

# Careers guidance policy

### Responsibilities

Status	Statutory
Review cycle	Every three years
Key school staff member & role	Sarah Griffey – Head of Secondary
Policy written / reviewed	September 2024
Ratified by the governing body	September 2024
Next review due	July 2027

### Version control details

Version number	Date of version	Details of updates, changes or review
1.0	September 2024	Updated and rebranded
1.1	December 2024	Updated with post-16 data added



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### 1. School vision

#### 1.1 Rowhill school's vision for pupil's aspirations

Rowhill school's careers curriculum is developed around the core principles of pupils' aspirations to be:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

#### 1.2 Achieving these aspirations

Rowhill school will achieve these aspirations by:

1. Providing a differentiated curriculum incorporating vocational opportunities.
2. Providing an appropriate environment with specialist support.
3. Offering a variety of qualifications to meet learner's academic ability.
4. Enabling pupils to develop coping strategies, their social and communication skills and increase their independence.
5. Support families and pupils with the transition process.

#### 1.3 Delivery

We use a programme across the whole school called Talentino. This programme starts in primary with a focus on work related skills (skills for life) and careers a every level (labour market information). In secondary, Year 7s receive a career development plan, which is their career story that follows them through to end of Year 11.

- In Year 11 Rowhill school delivers 3 units through AQA to support the careers curriculum:
  - Personal Action Planning
  - Making Informed Careers Choices
  - Applying for Jobs and Courses
- Pupils receive independent careers advice.
- Pupils receive support with application and post 16 transition process.
- Pupils have access to careers and further education material.



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- Rowhill school is working with the Kent and Medway Careers Hub to offer learners opportunities to speak to employers, such as the 360 careers event.
- We work with staff and local community to have external speakers come to the school to talk to the pupils about the opportunities available to them beyond Rowhill.
- Pupils attend events outside of school to gain insight into the place of work i.e. Thames Water, Charlton Athletic.
- KS4 Vocational curriculum offer.

### 2. Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance (CEIAG) given to students in Key Stages Three and Four.
- The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023).
- This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 8 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.
- All members of staff at Rowhill School are expected to be aware of this policy and the importance of CEIAG in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
- It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### 3. Objectives

We want to prepare our students for the world of work, provide them with the best possible opportunities for the future and ensure they are not disadvantaged in the work place.

- Objective 1 - Enable students to explore, understand and experience the World of Work.
- Objective 2 - Provide students with a range of information and guidance for future opportunities.
- Objective 3 – Develop careers skills, confidence and aspirations to combat disadvantages in the workplace.

### 4. School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11.
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- This advice must cover a range of education or training options.
- This guidance must be in the best interests of the pupil.
- Schools are required to publish (a) the name, email address and telephone number of the school's careers leader; (b) a summary of the careers programme including details as to how pupils, parents, teachers and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on pupils; (d) the date of the school's next review of the information.
- There must be an opportunity for education and training providers to access pupils in Year 8 – Year 11 in order to inform them about approved technical qualifications or apprenticeships, see Section 6 of this policy
- The school must have a clear policy setting out the manner in which providers will be given access to pupils, see Section 6 and Appendix 3. This policy and these arrangements must be published.
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy (Section 3).



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- Rowhill School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

### 5. Governor Responsibilities

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- Based on the eight Gatsby Benchmarks.
- Meeting the school's legal requirements.

The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all students in Years 8 to 11 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published, see Appendix 3.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

### 6. Provider Access Legislation

#### 6.1 Introduction

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.



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### 6.2 Entitlement

All pupils in Years 8-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

Appendix 3 shows how the school intends to comply with the minimum requirement to provide four encounters and the opportunities for providers to visit and to explain how requests from providers will be handled. The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

### 7. Monitoring, Evaluation and Review

The Headteacher will ensure that:

- The work of the Careers Leader and CEIAG events are supported and monitored.
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.
- Careers strategic objectives will be reviewed as part of the whole school improvement plan.
- Tracked through PSHE tracking.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as annual reviews, student council, employer feedback after 360 event.
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted; Kent and Medway Careers Hub/The Education People.
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

### Appendix 1 – The Gatsby benchmarks

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>

<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>Every student 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 activities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</li> </ul>

<p><b>6. Experiences of workplaces</b></p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<p><b>7. Encounters with further and higher education</b></p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<p><b>8. Personal guidance</b></p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

### Appendix 2 – Rowhill School’s Career Programme

	Speakers	Colleges/ Alternative provision	Employers	Pathways	Work experience participation and leadership	Visits	Parents	Other
Year 7	Linked to curriculum – timetabled discrete careers lessons	N/A		Visual displays around the school	Challenger Troop = Army based activity	Local Community		PSHCE – SCARF lessons Talentino
Year 8	Linked to curriculum – timetabled discrete careers lessons	N/A	Provider Access Legislation Encounter (The Army, NHS, DWP, etc?)	Visual displays around the school	Challenger Troop = Army based activity	Local Community		PSHCE - Talentino

	Speakers	Colleges/ Alternative provision	Employers	Pathways	Work experience participation and leadership	Visits	Parents	Other
Year 9	Employer Speakers	Open events	Educational visits  Employer speakers	Vocational taster sessions  Provider Access Legislation Encounter Term 2	Vocational taster sessions	Employers  Colleges  Specialist provisions	Website information  Parents evening  Parents consortium  EHCP meetings  Career mag for parents on website	UK Parliament week – Kent Youth County Council Elections  Animal Aid – community work  Children in Need – fundraising  Skills for life PSHCE – Talentino

	Speakers	Colleges/ Alternative provision	Employers	Pathways	Work experience participation and leadership	Visits	Parents	Other
Year 10	Employer Speakers  The Education People	Open events and organised tours of campuses - PAL	Work experience  Educational visits  Employer speakers	Unit Award Scheme Certifications – Personal Action Planning/ Making Informed Career Choices/ Applying for Jobs & Courses  Level 7 careers advise (External visitor)	Work experience  Vocational options/ qualifications	Employers  Colleges  Specialist provisions	Website information  Parents evening  Parents consortium  EHCP meetings  Careermag for parents on website	UK Parliament week – Kent Youth County Council Elections  Animal Aid – community work Children in Need – fundraising  Skills for life PSHCE

	Speakers	Colleges/ Alternative provision	Employers	Pathways	Work experience participation and leadership	Visits	Parents	Other
Year 11	Employer Speakers  The Education People	Open events and organised tours of campuses - PAL  College applications	Work experience  Educational visits  Employer speakers  Mock Interviews  CV	Unit Award Scheme Certifications – Personal Action Planning/ Making Informed Career Choices/ Applying for Jobs & Courses  Level 7 careers advise (External visitor)	Work experience  Vocational options/ qualifications	Employers  Colleges  Specialist provisions	Website information  Parents evening  Parents consortium  EHCP meetings  Careermag for parents on website	UK Parliament week – Kent Youth County Council Elections  Animal Aid – community work  Children in Need – fundraising  Skills for life PSHCE



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### Appendix 3 - Rowhill Provider Access Legislation Policy Statement

#### Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### Pupil entitlement

All pupils in Years 8 to 11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (Year 8 to 9) and two encounters for pupils during the 'second key phase' (Year 10 to 11). These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

#### Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful](#) checklist. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

### Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

• BEMIX	• White rocks	• Catch 22
• The Education People	• Kite College	• Nacro
• Supa Jam	• Mid Kent College	• K Connect – sport
• North Kent College	• Brogdale Farm	

### Destinations of our pupils

Last year our Year 11 pupils moved to range of providers in the local area after school:

Destination – 2023-2024	Number of Learners	Number of Learners ACP
Alternative provision	3	5
FE College	8	4
Unknown	0	0
Out of area LAC transfer	0	0
NEET	1	3
Internship	0	4
Apprenticeship	0	0
Employment	0	2
<b>Rowhill total leaving</b>	<b>11</b>	<b>18</b>

Destination – 2022-2023	Number of Learners
Alternative provision	8
FE College	3
Unknown	0
Out of area LAC transfer	0
NEET	1
Internship	0
Apprenticeship	0
Employment	0
<b>Rowhill total leaving</b>	<b>12</b>

<b>Destination – 2021-2022</b>	<b>Number of Learners</b>
Alternative provision	4
FE College	2
Unknown	0
Out of area LAC transfer	0
NEET	0
Internship	0
Apprenticeship	0
Employment	0
<b>Rowhill total leaving</b>	<b>6</b>

<b>Destination – 2020-2021</b>	<b>Number of Learners</b>
Alternative provision	7
FE College	8
Unknown	1
Out of area LAC transfer	1
NEET	2
Internship	0
Apprenticeship	0
Employment	0
<b>Rowhill total leaving</b>	<b>19</b>

### Management of provider access requests procedure

A provider wishing to request access should contact Mrs Sarah Griffey, Head of Secondary (Contact: [griffeys@rowhill.kent.sch.uk](mailto:griffeys@rowhill.kent.sch.uk)).

### Opportunities for access

The school offers the four provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our careers leader to identify the most suitable opportunity for you.



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	Autumn Term	Spring Term	Summer Term
Year 8	Provider encounter - TBC	Provider encounter - TBC	
Year 9	Provider encounter - TBC	Provider encounter - TBC	Transition meeting for vocational pathways.
Year 10		The Education People – Apprenticeship talk Bemix – internships North Kent Colleges	
Year 11	Annual review meetings for career way options.	The Education People – Apprenticeship talk North Kent Colleges Individual post 16 visits: Supajam Catch 22 Brogdale Sixth forms Bemix – internships  360 Careers event	

### Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available audio-visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the careers leader or a member of their team.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the careers leader.



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### **Complaints:**

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

**- END OF POLICY -**