



Careers Policy

1 Introduction

- 1.1** Harrow Hong Kong's vision statement is *Educational Excellence for Life and Leadership*. The Careers programme supports this vision and the preparation of our pupils for life beyond the school.
- 1.2** This policy will be reviewed and developed annually through discussions with pupils, teachers, parents and Friends of Harrow, alumni and experts. It is guided by the [Gatsby Benchmarks](#) to ensure best practice.

2 Context

- 2.1** Harrow Hong Kong is the first and only British international boarding and day school in Hong Kong. This policy is therefore based on the UK Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#) and the Education (Careers Guidance in Schools) Act 2022, appropriately adjusted to the Hong Kong context.
- 2.2** The school also acts in line with the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.
- 2.3** Therefore, careers guidance at Harrow Hong Kong will:
- be presented in an impartial manner;
 - include information on the full range of options, enabling pupils to make informed choices about a broad range of careers;
 - promote the best interests of the pupils to whom it is given, encouraging them to fulfil their potential;
 - not be stereotyped; and
 - be effective in preparation of pupils for the opportunities, responsibilities and experiences of life, including in British society
- 2.4** Harrow Hong Kong recognises that university is not the only choice for pupils. The school understands the importance of continuing to improve careers guidance so that pupils can make an informed choice between technical and academic options.
- 2.5** Harrow Hong Kong recognises there will be an increasing need to work in partnership with employers and other education and training providers to support pupils to prepare for the workplace and to make informed choices about the next step in their education or training.
- 2.6** The Assistant Head (Sixth Form) is the member of the Senior Leadership Team responsible for leading and developing the Careers programme and for universities information and guidance. They are line managed by the Deputy Head (Academic).

2.7 Resources on careers are largely held online. The school uses Jigsaw Education, Unifrog and UCAS as the prominent platforms through which pupils are educated and taught to conduct independent research.

3 Aims and Objectives

3.1 The aim of the Careers programme is to provide impartial and current career and labour market information to all pupils to allow them to make informed decisions about their future.

3.2 Objectives of the Harrow Hong Kong Careers programme

- To enable all pupils to learn from careers and labour market leaders
- To ensure the programme addresses the need of each pupil
- To link curriculum learning to careers
- To provide opportunities for encounters with employers and employees
- To provide opportunities for experiences of workplaces
- To provide opportunities for encounters with further and higher education
- To ensure every pupil has guidance on careers

4 Careers Programme Overview

4.1 In Prep School and Year 9:

- Facing Challenges/PSHE lessons, based on the provision from Jigsaw Education, cover:
 - Year 6: Personal learning goals, in and out of school, Making a difference in the world, Motivation
 - Year 7: Celebrating success, identifying goals, employment, planning skills, control over your life
 - Year 8: Long-term goals, skills, qualifications, careers, money and happiness
 - Year 9: Personal strengths, SMART planning, the world of work, non-financial dreams and goals
- Pupils are introduced to a basic range of careers and employability skills, including the Seven Essential Skills, through their academic curriculum and the SCA and CCA programmes.
- Pupils have the opportunity to hear from at least one speaker each year from a particular career background, usually through the Speakers' Forum or Facing Challenges programmes.
- There are a range of pupil-led societies that focus on careers-related matters. For example, Law Society, Medics Society, Engineering Society, etc.
- Trips and visits throughout the year, including Leadership in Action Week, develop teamwork and leadership skills and an awareness of how to contribute meaningfully to society.
- From Year 7 onwards, pupils and parents have access to Unifrog.
- In Year 9, pupils and parents attend the GCSE Options Evening, where information about A Level and career pathways is presented.

4.2 In Years 10 and 11:

- Facing Challenges/PSHE lessons, based on the provision from Jigsaw Education, cover:
 - Year 10: Impact of physical and mental health in reaching goals, resilience, work-life balance, online profile and impact on future goals and employability
 - Year 11: aspirations on; career, finances, budgeting, borrowing, Skills identification,

realistic goals, dream jobs, skills set, employment, education and training options

- Pupils continue to develop their knowledge of careers and employability skills, including the Seven Essential Skills, at a deeper level through their academic curriculum and the SCA and CCA programmes.
- Pupils have the opportunity to hear from at least one speaker each year from a particular career background, usually through the Speakers' Forum or Facing Challenges programmes.
- There are a range of pupil-led societies that focus on careers-related matters. For example, Law Society, Medics Society, Engineering Society, etc.
- Trips and visits throughout the year, including Leadership in Action Week, develop teamwork and leadership skills and an awareness of how to contribute meaningfully to society.
- Pupils and parents have access to Unifrog.
- Year 10 and 11 pupils attend the University Fair.
- Year 11 pupils attend the Careers Fair.
- In Year 11, pupils and parents attend the Sixth Form Options Evening, where information about university and career pathways is presented. This is followed by a one-to-one discussion about their A Level choices and university and career pathway(s) with a member of SLT or the Sixth Form Team.
- All Year 10 pupils are offered the opportunity for further independent careers advice from SPWCareers. Meetings with SPW take place at the start of Year 11.

4.3 In Years 12 and 13:

- University Preparation and Beyond Harrow lessons include presentations from speakers, CV workshops, reflections from recent alumni, interview skills, global citizenship, etc.
- Pupils further develop their knowledge of careers and employability skills, including the Seven Essential Skills, at an advanced level through their academic curriculum and the SCA and CCA programmes.
- Pupils have the opportunity to hear from at least one speaker each year from a particular career background, usually through the Speakers' Forum or Facing Challenges programmes.
- There are a range of pupil-led societies that focus on careers-related matters. For example, Law Society, Medics Society, Engineering Society, etc.
- Trips and visits throughout the year, including Leadership in Action Week, develop teamwork and leadership skills and an awareness of how to contribute meaningfully to society. Year 13 pupils have the opportunity to design their own internship experience during this week.
- Pupil and parents have access to Unifrog.
- Year 12 and 13 pupils attend the University Fair.
- Year 12 and 13 pupils attend the Careers Fair.
- Year 12 pupils have the opportunity to secure a work-shadowing placement for the summer of Year 12.
- Year 12 pupils are offered the opportunity for further independent careers advice from SPWCareers.

5 Alumni

5.1 A thriving Harrow Hong Kong alumni community exists in Hong Kong, the UK and the US. Alumni regularly return to school for informal and formal occasions, including presentations to pupils about their careers after leaving Harrow.

6 Equal Opportunities

6.1 Harrow Hong Kong is committed to ensuring that the careers provision is relevant to our pupils, and that the advice and guidance is appropriate, impartial, unbiased and independent of ability, social and cultural background, religion, sexual orientation, as well as physical and emotional needs.

7 Monitoring the Success of the Careers Provision

7.1 Pupils are offered the opportunity to give formal feedback on all major Careers events (e.g. Careers Fair, Year 12 work-shadowing) through online surveys. This data is reviewed annually by the Assistant Head (Sixth Form). Additionally, the school considers the impact of Careers in the annual pupil satisfaction surveys.

7.2 Qualitative feedback may be sought using established pupil voice mechanisms (e.g. the Pupil Dialogue Council) and consultation with members of staff.

7.3 The Careers programme will be audited against the Gatsby Benchmarks annually.

Reviewed: March 2025

Next review: March 2026

Owner: Assistant Head (Sixth Form)

Appendix 1

Harrow Hong Kong and the Gatsby Benchmarks

This section provides an overview of the Harrow Hong Kong Careers programme against the Gatsby Benchmarks.

Benchmark 1: A stable careers programme

- *Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.*

At Harrow Hong Kong:

- The Assistant Head (Sixth Form) is responsible for leading and developing the Careers programme and for universities information and guidance. They are line managed by the Deputy Head (Academic). Both these members of staff are part of the Senior Leadership Team.
- The Careers programme overview and the name and contact details of the Assistant Head (Sixth Form) is published on the school's website.
- The careers programme should be evaluated and revised annually through formal and informal feedback by the leadership team, teachers, pupils, parents and Friends of Harrow, and alumni. It is audited against best practice.

Benchmark 2: Learning from careers and labour market information

- *All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.*

At Harrow Hong Kong:

- All Year 6-11 pupils access careers education through Facing Challenges/PSHE (Jigsaw Education).
- All Year 7-13 pupils have access to Unifrog, which includes up-to-date labour market information.
- Parents also have the opportunity to create a Unifrog account. Through this they can access and use information about labour markets and future study options to inform their support to their children.
- Parents are contacted to provide information on specific careers, at events such as the Careers Fair, CV workshops, mock interview opportunities and non-university routes information.
- Speakers from varied career backgrounds form part of our Speakers' Forum and University Preparation programme.

Benchmark 3: Addressing the needs of each young person

- *Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition,*

opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

At Harrow Hong Kong:

- Each pupil's Unifrog account will follow them throughout their Harrow Hong Kong career.
- Information and guidance given to all pupils about university alternatives such as apprenticeships.
- Unifrog allows relevant staff to track keep systematic records of engagement with careers activities and individual advice
- In the summer of Year 12, there are opportunities for pupils to partake in work-shadowing opportunities in career areas of their choice.

Benchmark 4: Linking curriculum learning to careers

- *As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.*

At Harrow Hong Kong

- A broad range of employability skills are embedded into lessons, SCAs and CCAs in every year group, for example:
 - The Seven Essential Skills are intentionally woven through the curriculum, SCAs and CCAs.
 - Interpersonal skills, such as the ability to mobilise systems, develop relationships and work effectively in teams, are developed in group projects, sports teams and music ensembles, House events, trips, Leadership in Action Week, etc.
 - Cognitive skills, such as the ability to plan and adopt effective ways of working, be mentally flexible and to communicate through, e.g., creative, scientific and mathematical problem solving, accountability for punctuality, prompt completion and submission of work, meeting deadlines and taking on leadership and team roles in groups, are developed in participation in internal and external extension activities and competitions, pupil leadership positions, and through the academic, SCA and CCA curriculum.
 - Leadership skills and attributes are developed through pupils' interactions with their House, the House Pastoral Team and the Tutor, as well as formal and informal pupil leadership positions.
 - Digital skills, such as digital fluency and citizenship, software use and development, and understanding digital systems, are developed through the curriculum, bespoke digital literacy lessons, and specific SCAs and CCAs.
 - Interdisciplinary skills are developed through the STEAM Carousel, which all Prep School pupils undertake.
 - Public-speaking skills are developed through opportunities in Drama, including the LAMDA Grade 5 and LAMDA Grade 8 Public Speaking courses in Years 8 and 12 respectively.

Benchmark 5: 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 can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.*

Benchmark 6: Experiences of workplaces

- *Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.*

Benchmark 7: Encounters with further and higher education

- *All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.*

At Harrow Hong Kong

- All Upper School pupils will:
 - Have the opportunity to hear from at least one speaker from a particular career field each year
 - Attend the GCSE Options Evening in Year 9, ahead of GCSE choices
 - Attend the University Fair in Years 10, 11, 12 and 13
 - Attend the Sixth Form Options Evening in Year 11, ahead of A Level choices
 - Have a one-to-one interview with a member of SLT or the Sixth Form Team in Year 11, about their A Level choices and potential career path(s)
 - Attend the Careers Fair in Years 11, 12 and 13
 - Have the opportunity to secure a work-shadowing placement for the summer of Year 12
 - Attend the University Preparation and Beyond Harrow Programmes in Years 12 and 13, which includes careers guidance, CV workshops, etc.

Benchmark 8: Personal guidance

- *Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.*

At Harrow Hong Kong

- All Year 10 pupils are offered the opportunity for further independent careers advice from SPWCareers. This opportunity is available again in Year 12.
- All Year 11 pupils have a one-to-one interview with a member of SLT or the Sixth Form Team about their A Level choices and potential career path(s).
- All Sixth Form Tutors are kept abreast of major developments in university courses and careers.
- A Sixth Form Newsletter is produced periodically to advertise opportunities.