

Rugeley School

Careers Guidance

Local Procedures

Adopted: Oct 2018

Reviewed: Sept 2025

Next Review: Sept 2026

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	Local Procedure		
Associated Priory policy	Careers Guidance	Number	ECS 57 v02
Associated Regulation/Standards		Number	
Setting	Rugeley School	Signature	J.Hartley
Quality Assured by:	A.Armstrong Operations Directors	Signature	
Issue date	09/2025	Review date	09/2026

1. Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

‘Making every second count!’

‘Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.’

Throughout their time at Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

2. Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a

respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.

- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

3. General Statement

The Rugeley School provides education and support through alternative provision to ensure that every learner reaches their full potential. We work with learners who are particularly vulnerable to becoming NEET (Not in Employment, Education or Training). The school works collaboratively with internal and external stakeholders to build a cohesive programme of careers education, to ensure that every learner reaches their full potential. The development of Careers Advice and Guidance is a continuous priority in the school's strategic development plan.

Rugeley School supports learners to help them achieve their best intended outcomes by raising aspirations and providing access to differentiated impartial and independent information and guidance about the range of options available.

4. Commitment

The careers provision at Rugeley School is in line with the statutory guidance developed by the Department for Education stating that Section 42A, 42B, 45 and 45A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 7 (11-12 year olds) to year 13 (17-18 year olds) and that this guidance should:

- Be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Include information on the range of education or training options, including apprenticeships and technical education routes
- Be guidance that the person giving it considers will promote the best interests of the child or young person to whom it is given.

High quality careers guidance should help:

- Young people make informed choices about their futures, so they can develop their interests and potential, and follow the path that is right for them to progress into work
- Break down barriers to opportunity
- Improve skills needed for success in work
- Improve national productivity and grow the economy

Rugeley School is committed to providing a planned Careers programme, this will be differentiated to suit the needs of each individual learner. Learners will leave Rugeley School with the skills and knowledge required to support their entry to further education, training or employment.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. The Rugeley School is committed to delivering a full range of activity delivered under the eight Gatsby Benchmarks outlined in this guidance.

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of Each Pupil
4. Linking curriculum learning to careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

5. Responsibilities

The school has a duty to provide careers guidance for all learners; this is achieved through the Careers Curriculum Lead– Jessica Hartley.

All staff have the responsibility to contribute to the overall careers programme within the school.

The Senior Leadership Team have the overall responsibility for overseeing the Careers Education Provision.

Teaching Staff are responsible for the delivery of careers education, by embedding Careers into their teaching and contributing to the effectiveness of the overall programme.

6. Monitoring and evaluation

Careers Education is monitored on a regular basis, via SLT meetings and meetings with the careers lead. This allows monitoring and evaluation of the current provision across the school. Staff, learners and parent/carers are encouraged to provide feedback regularly.

Rugeley School uses 'Compass' which is an online careers evaluation tool developed by The Careers and Enterprise Company. This helps give an understanding of how the careers education and guidance compares to the best practice set out in the Gatsby Charitable Foundation's Good Career Guidance Benchmarks. This tool is used once per year, and the results inform future actions to implement to improve careers provision.

7. Careers Programme

The aim of our Careers Programme is to raise the aspirations of our learners and to support them in making realistic decisions for post Rugeley School.

All learners have access to the following:

- Rugeley School Life Skills/RSHE/Transition Planning curriculum - Careers and preparing for life after Rugeley School is a fundamental aspect of this curriculum
- Visitors are invited into school and offsite visits support learners in developing their understanding of a range of different jobs and experiences.
- Learners from year 8 upwards have access to an independent careers advisor who carries out a careers interview with them and their parents/carers. From this, a careers action plan is produced, and this informs the transition plan. An interview with an independent careers advisor occurs in Year 8, 11 (transitional year) and 14 (final year).

Learners in years 8 to 13 receive at least 6 encounters with a provider of technical education or apprenticeships:

- 2 encounters that are mandatory for all pupils to attend that take place any time during year 8 or year 9
- 2 encounters that are mandatory for all pupils to attend that take place any time during year 10 or year 11
- 2 encounters that are mandatory for the school to put on, but optional for pupils to attend, during year 12 or year 13
- All learners from Year 9 have a transition plan put in place which is reviewed yearly alongside their EHCP in annual reviews meetings.
- All learners in Post 16 access an alternative curriculum which is destination led following Pathway S or Pathway P. The aim of these curriculums is to aid the transition of the learners into college, work and life post Rugeley School, with a focus on preparation for life and adulthood.
- The majority of KS4/5 learners take part in the Duke of Edinburgh Award.
- Learners in Year 11, 12, 13 and 14 undertake Work Experience, volunteering, work-based placements and opportunities. These currently take place at:
 - i. Acme Whistle Factory – Birmingham – Assembling whistles and packaging them
 - ii. Elephant Bikes – Stoke on Trent – Sorting cycle parts for assembling
 - iii. Lichfield Council – Lichfield – Litter Picking
 - iv. Lichfield Library – Lichfield – Sorting books
 - v. Bernado's Charity Shop – Uttoxeter – Sorting donations, working in the shop
 - vi. Lichfield Cathedral – Lichfield – Handing out leaflets to general public and tidying
 - vii. The Donkey Sanctuary – animal care
 - viii. The Dogs Trust – animal care
 - ix. Thomas Alleyne's School Farm – Uttoxeter – animal care
 - x. Rugeley Council- Rugeley- Litter picking/Rugeley in bloom

- xi. Air Ambulance – Uttoxeter
- xii. Heath Community Centre and Food Bank
- xiii. JCB

Learners have access to relevant experiences at post 19 specialist colleges planned in each term.

- Learners in Year 11, 12, 13, and 14 have taster experiences at a range of post 19 colleges.

These currently take place at:

- i. Strathmore College – Stoke on Trent
- ii. Regent College – Stoke on Trent
- iii. Queen Alexandra College – Birmingham
- iv. David Lewis College – Alderely Edge
- v. South Staffordshire College – Penkridge
- vi. Portland College – Mansfield
- vii. Wolverhampton College – Wolverhampton
- viii. Hereward College – Coventry
- ix. Heart of Birmingham College – Birmingham

The Post 16 curriculum covers specific lessons on careers and transitions at a level appropriate to the learners.

The overall organisation of work experience is undertaken by the school Careers Leader (Jessica Hartley) who liaises with the Post 16 team to ensure the most relevant and engaging opportunities are taken.

All off-site work experience sites are pre visited and have a risk assessment completed to ensure they are safe for the types of learners that will be accessing them from Rugeley School.

8. Review

Once per term the careers lead completes an audit of the careers service offered by the school through completion of a Gatsby Compass Tool, alongside support from the career's hub coordinator. This tool gives a percentage score to a variety of areas within the careers profile and from this an action plan is devised and completed to improve focus on for the following year.

9. References

The National Curriculum in England (DfE)

The Education (Independent School Standards) (England) Regulations 2010 as amended 2012

DfE: Careers guidance and access for education and training providers

DfE Careers guidance and access for education and training providers 8th May 2025

Gatsby Foundation: Gatsby Benchmarks - recommended by Government guidance from September 2025

DfE (Current version) Keeping Children Safe in Education: Statutory guidance for schools and colleges

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors, and volunteers to share this commitment. A safer setting starts with safe individuals.