

Sophia HIGH SCHOOL

SHS Future Learning Careers and Guidance 2026-2027

Future Learning Careers and Guidance Policy

Version Control & Governance

Section	Details
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Future Learning Careers and Guidance Policy

1. Purpose and Scope

The purpose of this policy is to formally define the careers and employability learning (CEL) programme for the 2026-2027 academic year.

This policy outlines the comprehensive support provided across the full student journey from Year 7 through to Year 13, specifically tailored to the unique requirements of our digital and global student body.

While the Department for Education (DFE) statutory guidance on careers does not strictly apply to independent schools, this policy incorporates these elements to benchmark against the most effective practice.

This guidance applies to all students from Year 7.

2. Regulatory Framework

Sophia High School adheres to the statutory regulations for independent schools, ensuring students receive accurate, up-to-date, and impartial careers guidance. This framework ensures our students are enabled to make informed choices about a broad range of career options and are supported to fulfill their potential within a global economy.

3. Overview and Oversight

Effective careers and employability learning (CEL) connects learning to the future. We aim to motivate our students by giving them a clearer idea of the routes to jobs and rewarding careers, widening horizons, challenging stereotypes, and raising aspirations.

3.1 Leadership & Responsibility

For the 2026-2027 academic year, oversight is led by Elizabeth Bell, supported by the Senior Leadership Team. The delivery of this programme is a shared responsibility of all staff, integrated into both pastoral and academic curricula throughout the school year, including suitable guest speakers to support a range of career and future pathway options.

3.2 Strategic Focus (Year 12 & 13)

A strategic priority for 26/27 is the enhancement of outcomes for Year 12 and 13 students:

- Personalised UCAS and Common App strategy development.
- Expansion of global university pathways and international application support.
- Facilitating high-level virtual and in-person internships to bridge the gap between education and the professional world.

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4. Futures Learning Programme: The Student Journey

The Futures Learning Programme at Sophia High School is a multi-stage journey, maturing from foundational exploration in Key Stage 3 to a professional-grade strategy for KS5.

Year Group	Programme Focus
Year 7	Foundations: Identifying personal strengths and interests; introduction to Unifrog.
Year 8	Vision & Voice: Mentorship led by Year 11; focus on subject preferences and post-18 pathways.
Pilot opportunities	Global Pen-Pal Mentorship (Cross-school collaboration)
Year 9	Inspiring Futures: Parent talks on diverse career journeys and entrepreneurial pathways.
Pilot opportunities	Virtual Shadowing (1-hour professional 'look-ins')
Year 10	Planning: Science route mapping, University Expo, and global university speaker sessions.
Pilot opportunities	Workflow Literacy (Utilising industry collaboration tools like Trello/Notion)
Year 11	Strategy: 1:1 meetings for A-Level Options; psychometric testing via Unifrog, CAT4
Pilot opportunities	Digital Branding & Portfolios (Developing a professional online footprint)
Year 12	Launch: Application Launch Day, UCAS/Common App support, and personalised strategy.
Pilot opportunities	Remote Collaboration Simulation (Cross-time-zone project work) via ROAM
Year 13	Transition: Final application refining, interview preparation, and higher education planning.
Pilot opportunities	Global Internship Matching (Virtual industry placements)

5. Core Strategic Pillars

5.1 Education for Sustainable Development (ESD)

ESD and Global Citizenship are embedded into our digital curriculum (SDG 4.7). We focus on systems, anticipatory, and strategic competencies to prepare students as future leaders.

5.2 Enrichment

We provide virtual workshops, lectures, and guest speakers from global business, STEM, and the arts, ensuring students explore possibilities beyond the curriculum.

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5.3 Impact Innovators Project

A cross-curricular project for Key Stage 2 and 3 where students act as young social entrepreneurs. Early focus on careers prior to Year 7, and the opportunity to access leaders of industry through these projects prepares students for deeper career exploration as they begin to consider their academic and career pathway options. Learners develop enterprise ideas linked to the UN Sustainable Development Goals (SDGs), building skills in financial literacy, digital marketing, and design thinking.

6. Guidance Delivery & Labour Market Information (LMI)

We employ a variety of delivery methods, including whole-class teaching, collaborative units, and individual interviews with HEC Advisors. We ensure students have regular, meaningful encounters with employers and professionals and our team provides UCAS support.

We actively encourage students to use labour market information to understand salary and career trends, directing them to resources such as [National Careers Service](#).

7. Annex: Resources for Staff, Pupils, and Parents

- [National Careers Service](#): Job profiles and planning tools.
- [Moving On Magazine](#): Careers articles and qualification advice.
- [Barclays LifeSkills](#): CV builders and skill identification.
- [Gatsby Good Career Guidance](#): Best practice benchmarks.
- [Compass Tool](#): Self-evaluation for careers provision.
- [Quality in Careers Standard](#): National quality award.