Ravens Wood School

Careers Policy

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1.Our Vision

Together, we enable everyone to thrive.

Our Values:

- Ambition – we have high aspirations for our children and strive to do our very best.
- Inclusion – we care about the whole child and everyone will feel that our Trust is a place where they are valued, respected, safe and happy.
- Collaboration – we are stronger together and collaborate generously to ensure the long-term success of our children, our staff, our schools and the communities we serve.
- Trust – we build trust by acting with integrity and kindness and by putting children first.

Inspire, Respect, Flourish.

2. Aims

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

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

- Help pupils prepare for the workplace, by building self-development and career management skills
- Develop pupils' understanding of the opportunities, challenges and implications of emerging technologies, including artificial intelligence, in education, employment and career planning.
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them

- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

3. Statutory requirements

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008
- Keeping children safe in education 2026: September 2026

This policy is also in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, RWS_Provider_Access_Policy.pdf

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our schools should now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)
- As part of an academy (Impact Multi Academy Trust – IMAT) in England, we are required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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 at RWS_Provider_Access_Policy.pdf

This policy complies with our funding agreement and articles of association.

4. Roles and responsibilities

4.1 The trust board

The Trust Board will:

- Set the strategic direction for careers education across the trust, ensuring it aligns with the trust's vision, values, and development priorities.
- Ensure that all schools within the trust meet statutory requirements for careers guidance, including the provider access legislation and Gatsby Benchmarks.
- Monitor the quality and impact of careers provision across the trust, using data and feedback to inform strategic decisions.
- Champion a trust-wide culture of high aspirations, equality of opportunity, and impartiality in careers education.
- Support the development of a coherent and consistent careers strategy across all trust schools, while allowing for contextual flexibility.
- Ensure that the trust's central team provides appropriate support, resources, and professional development to careers leaders and advisers.
- Promote collaboration between schools to share best practice, resources, and employer engagement opportunities.
- Receive regular information from the Director of Education and careers leaders on progress, impact, and areas for development.
- Ensure that careers information is published and accessible on each school's website, including the name and contact details of the careers leader and a summary of the careers programme.

4.2 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Ensure that independent careers guidance is provided to all pupils 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 pupils
- Ensure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Ensure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Ensure that details of our school's careers programme and the name of the careers leader are published on the school's website

4.3 Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Ensure that careers education, employer engagement activities, workplace visits, mentoring programmes and work experience placements are delivered in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education (KCSIE), with appropriate oversight from the Designated Safeguarding Lead (DSL).
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

4.4 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Ensure curriculum leaders actively promote careers learning within their subject areas and support the delivery of Gatsby Benchmark 4: Linking Curriculum Learning to Careers.
- Network with employers, education and training providers, and other careers organisations
- Liaise with the trust Careers Leads (Hayley Hayden and Danielle Hewlett Boyle) for support and guidance

4.5 Careers leader/advisor

Our Careers leader is Mrs Jackson Searle

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances

- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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 pupils 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 pupils 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
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

5. Our Primary careers programme

While statutory careers guidance begins in Year 7, our Trust recognises the importance of early exposure to the world of work and future aspirations. We believe that careers education in primary schools lays the foundation for informed choices, ambition, and self-awareness in later years.

Our primary careers programme is designed to:

- Introduce pupils to a wide range of jobs, industries and future career pathways.
- Challenge stereotypes and broaden horizons, ensuring pupils understand that career choices are not limited by gender, background or circumstance.
- Develop curiosity, confidence, communication skills and enterprise capabilities.
- Help pupils understand the link between learning and future opportunities.
- Raise awareness of STEM-related careers and emerging sectors, including green and sustainable industries.
- Encourage creativity, innovation, problem-solving and entrepreneurship.

Provision includes:

- Annual Primary Careers Fair: Pupils explore different professions through interactive stalls, hands-on activities, and conversations with visiting professionals.
- World of Work Days: Pupils explore different professions through themed activities, dress-up days, and interactive sessions.
- Employer Encounters: Visits from local professionals and parents to talk about their careers and answer questions.
- Curriculum Links: Teachers embed career-related learning into subjects (e.g. authors in English).
- Aspirations Assemblies: Regular assemblies focused on ambition, goal-setting, and inspirational stories.
- Community Projects: Opportunities to engage with local organisations and understand roles in society.

Our primary careers provision is inclusive and tailored to the developmental stage of each year group. It promotes aspiration, challenges stereotypes, develops enterprise skills and introduces pupils to a broad range of careers, including STEM and emerging green industries.

6. Our Secondary careers programme

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

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

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
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

Careers programmes across the Trust make use of local and national labour market information to ensure pupils understand current and emerging employment opportunities. This includes raising awareness of growth sectors such as green careers, digital technologies, artificial intelligence, engineering, health and social care, advanced manufacturing and other areas identified through labour market intelligence.

Our programme does not show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils 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
- Personal development days
- Form time activities for example speakers (in person and online),
- Annual Careers fair
- Work Experience Programme
- 1:1 careers guidance meetings (KS4 and KS5)
- Using Unifrog, the complete destinations platform to run year group careers activities and Trust Careers insight days

Careers learning is embedded across the curriculum. Subject leaders and teachers are expected to identify meaningful links between curriculum content, employability skills and future career pathways. Pupils will be supported to understand how knowledge and skills developed within individual subjects relate to a wide range of employment sectors and progression routes. Additionally, our PSHE curriculum includes information on careers, employability and decision-making.-Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

-Every pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

The Universal Key Stage 3 offer in our schools includes:

- Options assembly and Unifrog task
- Options evening (Careers team in attendance)
- Careers guidance meetings for all SEN and disadvantaged to help them in their option choices

Careers-Map-in-Year-Groups.pdf

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found RWS_Provider_Access_Policy.pdf
- 1 week's worth of work experience activities

Key Stage 4

The Universal Key Stage 4 offer in our schools includes:

- College visits including a College insight afternoon
- National Apprenticeship week
- Annual careers fair
- Post 16 pathways assembly
- AIM assembly (Introduction to T Levels and Introduction to apprenticeships)
- National careers week
- 1:1 Careers guidance meetings
- Careers team appointment available on parents' evenings
- GCSE results day support

Careers-Map-in-Year-Groups.pdf

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found RWS_Provider_Access_Policy.pdf
- 1 week's worth of work experience placement(s)

Key Stage 5

Our universal Key stage 5 offer includes:

- 1:1 careers guidance meetings
- UCAS Exhibition attendance
- Annual careers fair
- WEX program (assisting those pupils with smaller networks to source or be allocated a placement)
- Year 12 research project
- Post 18 pathways event
- National Apprenticeship Week
- National careers week
- University visits

- World of Work
- UCAS program
- Oxbridge program (for some students)
- LinkedIn networking sessions
- Apprenticeship workshops (Year 13)
- Employability sessions
- Appointments during parent evenings
- A Level results day to support

  Careers-Map-in-Year-Groups.pdf

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which can be found RWS_Provider_Access_Policy.pdf. These encounters are mandatory for the school to put on, but optional for pupils to attend.

7 Safeguarding

Impact Multi Academy Trust is committed to ensuring that all careers education, information, advice and guidance activities are delivered in a safe, inclusive and supportive environment. All careers-related activities, including employer encounters, workplace visits, work experience placements, mentoring programmes, virtual careers events and online careers platforms, will operate in accordance with the Trust Safeguarding and Child Protection Policy and the current version of Keeping Children Safe in Education (KCSIE).

Careers staff, employers, volunteers and external providers working with pupils are expected to understand and comply with safeguarding requirements and act in accordance with professional standards of conduct.

8 Work Experience (WEX)

The aim of work experience is to provide an opportunity for all pupils to learn in the workplace; an experience that cannot be replicated in school.

- The overall organisation of work experience is undertaken by the Careers Lead and Careers Adviser, including support with sourcing a placement.
- Parents/carers are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.
- The Unifrog placement tool is used for all WEX administration and the team check that the placement meets with the school's requirements, the pupils will be treated fairly and they will undertake meaningful work in a safe environment.
- All pupils on placement are covered by the employers' insurance and places of work must supply the school with a comprehensive risk assessment which are attached to the placement on Unifrog before a placement viability check can be completed.
- 1:1 or sole trader work experience placements cannot be authorised by the school. In the event that parents/carers wish to authorise for their child to take part in WEX with a member of the family, trusted friend/acquaintance in a sole trader environment, you will be asked to sign a disclaimer to take full responsibility for all safeguarding for the placement, prior, during and after the placement takes place.

- All employers hosting pupils on work experience placements will be provided with safeguarding guidance outlining their responsibilities towards young people. This guidance will include information relating to:

-Child protection and safeguarding responsibilities.

-Professional boundaries and appropriate conduct.

-Sexual harassment, sexual violence and child-on-child abuse.

-Online safety, including the making or sharing of nude or semi-nude images and AI-generated imagery.

-Procedures for reporting concerns or incidents.

Prior to placement, pupils will receive clear information about safeguarding, behaviour expectations and reporting procedures. They will be provided with:

-A named school contact available throughout the placement.

-Information on how to report concerns immediately.

-Guidance on personal safety, professional conduct and online safety.

- Any safeguarding concern arising during a placement will be responded to in accordance with school safeguarding procedures and may result in the placement being suspended or terminated where necessary. Each school will provide every parent/carer with information on how they evaluate placements and how to report a safeguarding concern about their child

Careers leaders will deliver a “pre work experience session” with all Year 10 and 12 pupils, prior to their work experience, providing them with all the information they will need for the placement. This will include a reminder on how to report a concern, should they ever feel uncomfortable, compromised or concerned about their safety during a placement.

9 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their peers, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families. Priority is given to pupils with SEND across all key stages for 1:1 careers guidance, work experience placements and mentorship.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils 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 pupils without SEND that is not also offered to our pupils with SEND.

10 Disadvantaged Pupils

Our careers programme is designed to ensure that all pupils, including those who are disadvantaged, have equal access to high-quality one to one guidance, opportunities, and experiences. We actively target support with the aim to break down barriers, whether financial, social, or academic, so that every student can raise their aspirations and explore a wide range of future pathways.

This includes providing additional mentoring for our sixth form pupils through our partnership with Zero Gravity, a UK organisation that supports disadvantaged pupils by connecting them with mentors who provide resources to help access top universities and careers. We also work closely with Future Frontiers who provide a two year programme of career coaching to our year 10 disadvantaged pupils. As part of this programme, pupils visit a company over a four-week period and they are matched with a career coach to help them with making informed decisions about post-16.

Our Trust careers provision ensures that our disadvantaged pupils have access to career events and targeted employer encounters, funded opportunities for trips and work experience, and personalised support with applications for further education, apprenticeships and employment. Our tailored approach addresses the barriers faced by disadvantaged pupils and by working closely with families, we aim to equip all pupils with the knowledge, confidence, and skills they need to succeed beyond school.

The Careers Strategy and Gatsby Benchmarks highlight the need to target support at disadvantaged pupils to ensure they can access meaningful careers education.

- Our schools and careers leaders work together using data to identify disadvantaged pupils who need additional interventions or targeted career support.
- We aim for 100% uptake of year 10 and year 12 work experience within our schools and offer to support the sourcing of placements to pupils with low networks and connections
- Careers Leaders work closely with DA, Pastoral and SEND Leaders to ensure that disadvantaged pupils are prioritised with careers related events and opportunities.
- Our disadvantaged destination data is tracked and reviewed to ensure outcomes are improved year on year.
- Bursary opportunities are shared across all of our schools
- We hold encounters with alumni to inspire pupils
- We visit universities to raise aspirations and encourage our disadvantaged pupils to experience lectures, workshops and campus life
- Partnership with Bromley children's families Forum to share National Youth Strategy opportunities
- We encourage virtual work experience through springpod for pupils who wish to gain more experience

11 Access to our careers programme information

A summary of our school's careers programme is published on our school website Ravens Wood School - Committed to Excellence including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our Careers Leader – Mrs Jackson Searle

12 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended, immediate and, where possible, sustained education, training and employment destinations in order to inform personalised support, evaluate programme effectiveness and identify trends in pupil outcomes. Destination information will be analysed for key groups, including disadvantaged pupils, pupils with SEND and vulnerable learners, to inform targeted interventions and continuous improvement. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found here.

13 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Pupil surveys
- Parent/carer surveys
- Stakeholder feedback surveys
- Destinations report

Through completion of the Future Skills Questionnaire (taken by pupils in years 7,9,11,12 and 13)

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

Each secondary school will use Compass+ and Gatsby Benchmark self-assessment tools, or equivalent quality assurance processes, to evaluate careers provision annually and identify priorities for improvement. Outcomes from these evaluations will inform school and trust careers development planning and be reported to governors.

14 Links to other policies

This policy links to the following policies

- Individual School Provider access policy statement
- Impact Trust Safeguarding policy
- Impact Trust Data protection policy

15 Monitoring and review

This policy, the information included, and its implementation will be monitored by the Local Governing Body and reviewed annually by the Trust Standards and Performance Committee.