

Developing Trust, Inspiring Hope, Building Success, Shaping the Future

Rawlins

Careers education, information, advice and guidance

Rawlins, as a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom and endurance for both individuals and as a school community.

Reviewed/Approved	June 2026
Next Review	June 2027
Approval By	Local Governing Committee
Review Frequency	Annually

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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

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

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students 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 students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find [here](#)

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 offers secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we are required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement. This policy complies with our funding agreement and articles of association.

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. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found [here](#).

3. Roles and responsibilities

3.1 Careers Leader

Our careers leader is Matt Kinsey and they can be contacted by phoning 01509 622800 or emailing matthewkinsey@rawlins.embracemat.org. Our careers leader is a member of the senior leadership team (SLT) 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 careers adviser, to identify the guidance needs of all of our students 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 students 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 committee

3.2 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 students 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

3.3 The governing committee

The governing committee 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 students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students 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

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance
9. Provide drop-down days to promote exposure to the world of work

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- PSHCE Lessons and Careers in the Curriculum included in all subject medium-term plans
- Tutor time programme including tutor led careers information and discussion-based guidance, as a group and 1:1, involving parents/carers where appropriate, key focus points include during selection of Key Stage 4 options and applying for post-16 education.
- We are well supported by a qualified and impartial external careers advisor as well as our internal careers coordinators who also offer impartial support and guidance
- We have a rolling assembly programme for Careers, supporting key dates such as National Careers Week, National Apprenticeship Week, UCAS, HE and FE guest speakers.

- Key events including our whole school Careers Fair, the Y10 Careers Day, Personal Statement support from HE links amongst many others.
- We display and update several Careers resource noticeboards throughout the school and publish Careers notices in our school newsletter to share details with parents/carers.

Key Stage 3

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects.

This includes:

- allotted time through PSHCE lessons for self-development
- direction towards careers resources available in school
- assemblies and other information on Key Stage 4 options, including vocational and alternative courses
- employer encounters either through the curriculum or extra-curricular activities
- appropriate career and aspiration based activities
- cross-curricular lesson activities and displays with appropriate career pathways
- a structured and intensive programme of support and guidance for selecting Key Stage 4 options.

Key Stage 4

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- college presentations
- career-based presentations
- careers interviews with local providers
- information on college open days
- support with completing post 16 applications and access to computers
- enrichment days, including enterprise activities and career based sessions from alternative providers
- supported personal statement sessions within allocated tutor time
- parent consultation evenings and some assemblies supported by an external, independent careers advisor
- close and continued monitoring and support for vulnerable students
- individualised plans for progression and transition between key stages for the most vulnerable and SEND students
- individual mentoring for identified vulnerable and SEND students
- targeted academic intervention to support achievement for those identified
- independent careers support, guidance and awareness through PSHCE and other subject areas across the curriculum
- A targeted week of work experience for all Year 10 students during the spring term
- targeted offsite vocational placements where appropriate
- completion of Education, Health and Care Plan (EHCP) for SEND students to aid progression.

Key Stage 5

Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways. This includes:

- Allotted time through PSHCE lessons with tutors
- Higher education (HE) fair with associated guidance assemblies
- Post 18 assembly – apprenticeships, HE, HPA
- Small group sessions: future education, training and employment options
- Meetings with careers adviser & UCAS guidance

- Careers Fair event access
- Supported Work Experience, University Open Days, Apprenticeship interviews where appropriate.
- Access to the UCAS Fair at a local university.
- Confirmation of post-18 education and training destinations for all students
- A targeted week of work experience for all Year 12 students during the summer term

Work Experience: Safeguarding

When students undertake off-site work experience arranged independently, **parents/carers assume full responsibility for selecting, approving, and managing the placement**, including all **safeguarding arrangements** and any checks they consider necessary.

The school uses **Unifrog to log and acknowledge** the placement, but is not able to vet any safeguarding arrangements that may or may not be required.

Submission of a placement on Unifrog confirms that parents/carers accept responsibility for the student's safety, welfare, and travel during the placement, and that the school is not involved in vetting or assessing the employer.

4.1 Students with special educational needs or disabilities (SEND)

We expect that the majority of Students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to students without SEND that is not also offered to our students with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website [here](#) also in the form of this policy, including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting Matt Kinsey via email – matthewkinsey@rawlins.embracemat.org

4.3 Assessing the impact on students

Our career programme is designed so students 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:

- Completion of the Compass review as published on our website
- Destination data of our leavers
- Surveys and evaluations
- Feedback from students, parents, teachers and employers

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing committee and reviewed annually.

The next review date is: June 2027