

Local Procedure Title	Careers Education Information and Guidance
Service	Roehampton Gate School
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Local Procedure Author(s)	Matthew Daws and Kieran Wiltshire
Local Procedure Ratification	Checked and Approved by: Keziah Raphael

1. Aims

This policy aims to set out our school's provision of Careers Education, Information and Guidance (CEIAG). This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers education is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now provide independent careers guidance from year 7 (instead of from year 8, previously)

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

3. Roles and responsibilities

Careers leader

Our careers leader is Matthew Daws, and they can be contacted by emailing

Matthewdaws@aspriscs.co.uk

Our careers leader works closely with the senior leadership team (SLT) and supported by Keziah Raphael, Head teacher and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and external careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented

<p>impartially, includes a range of educational or training options and promotes the best interests of pupils</p> <ul style="list-style-type: none"> ➤ Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships ➤ Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website ➤ Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement
<p>4. Our careers programme</p> <p>Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards. RGS is now fully aligned with the updated Gatsby Benchmarks for Good Career Guidance, as set out in the Department for Education's May 2025 guidance. From September 2025, our careers provision will continue to follow these updated standards to ensure high-quality guidance for all learners. This includes the strengthened expectations for Benchmark 6</p> <p>(Experiences of Workplaces) – pupils have multiple, meaningful workplace experiences by 16, and at least one further by 18.</p> <p>Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks which have been updated:</p> <p>Our programme doesn't show bias towards any career path, and promotes a full range of technical and academic options for pupils.</p> <p>It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.</p> <p>Our KS3 Careers Programme aims to build on students' understanding of the world of work by exploring different career paths and the skills required for various roles. It helps students make connections between their personal strengths, interests, and future career possibilities. The programme promotes critical thinking, self-assessment, and decision-making while encouraging students to consider the impact of their educational choices on their future careers. During Year 9, we aim to support pupils in their planning and choices of GCSE subjects.</p> <p>Our KS4 Careers Programme focuses on preparing students for life beyond school by helping them explore specific career pathways and make informed decisions about further education, training, or employment. It equips students with knowledge of the qualifications required for different careers and the opportunities available in higher education, apprenticeships, and vocational training. The programme emphasises the development of employability skills such as time management, leadership, and adaptability, while encouraging students to set clear career goals. It also provides guidance on CV writing, interview preparation, and work experience, helping students transition smoothly into their chosen path.</p> <p>Our KS5 Careers Programme helps students make informed decisions about their future, whether they choose university, apprenticeships, vocational training, or work. It focuses on building key</p>

Local Procedure Template

skills like critical thinking, communication, and networking, and provides opportunities for work experience and mentoring. Support is also offered for writing personal statements and preparing for interviews. For students with autism, the programme includes tailored guidance, offering individualised support and pathways that consider their strengths and needs, helping them transition smoothly to higher education, training, or employment. This is completed through a PFA transition plan.

5. Pupils with special educational needs or disabilities (SEND)

We aim for all students at Roehampton Gate School to participate in the same careers program that meets Gatsby Benchmarks as mainstream students, with necessary adjustments and additional support. Our careers leader will work with teachers and relevant professionals to identify the specific needs of students at RGS and create personalised support and transition plans. This may include meetings with students and their families to discuss education, training, and employment options, supported internships, and transitions to higher education. Where appropriate, we may invite adults with disabilities to share their experiences and advice. We ensure that all information and opportunities are equally accessible to students at RGS as they are to mainstream students.

6. Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Matthew Daws, post 16 phase lead matthewdaws@aspriscs.co.uk

7. Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's Initiatives by:

- Destination tracking
- Feedback from students, teachers, parents and employers
- Compass Gatsby audits
- Assessment against CDI learning aims

8. Curriculum Integration

Career Education Lessons: Regular lessons will be integrated into the curriculum to teach essential employability skills such as communication, teamwork, and problem-solving, following Gatsby Benchmark 4 (Linking curriculum learning to careers).

Careers and life skills lessons- CDI Learning aims have been planned in each year group to ensure students receive a sequenced carers curriculum.

Key Themes –Careers key themes have been included every half term to ensure the careers provision is consistent and holistic.

9. Work Experience

Year 10 Work Experience

In Year 10, students will have the opportunity to explore and engage in work experience placements within the local community. This initiative is organised and facilitated by the school to provide students with practical insights into various career paths and enhance their understanding of the working world.

Key Elements:

1. **Purpose:** The work experience programme aims to offer students hands-on experience in real-world settings, helping them to develop essential skills, gain industry-specific knowledge, and make informed decisions about their future career paths.
2. **Organisation:** The school will coordinate with local businesses and organisations to arrange suitable work experience placements that align with students' interests and career aspirations.
3. **Participation:** All Year 10 students will be invited to participate in the work experience programme. Participation is encouraged but not mandatory. Students will be provided with guidance on how to select and apply for placements.
4. **Timing:** Throughout the year, there will be opportunities for our students to have short experiences of work placements through our enrichment programme.
5. **Preparation:** Prior to their placement, students will receive preparation sessions covering workplace expectations, health and safety, and professional conduct to ensure a successful and productive experience.
6. **Support:** Throughout the placement, students will have access to support from school staff to address any concerns or issues that may arise during their work experience.
7. **Evaluation:** After the placement, students will be asked to provide feedback on their experience, which will be used to assess the programme's effectiveness and make improvements for future cohorts.
8. **Risk Assessment:** The school will conduct risk assessments for all work experience placements. This process involves evaluating the health and safety procedures of the host organisation to ensure they meet the necessary standards. Risk assessments will be reviewed annually and updated as needed to ensure student safety.

Year 11 Work Experience

In Year 11, students are encouraged to undertake work experience that aligns with their personal interests and potential career pathways. Unlike Year 10, where placements are organised by the school, Year 11 placements are ideally arranged through parents or carers, with a preference for opportunities within the local community.

Key Elements:

1. **Purpose:** The Year 11 work experience programme is designed to provide students with more targeted and relevant experience in their areas of interest, facilitating a deeper understanding of potential career paths and helping to refine their future aspirations.
2. **Organisation:** While parents and carers are encouraged to take the lead in arranging placements, the school will provide guidance and support to ensure that students find and secure meaningful work experience opportunities.
3. **Relevance:** Students are advised to seek placements that are related to their interests and future career goals. This focus will help them gain valuable insights and skills that are directly applicable to their chosen field.
4. **Timing:** Throughout the year, there will be opportunities for our students to have short experiences of work placements through our enrichment programme with an opportunity of an extended work experience once summer examinations have concluded.
5. **Preparation:** Prior to their placement, students will receive guidance on how to approach and secure work experience opportunities, as well as preparation sessions covering workplace expectations and professional behaviour.
6. **Support:** The school will offer support and advice to both students and parents/carers throughout the process of arranging and completing the work experience.
7. **Evaluation:** Following their work experience, students will be asked to provide feedback on their experience to help assess the programme's impact and make improvements for future students.

8. Risk Assessment: For placements arranged through parents or carers, the school will offer guidance on conducting risk assessments. Parents/carers are required to ensure that the host organisation has appropriate health and safety measures in place. The school will review risk assessments provided by parents/carers to ensure compliance with safety standards.

6th Form Work Experience

In the 6th form, students are encouraged to undertake work experience that is directly related to their UCAS applications or specific areas of study. This experience is intended to enhance their university applications or career prospects by providing relevant industry exposure.

Key Elements:

1. **Purpose:** The 6th form work experience programme aims to offer students valuable experience in fields related to their academic interests or career ambitions, strengthening their UCAS applications and preparing them for future study or employment.
2. **Organisation:** Work experience placements should ideally be arranged by students' parents or carers. The school will provide advice and resources to support students and their families in finding appropriate placements.
3. **Relevance:** Students are encouraged to seek placements that align with their chosen field of study or career goals. This targeted experience will help to develop relevant skills and knowledge, making their applications more competitive.
4. **Timing:** Throughout the year, there will be opportunities for our students to have short experiences of work placements through our enrichment programme with an opportunity of an extended work experience once summer examinations have concluded.
5. **Preparation:** Students will receive support and preparation to help them effectively secure and make the most of their work experience, including guidance on how to approach potential employers and maximise their experience.
6. **Support:** The school will offer ongoing support throughout the process, providing advice and addressing any issues that arise during the placement.
7. **Evaluation:** Students will be asked to provide feedback on their work experience, which will be used to evaluate the programme and make enhancements for future students.
8. **Risk Assessment:** The school will conduct risk assessments for work experience placements arranged through the school. For placements arranged independently by students and their families, guidance on risk assessment will be provided, and students are advised to ensure the host organisation complies with relevant health and safety standards.

10. Independent Careers Advice

Careers guidance

Year 11 and Year 13: All students in Year 11 and Year 13 will be offered a one-to-one careers guidance interview with a qualified careers adviser. These interviews are designed to support students in making decisions about their post-16 and post-18 options, including further education, apprenticeships, and employment.

- **Other Year Groups:** Careers guidance interviews can be requested by students in other year groups. Students or their parents/carers can initiate requests for guidance interviews at any time to address specific career-related questions or concerns.

Personalised Guidance: Careers guidance will be personalised to help students understand their

Local Procedure Template

interests, strengths, and the options available to them. This support will be tailored to individual needs and aspirations.

Impartial Advice: Careers guidance will be impartial and free from bias, providing students with a range of options and helping them make decisions based on their individual needs and aspirations.

Parental Involvement

We will provide opportunities for parents and carers to engage in the careers guidance process, including informational events and resources to support their child's career decisions.

Information Sessions: Regular sessions will be held to inform parents about career planning processes and available resources.

Collaborative Meetings: Parents will be involved in career planning meetings to provide input and support for their child's career choices.

Resource Sharing: Parents will have access to a range of resources to help them guide their children in career decisions.

11. Monitoring and review

This policy will be reviewed annually by the Head of School/ Deputy Head and the Careers Lead to ensure it remains relevant and effective in meeting the needs of our students. The review will incorporate insights gained from the Compass evaluation tool audits.

The next review date is: September 2026

Contents Checklist (Local Services may add additional items – this is a core list)

Key Responsibilities: Including named Careers Guidance Co-ordinator		Any arrangements for the use of local partnerships	
Arrangements for consultation which children/young people in relation to their careers guidance learning and experiences		Any arrangements for the use of local specialist advisers external to the school	
Arrangements for consultation which parents/carers/advocates in relation to		Arrangements for risk assessing work experience opportunities	

Local Procedure Template

children and young people's careers guidance learning and experiences			
Monitoring arrangements		Record keeping arrangements in relation to careers guidance	

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions