



Rawmarsh Community School A Sports College

# CAREERS POLICY 2024/25

**RAWMARSH COMMUNITY SCHOOL**

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Careers Education, Information, Advice & Guidance 2024-25

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**1. What is CEIAG?**

CEIAG stands for ‘Careers Education, Information, Advice and Guidance.’

**2. Our Aim**

Rawmarsh Community School aims to send all students into an ever-changing world able and qualified to play their full part in it. We are committed to ensuring that all students have the best educational experience possible and believe that our students should have high aspirations for their next educational steps and intended career aims. To achieve this we are proactive in helping students to find the right pathway to enable them to excel in the career they wish to pursue.

**3. Government Expectations**

According to The Government’s careers strategy, published on 4 December 2017, schools across the country should ‘make sure that all young people get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.’ To achieve this, they recommend that schools adopt the following the eight Gatsby Benchmarks, which is fundamentally what good career education, information, advice and guidance should look like:

- A stable careers programme
- Learning from local labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Although these benchmarks are not statutory by planning provision in line with them we are complying with the careers guidance requirements set out in our funding agreements. Delivery plans detailing how our planned activities link to the benchmarks serve to inform ongoing provision.

#### **4. Provision**

Careers education at WPT is linked through the curriculum in subject-specific areas with monthly careers lessons; in addition to tutor time and calendared drop-down days/lessons for all year groups.

Information on careers and employability and a wide range of resources are shared via the school website and social media accounts and also through enrichment via external providers including: workplace visits, mentoring programmes and study/taster days at higher education institutions. Through guidance and advice, led by our Careers team and careers advisers, students are able to use what they have learned to make informed decisions at each stage of their career progression. Below is a summary of our careers provision including both curricular and extra-curricular opportunities.

Year	Curricular / Extra-curricular: examples of provision
Y7: Experience and Knowledge	<ul style="list-style-type: none"> <li>● Careers in the Curriculum lessons, PSHE</li> <li>● Enterprise Activities: BAE systems AES Seal for example</li> <li>● GUTS - Magna</li> <li>● Qdos careers Hub visit</li> <li>● Use of online careers resource programme</li> <li>● Applying for key roles in school such as school council / anti – bullying ambassadors</li> <li>● HEPP programme (Rotherham only)</li> <li>● Access to Unifrog careers platform</li> </ul>
Y8: Experience and Choice	<ul style="list-style-type: none"> <li>● Careers in the Curriculum lessons, PSHE</li> <li>● PSHE &amp; Options lessons: Subject options linked to specific careers including interview about options.</li> <li>● Careers in the Curriculum lessons</li> <li>● GUTS - Magna</li> <li>● Prince’s Trust Enterprise Challenge</li> <li>● Qdos careers Hub visit</li> <li>● HEPP programme (Rotherham only)</li> <li>● Access to Unifrog careers platform</li> </ul>
Y9: Empowerment	<ul style="list-style-type: none"> <li>● Careers in the Curriculum lessons, PSHE</li> <li>● Visits to workplaces</li> <li>● Enterprise activities</li> <li>● Employer visits</li> <li>● Careers in the Curriculum lessons</li> <li>● GUTS - Magna</li> <li>● Qdos careers Hub visit</li> <li>● HEPP programme (Rotherham only)</li> <li>● Access to Unifrog careers platform</li> </ul>

Y10: Education and Information	<ul style="list-style-type: none"> <li>● Careers in the Curriculum lessons, PSHE</li> <li>● 1:1 guidance to explore Post-16 options and pathways</li> <li>● Careers fair</li> <li>● Visits from colleges and post-16 providers</li> <li>● Work Experience: 1 Week placement on 24-28<sup>th</sup> June 2024</li> <li>● Parental involvement: Year 10 Information Evening - June 2024</li> <li>● Careers in the Curriculum lessons</li> <li>● Form time activities including CV and personal statement writing</li> <li>● Qdos careers Hub visit</li> <li>● HEPPSY</li> <li>● Access to Unifrog careers platform</li> </ul>
Y11: Individualisation	<ul style="list-style-type: none"> <li>● Careers in the Curriculum lessons, PSHE</li> <li>● Tutor: Rolling programme of identifying relevant post-16 pathways and supporting individual applications for education and apprenticeships</li> <li>● 1-1 career guidance to support post-16 transitions.</li> <li>● Year 11 Careers Day: including mock interviews, personal statements, apprenticeships preparation etc.</li> <li>● Careers fair</li> <li>● External provider input: assemblies and drop-down day</li> <li>● Access to Unifrog careers platform</li> </ul>

	<ul style="list-style-type: none"> <li>● Apprenticeship provider input for the relevant cohort of students</li> <li>● Parental involvement: Y11 parents evenings</li> <li>● Active support for all student post-16 applications and subsequent securing of offers from college and sixth forms</li> <li>● Informed and successful post-16 transition and engagement</li> <li>● Careers Interview to support post 16 choices</li> <li>● Careers in the Curriculum lessons</li> <li>● Qdos careers Hub visit</li> <li>● HEPPSY</li> </ul>
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## 5. Measuring Impact

The following table includes some of the ways in which we are developing the monitoring, and review of the impact of our CEIAG provision on students.

Gatsby Benchmark	Monitoring, Review and Evaluation
1. A stable careers programme	<ul style="list-style-type: none"> <li>● Student Voice to review the quality of key components of CEIAG on offer within the curriculum and enrichment</li> <li>● Use Compass+ to support</li> </ul>
2. Learning from local labour market information	<ul style="list-style-type: none"> <li>● Student activity to gauge level of understanding of demand for specific qualifications, skills and posts</li> <li>● Review impact of staff CPD on this strand through Staff INSET/Voice</li> </ul>

<p>3. Addressing the needs of each student</p>	<ul style="list-style-type: none"><li>● Review information on the progress of specific pupil groups including Pupil Premium and SEND pupils to better target careers guidance</li><li>● Ongoing: review numbers per specific pupil groups that go on to FE / HE destinations and Apprenticeships compared to previous years</li></ul>
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4. Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>• WPT offers many opportunities both within lesson and through external visits: mapping and developing this provision is currently an ongoing priority.</li> </ul>
5. Encounters with employers and employees	<ul style="list-style-type: none"> <li>• Track individual encounters with employers</li> <li>• Work with Enterprise advisers through the CEC network to support employer encounters</li> </ul>
6. Experiences of workplaces	<ul style="list-style-type: none"> <li>• Employer feedback of students who have accessed work place visits and or work experience</li> </ul>
7. Encounters with further and higher education	<ul style="list-style-type: none"> <li>• Track the number of visits which each learner has taken to FE and HE providers and explore how this impacts on post-16 choices</li> <li>• Student Voice to find out how the visits to providers have influenced learners' decisions</li> </ul>
8. Personal guidance	<ul style="list-style-type: none"> <li>• Track student interviews with career guidance practitioner</li> <li>• Developing Staff Voice to determine how they've embedded CEIAG into their lessons and identify their career guidance training needs</li> </ul>

## **7. Equal Opportunities**

All students are provided with the same opportunities to access careers provision and every opportunity is taken to challenge stereotypes, raise aspirations and celebrate diversity. Students are encouraged to follow career paths that suit their interests, skills and strengths – and make informed decisions. The destinations of our leavers are closely monitored, and our younger students are informed and inspired through 'alumni' case studies and input wherever possible.

## **8. Roles and Responsibilities**

All staff are expected to have a role in informing students about a range of career pathways.

The Governing Body and Senior Leadership Team ensure that the independent career guidance provided to students is:

- Impartial and promotes aspiration for all
- Based on information on a wide variety of education and training options including: apprenticeships, other vocational pathways and further or higher education
- Individualised guidance that is in the best interests of the students to whom it is given

## 9. Access for Technical Providers

Schools in England “must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education to inform them about approved technical education qualifications or apprenticeships.” (The Baker Amendment: Section 42B of the Education Act 1997)

Therefore, to comply with the obligations stated above, this section of the policy provides guidance for technical providers who wish to access the school to support students in making informed choices about their post-16 options.

### Procedure

To request access, a provider should log on to the school website and find “Careers and Employability” under the “Students” tab on the menu bar. Then within the “Careers Programme, Provider Access Arrangements and Destinations Information” sub-section, providers will find the ‘Provider Access Form’ which should be completed in the first instance. On this form, providers will need to include the following information:

- Name of company and contact details
- The learning opportunities provided for students
- The type(s) of event being requested

Alternatively, providers may contact the Careers Leader by email, phone or formal letter using the contact details at the end of this policy.

*Please note that, to comply with the school’s safeguarding policy, we will need the full name and date of birth of all external staff who visit the school from providers seven days in advance of a visit so that barred list checks can be made.*

### Opportunities for Access

Providers, who wish to come into school to speak to students and/or parents and carers, may find that some of the following events already embedded into the school calendar are useful.

- Careers Days
- PHSE Lessons
- Assemblies
- Parents Evening(s)

Alternatively, any technical providers wishing to speak to students about employment or training opportunities which are heavily linked with a particular curriculum area can liaise with our Careers Leader about how best to access students within this subject.

Providers are also welcome to send a copy of their prospectus or other relevant course literature to the Careers Leader who will review its suitability and, if appropriate, make it available to students in our open-access careers resource area.

### Grounds for Granting / Refusing Access

All requests for access should be made at least 6 weeks (a typical school half term) in advance of an expected date for the planned session. Every request made will be given due consideration by the SLT link for careers; those approved will be given clear instructions prior

to the event on visitor parking, visitor registration and the contact member of staff who will greet them.

The school reserves the right to decline requests for a number of reasons, including (but not restricted to) the following:

If the information is not seen to be in the best interest of students or there are concerns about the ethics or quality of the provision; this may include students receiving misleading or inappropriately subjective information which may be of benefit to the provider and not students.

- if the type of access required is not feasible for a certain event, for instance if the school do not have the facilities necessary to host and event or the event compromises health and safety or carry safeguarding concerns
- if such attendance would provide an imbalanced view of available provision
- if the provider's input would not be relevant to a particular event
- if the request is not timely, for instance if they impinge on students' preparation for exams or students have already accessed information from similar providers
- if there is a clash between the request and a pre-arranged school event

In such cases the Careers Lead will inform the provider of this decision and the reason why. If the provider wishes to appeal this decision they can contact the member of SLT with responsibility for CEIAG.

#### Premises and Facilities

The school will make available an appropriate space based on the nature of the activity being provided. For sessions involving larger cohorts, the Main Hall has seating for in excess of 300 students. For smaller cohorts, a suitable classroom(s) can be made available. The Main Hall, and all classrooms within the school have audio and visual facilities available for use to facilitate the use of presentations or video clips. Any AV requests should be discussed and agreed in advance of the visit with the Careers Leader.

#### **10. Contact**

For more information about our careers programme, or to request access, please see the list of contacts below.

#### **RCS Careers Team:**

**Miss A Keogh – SLT Careers Leader**

[akeogh@rawmarsh.org](mailto:akeogh@rawmarsh.org)

**Miss Kiran Hussain - Careers Coordinator**

[khussain@rawmarsh.org](mailto:khussain@rawmarsh.org)

**Mrs Bev Jones – Post-16 Careers Adviser**

[bjones@rawmarsh.org](mailto:bjones@rawmarsh.org)

To contact by phone, the provider should call 01709 710672 and ask to be put through to the member of staff concerned. The next review of the policy will take place in November 2025



