



RIPPLEVALE

SCHOOL

Careers Policy

Date of issue: 22.04.2022

Review Cycle: Annual

Next Review Date: September 2024

Ripplevale School Rochester is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School Rochester documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School Rochester.

The policy documents of Ripplevale School Rochester are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Contents

1. Aims.....	3
2. Statutory requirements.....	4
3. Roles and responsibilities.....	4,5
4. Our careers programme.....	6
	Key Stage
2.....	
.....7	
Key Stage 3.....	7
Key Stage 4.....	7
Key Stage 5.....	8
5. Links to other policies.....	9
6. Monitoring and review.....	9,10

1. 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, 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
- 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
- Promote a culture of high aspirations and equality of opportunity
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible
- Develop personal characteristics such as social skills, communication, independence, self esteem and resilience

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 pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, [provider policy access statement](#)

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 must now secure independent careers guidance from year 7 (instead of from year 8, previously)

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.

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 [provider policy access statement](#)

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Kelly Bates, and they can be contacted by phoning 01634 812233 or emailing kbates@ripplevaleschoolrochester.co.uk 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 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
- Review our school's provider access policy statement at least annually, in agreement with our governing board

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 pupils 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 board

The governing board 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 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
- Make sure 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
- 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 a 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 with a careers leader
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 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

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

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:

- Weekly Careers/PHSE lessons for years 7-13 in a spiralled curriculum
- 3 scheduled careers days across the school year
- Guest speakers
- Visits to post 16 and 18 provision and further education providers
- Teacher led discussion
- Virtual and face to face employer encounters
- Work experience
- Impartial advice and guidance from SEN trained careers advisor yearly from years 7-13
- All students have UNIFROG access

Key Stage 2

Our Key Stage 2 careers programme will support pupils in their understanding of self-development, career vocabulary, career stereotypes and career aspirations. This includes:

- Increase pupils' understanding of the vocabulary used within careers
- Support pupils' self-development to understand their future aspirations
- Increase pupils' understanding and awareness of career stereotypes and how to combat them
- Supporting pupils' to understand their future career aspirations and the pathways to achieve them

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- Increase pupils' awareness of career/work opportunities
- Increase pupils' understanding of the link between education, qualifications and work opportunities
- Complete a session of impartial advice and guidance
- Have access to two providers of vocational and technical qualifications
- Have meaningful employer encounters
- Reduce gender specific career/role stereotypes
- Engage parents/carers in the process

Key Stage 4

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

- Develop employability skills
- Experience the world of work through work placement
- Be aware of and effectively apply for options post 16
- Be given direct access to employers and training providers Complete a session of impartial advice and guidance
- Have access to two providers of vocational and technical qualifications
- Have meaningful employer encounters

Key Stage 5

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

- Make informed choices about the full range of options available
- Experience the world of work through work placement
- Complete a session of impartial advice and guidance
- Have access to two providers of vocational and technical qualifications
- Have meaningful employer encounters
- Develop their future career ideas and plans
- Make a successful transition to adult life

4.1 Pupils with special educational needs or disabilities (SEND)

All students at Ripplevale school have SEND. It is expected that they will all be able to access a careers programme meeting the Gatsby benchmarks 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 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.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Kelly Bates (Deputy Head/Careers Leader) 01634 812233, kbates@ripplevaleschoolrochester.co.uk

4.3 Assessing the impact on pupils

Our career programme is designed so pupils 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:

- Pupils complete annual surveys to feedback the impact of the careers programme has had on them
- School leavers are contacted for destination updated each year for three years after leaving.

- School governors' report is completed three points per year and updates them on the action plan to meet the Gatsby benchmarks.
- Parents and employers are welcome to feedback or comment to kbates@ripplevaleschoorochesterl.co.uk
- The school is using the 'Compass evaluation tool' to assess ongoing progress in relation to the eight Gatsby Benchmarks
- The school has a 'Careers Programme' in place to outline the events and activities being planned in relation to this year's priorities and the eight Gatsby Benchmarks.
- Review of the objectives of the programme with a focus on outcomes for learners & assessing if the objectives have been met
- Review of the delivery of the programme and evidence of impact on pupils through pupil questionnaires and lesson observations.
- Adapting the programme based on student feedback to continuously improve it.
- Monitoring and using information from: attainment, progress, options pathways, Student destinations post 16 e.g. Sixth form, College or apprenticeship.
- Feedback from other stakeholders such as; parents/carers, teachers, governors, employers
- Are we making the best use of the resources we have allocated for careers work? (Termly)
- Are the timings of interventions, events and activities appropriate and effective?
- Review impacts of different guidance interventions, e.g. one-to one CXK interviews, informal career chats, small group work, drop-in sessions.
- Evaluation of FE provider talks and encounters with technical qualification providers.
- Year 9 options process- students making choices related to career aspirations.
- The learning outcomes and grades achieved at the end of KS2, KS3, KS4 & KS5
- Are students succeeding in their next steps in their education, training or employment.

5. Links to other policies

This policy links to the following policies:

- [Provider policy access statement](#)
- [Child Protection Policy](#)
- [Safeguarding Policy](#)
- [Curriculum Policy](#)

6. Monitoring and review

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

The next review date is: September 2024

Introduction

Ripplevale School Rochester provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school from Year 8 and is always supportive of their abilities, strengths and skills.

Aims and purpose

Prepare pupils for the transition to life after Ripplevale School Rochester.

Support pupils in making informed decisions which are appropriate for them

Provide pupils with well-rounded experiences

Develop personal characteristics such as social skills, communication, independence, self esteem and resilience

Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Statutory requirements and recommendations

The careers provision at Ripplevale School Rochester is in line with the statutory guidance and the 'Careers Guidance and Access for Education and Training Providers' July 2011, developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from at least 12 years (or at least 10 ½ if educated with senior pupils) and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Careers Provision at Ripplevale School Rochester

All pupils have access to the following:

- Careers programme and preparing for life after Ripplevale School Rochester is a fundamental aspect of our curriculum including Life skills programme.
- Visitors into school and offsite visits support pupils in developing their understanding of a range of different Post 16 and Post 18 pathways.
- All pupils from KS3, KS4 and KS5 have access to advice and guidance from our CXK advisor (or EBP).
- All pupils from KS2, KS3, KS4 and KS5 have access to the UniFrog website, which is a whole-school careers and destinations platform. It allows students to compare apprenticeships, School Leaver Programmes, and Further Education courses. Students can record their activities and competencies and create and send applications.
- All pupils in Years 8, 9,10,11,12 and 13 access an individual meeting with CXK advisor and school careers leader to explore future pathways
- Pupils have access, through partnerships with local colleges, to relevant taster days and open days at local colleges, including their Special Provision departments.
- One-to-one meetings with families, the school Careers Leader and CXK Advisor informs individual routes into Post 16 and Post 18 provision and appropriate and meaningful work experience opportunities
- Pupils have the opportunity, if appropriate, to undertake Work Experience and work based placements and opportunities during Key Stage 4 and 5.

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the Secondary School team to ensure the most relevant and engaging opportunities are taken. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed. All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader in liaison with the CXK work experience database.

Careers provision is mapped on the Gatsby Benchmark recording system to monitor progression.

Providers Access Policy Statement

Introduction

This policy statement 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.

Pupil entitlement

All pupils in years 8-13 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.

Management of provider access requests

Procedure: A provider wishing to request access should contact Kelly Bates, Assistant Head, Ripplevale School & College, 41 New Road, Rochester, Kent, ME1 1DX

Tel No: 01634 812233

Email: kbates@ripplevaleschoolrochester.co.uk

Opportunities for access

A number of events, integrated into, and in addition to, the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Life Skills, careers days and enrichment activities supporting subjects in the curriculum provide opportunities to visit, and , invite speakers into the school.

Assembly and class group opportunities to meet professionals and visiting speakers

School to arrange taster day visits to local colleges for Year 10 and Year 13 students

Careers Lead and student meetings with families, the school Careers Leader and CXK Advisor informs individual routes into Post 16 and Post 19 provision and appropriate and meaningful work experience opportunities

Access to Unifrog website to research careers and further education placements and to record applications and activities.

Premises and facilities

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV 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. Providers are welcome to leave a copy of their prospectus or other relevant course literature with Kelly Bates, Careers Programme Lead. This will be made available to pupils and families as appropriate.