Careers Policy

Details the school's careers programme, including careers education, information, advice and guidance, employer engagement, and opportunities that prepare pupils for future education, training and employment.

Document History

Version	Version Date	Author	Summary of Changes
V1.0	13.01.2020	A Hughes	First published version
V1.1	03/07/20	A Hughes	Amendments to contact details
V1.2	26/01/21	A Hughes	Assessing careers provision
V1.3	23/02/21	A Hughes	Curriculum Mapping/Overview
V1.4	01/03/22	A Hughes	Provider Access Statement
V1.5	22/01/26	A Hughes	Guidance, program and contact details updates.

This policy was approved as follows:			
Approver:	**A Grattage**	**Date:**	**January 2026 (updated)**
Owner:	A Hughes	**Version:**	
LAC adoption date:	January 2026	**Review frequency:**	Annual
Status:		**Next review date:**	

This policy applies to all School Academy staff, pupils and parents. [delete as appropriate]

Introduction

At Ryecroft CE Middle School we believe that a quality careers provision should be available to all of our pupils. Our aim is for all pupils to be given the opportunity to achieve their personal best with clear aspirations for their future. In early careers education, this translates as every pupil knowing themselves, their personal skills, qualities and interests to help inform their future choices. We will support pupils in making well-informed decisions by providing access and guidance about the range of options (including academic, vocational and apprenticeships) that are most likely to help them to achieve their ambitions. We will also work with colleagues across the Innovate to Educate Partnership to ensure that the careers provision across Key Stage 2 and 3 is one which prepares our pupils for the future.

There has never been a time when careers guidance has been as important for young people. The landscape of education, training and employment opportunities that pupils need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Pupils need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. This policy sets out how the school provides a fit for purpose careers programme which will provide our pupils with the knowledge, inspiration and ability to take ownership of their own futures, which will enable them to succeed in their chosen career paths.

We hope that by inspiring every pupil through real-life contacts with the world of work, they will be ambitious and motivated to learn with high aspirations for their own future.

A formal Careers Programme is in place indicating the importance of employability, careers & enterprise education. The careers programme is clearly linked to the School Development Plan. The school Careers Plan is based on the DfE document 'Careers guidance and access for education and training providers January 2023' and the Gatsby Benchmarks.

Aims and purpose

- Prepare pupils for the transition to the next stage of their education and for life beyond compulsory education (higher education and the world of work).
- Support pupils in making informed decisions, which are suitable and ambitious for them.
- Provide pupils with a range of well-rounded experiences across all subject areas.
- Provide pupils with information on the full range of education and training options available at each transition point.
- Develop enterprise and employability skills including skills for self-employment.
- Develop personal qualities, which support pupils in the curriculum and in their careers, for example, social skills, communication, innovation, resilience and leadership.
- Inspire and motivate pupils to be aspirational in their future careers & education choices.
- Provide educational visits, assemblies, group discussions and taster events with a range of providers.

Team Roles and Responsibilities

Careers Lead Teacher:
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- Provision of a planned CEIAG[1] programme / development of annual careers plan.
- Monitor and evaluate CEIAG provision and impact of careers guidance, including future destinations.
- Establish and maintain relationships with employers, FE[2], HE[3], training and apprenticeship providers
- Liaise with tutors, class teachers, SLT[4], SENCO[5] to identify and support pupils with careers guidance.
- Promote careers across the curriculum; liaise with PSHE[6] lead and subject leads to create curriculum map.
- Lead in house training / CPD[7] for staff.
- Report to SLT and Governors on CEIAG.

Teaching Staff:

- Integrate careers into the curriculum, form time and assembly time.
- Engage with careers CPD.
- Link curriculum areas to careers.
- Support the development of employability skills.
- Promote progression routes within their curriculum area.
- Develop external links to support careers within curriculum areas.

Programme

The careers programme at Ryecroft CE Middle School makes use of the CDI Framework for Careers, which is based around the following themes and employability skills:

- Grow throughout life - Grow throughout life by learning and reflecting on yourself, your background and your strengths.
- Explore possibilities - Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- Manage career - Manage your career actively, make the most of opportunities and learn from set-backs.
- Create opportunities - Create opportunities by being proactive and building relationships with oth-ers.
- Balance life and work - Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- See the big picture - See the big picture by paying attention to how the economy, politics and society connect with your own life and career

[1] Careers Education Information Advice & Guidance
[2] Further education
[3] Higher Education
[4] Senior Leadership Team
[5] Special Educational Needs Coordinator
[6] Personal, Social and Health Education
[7] Continuing Personal Development

- Communication, Problem Solving, Resourcefulness, Organisational Skills, Team Work, Adaptability, Numeracy and Equality.

The Gatsby Benchmarks

Ryecroft CE Middle School's careers plan supports the achievement of the eight Gatsby benchmarks:

Benchmark 1: A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

Benchmark 2: Learning from Career and Labour Market Information

Every pupil 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 the best use of available information

Benchmark 3: Addressing the Needs of Each Pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM[8] subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

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 activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6: Experiences of Workplaces

Every pupil should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience 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. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Benchmark 8: Personal Guidance

Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

[8] Science, technology, engineering, and mathematics

Overview

Career related activity	Year 5	Year 6	Year 7	Year 8
Assembly	✓	✓	✓	✓
Careers lessons			✓	✓
Educational visits to/from employers	✓	✓	✓	✓
Experience of the work-place			✓	✓ *
Visits from FE / HE			✓	✓
Enterprise Activities			✓	✓
Careers Talks	✓	✓	✓	✓
External careers events			✓	✓

* Alternative activities / events may be added throughout the year as opportunities arise.

Monitoring, Recording and Evaluation

-The Compass 360 Career Benchmark tool is used to provide an annual review of the impact and outcomes of the careers program.
-Compass+ tracks all pupils' engagement in coordination with Arbor MIS, monitor attendance and highlighting gaps in gaps in learning or access to resources and events.
-Staff and parental surveys are used to collect feedback relating to the careers provision being implemented, including the use of pupil voice meetings and questionnaires.
-Completed work is marked and assessed by staff to facilitate feedback and summative assessment.
-Built into the careers programme are opportunities for pupils to reflect and self evaluate on their learning at key learning points through verbal and written feedback in lessons, by completing evaluation forms and questionaires or by taking part in pupil voice meetings.
-Visitors provide verbal and written feedback about their visit.
-Learning walks, drop ins and planning scrutiny provides an insight into the lessons and activities being delivered.
-The Gatsby benchmarks are used to provide a clear framework when planning any careers activity to ensure a broad and balanced careers provision is in place.
-Leavers destination information is collated and analysed.

Careers curriculum map, assemblies and other provision linked to careers

See separate document available on the school website.

Ryecroft CE Middle School: Provider Access Policy

See separate document available on the school website.

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Approved and signed on behalf of the Governing Body Date