



Europa School UK  
Thame Lane  
Culham, Abingdon  
Oxfordshire  
OX14 3DZ  
Tel: +44 (0)1235 524060  
E-mail: [reception@europaschool.uk](mailto:reception@europaschool.uk)  
Website: <http://europaschooluk.org>

## Europa School Careers Information, Education and Guidance Policy

| Version and Date  | Action/Notes |
|-------------------|--------------|
| V1 June 2026      |              |
| Review Date: 7/29 |              |

## Overview of Careers at Europa

Europa School UK is home to an inclusive, multilingual, multicultural learning community. Our students enjoy an excellent academic education through modern European languages, celebrating the many cultures encountered at our school. Our graduates are global citizens with a tolerance underpinned by mutual understanding and respect. Experiencing the joy of learning together, our students develop skills which equip them for further studies, an enriched cultural life and a global perspective to help create a more sustainable and peaceful world. We value equality of opportunity, celebrate diversity and challenge stereotypes.

Encouraging our young people to take ownership of their own learning, we help them develop the skills they need to make a difference and to thrive in a rapidly-changing, modern world. Our students graduate in the International Baccalaureate (IB) and are fluent and literate in at least two languages. These language skills and a global perspective enable them to follow a diverse range of career pathways including study at leading universities both in this country and abroad, enhancing their career prospects for a richer cultural and professional life.

### Vision for Careers Education, Information and Guidance

Our mission is to provide high-quality Careers Education, Information and Guidance (CEIAG) that empowers all students to make well-informed, confident and ambitious decisions about their futures. Underpinned by the Gatsby Benchmarks, we aim to ensure that every learner has access to meaningful encounters with employers, employees and alternative education providers, as well as comprehensive guidance and up-to-date information on a diverse range of pathways. We are committed to supporting students in developing the skills, knowledge, and self-awareness needed to thrive in an evolving labour market, while fostering a culture of aspiration, resilience and life-long learning. Through a collaborative approach with other providers of education, employers and local communities, we aim to equip students with the tools they need to navigate their future pathways successfully.

### Objectives

- **Develop and maintain a cohesive, whole-school careers strategy and programme** that aligns with the IB World Schools ethos and UK statutory guidance, and which is regularly monitored, evaluated, reviewed and adapted to student need and the changing labour market (Gatsby Benchmark One);
- **Provide students and parents with access to up-to-date labour market information**, including data on careers, qualifications, apprenticeships, and university pathways (Gatsby Benchmark Two);
- **Equip and empower every student to make informed decisions** by understanding global, national, and regional career trends, especially post-Brexit and in the context of international opportunities (Gatsby Benchmark Two);

- **Personalise guidance and interventions to meet the diverse needs of all our IB learners**, including those with Special Educational Needs and Disabilities (SEND), international backgrounds, and English as an Additional Language (EAL) backgrounds, promoting equity and inclusion and raising aspirations for all (Gatsby Benchmark Three);
- **Embed a real-world careers context into all subjects within the IB Middle Years and Diploma curricula**, exploiting the opportunities of inter-disciplinary teaching and development of the IB Learner Profile, demonstrating their relevance to future pathways (Gatsby Benchmark Four);
- **Organise meaningful interactions with employers and employees across a range of industries and careers** through talks, mentoring, and enterprise activities, ensuring at least one encounter per year between S1/Y7 and S7/Y13 (Gatsby Benchmark Five);
- **Facilitate workplace visits, job shadowing, and work experience placements**, including additional virtual work experience across Key Stages Three, Four and Five (Gatsby Benchmark Six);
- **Introduce students to a variety of local, national and international future pathways at age 14, 16 and 18**, including academic, technical and vocational routes, learning in schools, colleges, with independent training providers, at universities as well as in the workplace (Gatsby Benchmark Seven);
- **Ensure every student has access to a professionally qualified careers adviser**, offering at least one individual session by age 16 and a further session by age 18, and at key transition and times of decision-making about their futures (Gatsby Benchmark Eight).

### **The Aim for Graduates of Europa**

Students who have benefited from outstanding careers education, information, and guidance leave Europa equipped with confidence, clarity, and purpose. They possess a deep understanding of their strengths, interests and values, enabling them to make informed decisions about their post-16 or post-18 pathways, whether that be university, an apprenticeship, employment, or further training. These young people are resilient, adaptable and proactive, having developed the skills to navigate a rapidly changing world of work. They engage with opportunity, seek out growth, and are not only prepared for their next steps: they are excited by them. Grounded in self-awareness and supported by thoughtful planning, they take their futures into their own hands with ambition, optimism and a clear sense of direction.

## **Programme Delivery: Information, Education and Guidance**

The Careers Team at Europa comprises the IB Diploma Programme Deputy Head (Leadership Team), the Careers Coordinator, the Careers Guidance Counsellor, the UCAS Coordinator and the Personal, Cultural and Development Coordinator. Following a yearly programme cycle (see Appendix One), we will ensure every student's experience of Careers learning meets the ambitions of the Gatsby Benchmarks and IB curriculum. We will review this provision annually to ensure it responds to changes to statutory requirements and guidance, as well as reflecting the changing Careers environment and experience of our young people.

Promoting the use of on-going independent and accessible Careers Education, Information and Guidance, Europa will be using unifrog, a comprehensive CEIAG platform and database which supports students in making the most well-informed decisions about their futures and allows staff to monitor, track and support individuals and cohorts effectively. Unifrog is also available to parents and guardians as well as to the students after they have graduated from Europa and move on to their next phase.

The CEIAG programme is delivered by the Careers Team in partnership with curriculum and skills teaching staff, and supported by internal and external advisors on the Governing Body and our partners at Enterprise Oxford (Careers Enterprise Company), in other schools and unifrog. Europa School enjoys many strong community links with businesses and individuals who give of their time to support the school in their delivery of Careers Education. Additionally, we are a partner school with InvestIn, an organisation providing career experiences which students can sign up for. We also have strong links with Trinity College at Oxford University outreach team.

### **Careers Education**

#### *Integrated Careers Education*

Personal, Social, Health and Economic Education (PSHE), delivered as Personal and Cultural Development (PCD) at the Europa School UK, integrates Careers Education into its schemes of work in Key Stages Three and Four. Careers Education at Key Stage Five is delivered through assemblies and the Creativity, Activity and Service (CAS) module of the programme; it comprises specialised talks and workshops aimed at exploring pathways and life after the completion of the IB Diploma.

Linking the IB curriculum to Careers Education, every year we aim to explore a different field or industry, integrating this with the interdisciplinary learning within the Middle Years (MYP) and Diploma (DP) Programmes. This will ensure that a student's time at Europa covers a wider breadth of experiences. Staff members are supported in the integration of Careers Education through the provision of resources and teaching materials via unifrog, opportunities for CPD and working closely with the Careers Coordinator on jointly delivering the Careers Education programme.

Across Key Stage Four, students also undertake a programme of skills teaching tailored every year to the needs of specific cohorts and the MYP, including topics such as study skills, communication skills and project-based learning. A key element of this learning is

self-reflection, evaluation and independence and integrates the development of the IB Learner Profile. Students are encouraged to record all activity against these skills and attributes, providing evidence for future planning and applications. Additionally, the interdisciplinary and project-based teaching and learning of the IB curricula fosters making meaningful connections with the wider world of work, enhances the transferability of learning, illuminating the natural synergy of the Careers and IB curricula.

### *Workplace Education: Encounters with Employers and Employees*

Students across the Key Stages will have multiple opportunities to learn about work, employment, desirable skills, education and career pathways and key decision times from a range of employers, their employees as well as education and training providers. Every year students from S1/Y7 to S7/Y13 will have at least one meaningful encounter with an employer through school trips to workplaces, work-shadowing, visiting speakers, workshops and curriculum teaching (see Appendix One).

As experience of the world of work, students in Key Stage Three will have the equivalent of a week of multiple, varied employment-focused activities over the three years of the Key Stage. These experiences are designed to have: clear, explicit learning outcomes; facilitate two-way interactions between young people and employers; include opportunities for realistic task-based learning; allow for feedback from employers; and designated reflection time to maximise the learning experience.

### *Work Experience*

Students will undertake different forms of work experience in S4/Y10, S5/Y11 and S6/Y12. As part of learning to professionally engage with potential employers, we emphasise the student's responsibility to organise their own work experience placements. We offer guidance as to the process and experience of successful workplace experiences through student briefings, PCD sessions as well as access to unifrog tools and templates. Work Experience briefings ensure that students understand how to approach their placements, the procedures to follow if there are any problems, as well as relevant legal requirements and health and safety information. Individual advice and support in finding a placement is also available through regular drop-in sessions with the Careers Coordinator.

Further, to ensure that students are safe during Work Experience placements, the school will run checks on an organisation offering a placement, including that it holds valid 'Employers' Liability Insurance' (ELI) for the time of the placement. Any placement which does not hold ELI, or which has not been Health and Safety checked for the period of the placement will not be approved for Work Experience. The student seeking the placement will be advised to find an alternative.

In Key Stage Four, S4/Y10 and S5/Y11 students will have a minimum of one week of work experience each summer, followed by a tailored review event to celebrate and review their learning, including a presentation with new career ideas and inspiration. One key objective of Work Experience in S4/Y10 is to help students to explore their passions and to have an understanding of their options before they make subject and pathway

choices for their future studies in S5/Y11. Work Experience in S5/Y11 aims to provide students with an opportunity to develop their employability skills and sits on the transition point to Key Stage 5. S6/Y12 are provided with the opportunity to incorporate work experience into their Creativity, Activity and Service (CAS) IB DP module. In light of their experiences, all students will review and evaluate their work-based learning at regular intervals, updating their CVs and Careers Learning portfolios (Student Locker on unifrog).

### *Encounters with Further and Higher Education*

Through a series of structured, meaningful encounters with a diverse range of providers, all students will learn about the full range of learning opportunities available to them at different transition points: aged 14, 16 and 18. These encounters include studying in other schools, colleges, independent training providers (ITPs), universities and the workplace (see also the Provider Access Statement). By the age of 18, every student will have had at least two visits to higher education establishments to meet current staff and students, gain information about recruitment and selection processes, understand what learning and training looks like as well as reflect on these experiences.

## **Careers Information**

### *Information and Resources*

For the whole-school community, the primary platform for Careers Information is unifrog. This provides comprehensive impartial information on all aspects of the CIEAG programme. Parents can access essential Careers Information through their own accounts on unifrog and the school website, as well as receiving email correspondence and newsletters with updates and opportunities to attend events. Families are also invited to specific information evenings led by relevant staff.

For S6/Y12 and S7/Y13, physical Careers Information and resources are in the Careers library in the Sixth Form Study Room. This contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Coordinator.

All staff are kept up to date about Careers Department activities through regular emails from the Careers Team, via their unifrog accounts as well as updates in the weekly Staff Newsletter. School staff are also able to access Continuing Professional Development opportunities through staff INSET days and via our partnership links with Enterprise Oxford and unifrog.

### *University Applications Process*

Our students have on-going support via unifrog and Google Classrooms for Careers, particularly during Higher Education application rounds. These are established in S6/Y12, completed in S7/Y13 and beyond, and complemented by in-person visits from various university outreach teams starting in year S5/Y11. All students receive training and ongoing support on using the Europa UCAS platform from the end of summer term in S6/Y12 when a support session is also offered to parents and carers.

There are regular opportunities to participate in ‘masterclasses’ offered by a range of providers including local science and engineering establishments and universities. The link with Oxford University Modern Languages Department is very strong. Students have access to specialised resources via dedicated Google classrooms.

### *Provider Access Provision*

To support our students in finding out about the broad range of opportunities and qualifications available in technical education, including apprenticeships, Careers Education at Europa provides information on a range of different opportunities, how to access them and make relevant applications. Students and their parents/carers are able to learn more detailed information directly from local providers through visits to other establishments, presentations in school, group discussions, Careers Fairs and taster events.

How Europa manages our Provider Access Provision is detailed in a separate document *Provider Access for Careers Provision at Europa School UK*.

### **Careers Guidance**

The school employs a Careers Guidance Advisor who offers confidential, independent advice at key times in a student’s studies. The Advisor offers at least two meetings to students, one in the Autumn term of S5/Y11 as post-16 choices are explored, and one in the Spring term of S6/Y12 as students begin exploring post-18 pathways and before the UCAS cycle begins. In addition, when a change in direction presents itself or a student feels they would value an additional session for whatever reason, they can make further appointments with the Advisor. These sessions are available from S2/Y8. Careers Guidance is designed to meet the needs and ambitions of individual students, and the Careers Advisor will follow up with students who need additional guidance or support with decision-making.

Careers Guidance is also available from teaching staff, especially at key decision-making times. We promote the use of independent websites and reference materials relevant to all future endeavours, which are included in core lessons, presentations and available via the school website. Student ambitions are recorded, monitored and followed up with individuals as and when required.

All IB Diploma students are strongly encouraged to access support for the University Application Process and make an application for direct admission to higher education following school graduation or after a gap year. The Europa School UK offers advice and guidance from a number of experienced practitioners, both internal and external, to make the most competitive applications to universities both in the UK and overseas. This ensures that students have a range of aspirational as well as ‘safe’ choices.

Students receive support and feedback on writing Personal Statements, letters of application, CVs, College Essays and preparing for interviews. Europa staff provide predicted grades, certificates of achievement and attendance, references and letters of recommendation as and when required. The UCAS Team also actively supports students through the receiving of results, accepting places or seeking alternatives where

adjustments need to be made. We are also there to celebrate the enormous achievements of all students as they graduate and move onto their next adventure.

### *Special Educational Needs and Disabilities*

Every student with SEND follows the same programme of careers as their peers, with adaptation and support from the SEND Team where appropriate. The SEND Coordinator (SENDCo) meets with parents/carers to discuss the suitability of different options, and where student needs are likely to have an impact on their choices, during key decision-making processes. The SENDCo supports the development of work experience placements, ensuring that providers are aware of individual needs, highlighting any considerations that need to be made and promoting a positive experience. We also work with local colleges and agencies to provide extra activities in smaller groups to support these students.

### **Monitoring, Evaluation and Review (MER)**

The Careers Team along with the school Senior Leadership and Enterprise Oxford advisors will monitor, evaluate and review how well the school has met the Gatsby Benchmarks and where there is room for improvement. We use both unifrog's MER tools and the Careers and Enterprise Company Compass reporting system. Tracking all student interactions and activity on unifrog allows the Careers Team to assess and evaluate the success of the Careers Programme as a school, by year, group and individuals. We complete the Compass Plus Report three times a year, supported by Enterprise Oxford, the Careers Enterprise Company's local representative.

All stakeholders will be asked annually for their feedback to contribute to the MER cycle. Additionally, the Careers Coordinator will also meet with representatives of each year group, parents and staff to better understand their Careers Education experiences and what they would like to see in the coming years. These data are also shared with staff to show where our students' interests lie and to help integrate the Careers and IB curricula. In consultation with all stakeholders, the Careers Team will create an aspirational action plan and programme to meet the specific needs of every year group at the start of the academic year. Targeted activities and events for the coming academic year can then be organised based on this plan.

By regularly monitoring, evaluating and reviewing the areas outlined below, the Careers Coordinator can ensure the careers programme is not only compliant with the Gatsby Benchmarks and Statutory requirements, but is truly aspirational, impactful, and aligned with the needs of all students.

## **Specific areas for Monitoring, Evaluation and Review**

### **A Stable Careers Programme (Gatsby Benchmark One)**

- Structure and delivery of the Careers Programme;
- Dissemination of information about the Careers Programme to all Stakeholders;
- Feedback from students, parents/carers, staff and external partners.

### **Learning from Career and Labour Market Information (Gatsby Benchmark Two)**

- How and when students are accessing up-to-date Labour Market Information;
- Relevance and suitability of digital tools, websites, and printed resources.

### **Addressing the Needs of Each Pupil (Gatsby Benchmark Three)**

- Participation in careers activities across different student groups (including SEND, disadvantaged, and high-achieving students) to ensure inclusivity;
- Intentions and destination data to identify trends, gaps, and areas for targeted support, especially any students at risk of becoming NEET.

### **Linking Curriculum Learning to Careers (Gatsby Benchmark Four)**

- Subject learning to understand how careers are embedded into teaching;
- CPD for subject staff to support linking curriculum content to careers pathways;
- Student feedback on the impact of career-linked curriculum learning.

### **Encounters with Employers and Employees (Gatsby Benchmark Five)**

- Number, quality, and range of employer encounters for each year group;
- Range of industries and roles represented and how these address stereotypes and broadening aspirations;
- Employer feedback to assess the value of engagement and strengthen future partnerships.

### **Experiences of Workplaces (Gatsby Benchmark Six)**

- Student participation in all types of workplace experiences;
- Quality, duration, and impact of these experiences, particularly S4/Y10 to S7/Y13;
- Access to placements, especially for disadvantaged students.

### **Encounters with Further and Higher Education (Gatsby Benchmark Seven)**

- Engagement with colleges, universities, training and apprenticeship providers;
- Student exposure to alternative pathways before possible transition times;
- Attendance and feedback from careers fairs, open days, and provider visits.

### **Personal Guidance (Gatsby Benchmark Eight)**

- Students access to high quality independent, impartial careers guidance;
- Timing, frequency, and impact of guidance interviews.

## **Key Reference Documents:**

Revised Gatsby Benchmarks (May 2025)

Government Guidance and Statutory Requirements on CEIAG (September 2025)

Provider Access Legislation 2023 Statement

Unifrog and how we meet the Gatsby Benchmarks

IB Learner Profile, Interdisciplinary Learning and Project-based Learning Statements

Europa School UK Website

*Europa School UK's Careers Policy and Provision are reviewed annually and updated to ensure we are compliant with current government guidance and are maximising the opportunities for all our young people. All changes to the careers policy are approved by the school governing body and they are regularly informed about the progress of the careers programme via visits to the school, secondary education committee meetings and reports/presentations delivered by the Careers Coordinator.*

Appendix One (separate document)

**Careers, Education, Information and Guidance Annual Programme: Student Careers Learning Journey S1/Y7 to S7/Y13**

### Staffing and Development:

| Staff              | Position                                                          | Responsibilities within CEIAG                                                                                                                                                |
|--------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rosie Bosse Chitty | Careers Lead                                                      | Strategic management and co-ordination of CEIAG, linking CEIAG to wider school policies and development plan priorities. Link between CEIAG and SLT/ and the Governing Body. |
|                    | Work Experience Coordinator                                       | Coordination of work experience for S4-6.                                                                                                                                    |
| Ivana Charalambous | UCAS / HE Coordinator                                             | Delivery of H/E advice and guidance and coordination of UCAS applications and advice. Coordination of H/E guidance for other countries                                       |
| Annie McLeod       | Careers Adviser                                                   | Delivery of individual careers advice to students                                                                                                                            |
| Lynn Wood          | Principal with oversight of CEIAG                                 | Monitoring of all CEIAG activities for S1-7                                                                                                                                  |
| Tanya Simpson      | Leadership of Careers                                             |                                                                                                                                                                              |
| Class Teachers     |                                                                   | Support for careers and curriculum links<br><br>Mentoring support for UCAS applications                                                                                      |
| Mrs Ruth McAleavy  | Link Governor                                                     | CEIAG                                                                                                                                                                        |
|                    | Admin Support (possible reinstatement when VI Form grows 2026/27) | Admin support for UCAS / HE                                                                                                                                                  |

All changes to the careers policy are approved by the school governing body and they are regularly informed about the progress of the careers programme via visits to the school, secondary education committee meetings and reports/presentations delivered by the Careers Leader.