the senior leadership team is given ● Published careers strategy and programme on the website. ● Information is regularly shared to stakeholders via newsletters and website ● A robust career's curriculum and career's skills progression guide embedded across the school ● A yearly Careers fair, with a SEND focus, for all pupils in year 9 and above ● A celebration of careers during careers week for all pupils across the school ● A dedicated 'Employment/Transition' programme as part of the Sixth Form Curriculum that includes work rotations and a preparation for adulthood focus.

employers as part of the evaluation process	
BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	
Every pupil, and their parents, should 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 the best use of available information.	
CRITERIA	HOW THE GROVE SCHOOL MEETS THESE
By the age of 14, all young people should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.	● Database of employers, both local and across London. ● Commitment to building strong relationships with local employers, providing opportunities for them to learn more about disability through visits and training. ● Parent information events on next step: providers both in person and online ● Job of the month and Sector of the term information shared with parents and pupils ● Working alongside the careers Hub for suggested opportunities
BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL	
Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	
CRITERIA	HOW THE GROVE SCHOOL MEETS THESE
A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and	● Careers strategy in line with our Policy on Equal Opportunities, which are also posted on our website. ● Triangulation of EHCP, PLPs and Transition to Adulthood plans. ● Training delivered to staff on careers. ● Differentiated resources provided for all career related activities. ● Robust PSHE curriculum working alongside Careers. ● Life skills passport linked to careers skills where relevant to support progress.

subsequent agreed decisions. All Young people should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.	● Personalised pathways and outcomes for pupils supported by OT, SALT, EHCP targets, Pastoral Lead and families. ● Family partnership work through the Pastoral and Safe Guarding Team ● Working with the LA on next steps and transitions relevant for the individual
BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS	
All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	
CRITERIA	HOW THE GROVE SCHOOL MEETS THESE
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.	● Careers team work alongside the STEM faculty lead to planning opportunities alongside the curriculum. ● Where Science, Maths and Technology are taught as individual subjects, students are encouraged to investigate the roles and different career pathways within this sector. ● External visitors are brought in to deliver workshops and enrichment opportunities are there to highlight the pathways that could be taken and the skills required for a career in any of these subjects. ● Off site trips and visits with a STEM focus such as: the Science museum, Black Horse Road studios, Kentish Town City Farm and Fast Forward Thinking.
BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	
Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	
CRITERIA	HOW THE GROVE SCHOOL MEETS THESE
Young people should participate in at least one meaningful encounter with an employer every year between years 7-14.	We provide a wide range of extracurricular and enrichment opportunities that connect students' learning to real-world careers and experiences. Including:

Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region.	• Structured work experience for pupils who are able to access a work place and where it is relevant for the individuals needs • Sixth-form employment workshops • Professional insight visits, • Enterprise and Entrepreneurship: Participation in the Young Enterprise scheme, culminating in a market stall at Spitalfields. • Curriculum-Linked Enrichment • STEM-focused sessions • Meaningful, career-relevant experiences across curriculum and extracurricular activities. • Develops transferable skills, personal growth, and understanding of the world of work.
BENCHMARK 6: 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.	
CRITERIA	HOW THE GROVE SCHOOL MEETS THESE
By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.	• Engagement with employers for students from KS3 - KS5. • Opportunities to work in different departments across both schools in the Trust, The Grove and Heartlands. Opportunities for pupils to shadow staff in roles that link to the pupils individualised targets towards adulthood on their EHCPs and Transition to Adulthood plans. • Employees encounter workshops to gain experience of the workplace. • KS4 and KS5 students have a wider range of work experience placements. • Sixth Form cafe and catering qualification • 6th Form Employment/Transition year work rotations
BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	
All young people should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.	

By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.		• Information on colleges and open days shared with parents • Next steps information evening for prospective Post 16 parents • Updated website with pathways and options. • Partnership work where relevant with college settings • Careers/Next Step events with access for all secondary pupils/families • Annual Reviews • Parent meetings three times a year • Careers team attend SEND conferences on available routes for young people
BENCHMARK 8: PERSONAL GUIDANCE		
Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all young people but should be timed to meet their individual needs.		
CRITERIA		HOW THE GROVE SCHOOL MEETS THESE
Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.		• Pupils will have access to relevant careers advice across the year.