



Careers and Guidance Policy

Rookwood School

September 2025

Date of adoption of this policy	September 2025
Date of last review of this policy	September 2025
Date for next review of this policy	September 2028
Policy owner	Head of Futures
Proprietor	Amit Mehta (ILG)

Contents	Page
1. Purpose	3
2. Scope	3
3. Statutory and best practice framework	3
4. Definitions	3
5. Aims and objectives	3
6. Roles and responsibilities	4
7. The careers programme (Gatsby aligned)	4
8. Personal guidance & impartiality	5
9. SEND and vulnerable people	5
10. Work experience and employer engagement	5
11. Monitoring, evaluation and success measures	5
12. Professional development and resources	5
13. Confidentiality, data protection and safeguarding	5
14. Complaints	6
15. Publication and review	6
16. Version Control	6
Annex	7
A – Gatsby Benchmarks	
B – Example annual calendar	

1. Purpose

To ensure every pupil at Rookwood School receives a stable, impartial, high-quality programme of careers education, information, advice and guidance (CEIAG) that prepares them for further study, training and the world of work which are guided by the Gatsby Benchmarks.

2. Scope

Applies to all pupils in Years 7–13 and opportunities to explore careers and futures education in the Prep School. It covers career learning, employer encounters, work experience, personal guidance, monitoring and reporting, and support for pupils with SEND.

3. Statutory and best-practice framework (key references)

- Department for Education statutory guidance: *Careers guidance and access for education and training providers* (most recent DfE guidance / update).
- Education (Careers Guidance in Schools) Act 2022 — extended duties and expectations for Years 7–13.
- The Gatsby Benchmarks — eight evidence-based benchmarks that define world-class careers provision; used as the framework for our programme.
- Section 4 - ISI Framework – Pupil' social and economic wellbeing, and contribution to society.

4. Definitions

- **CEIAG:** Careers education, information, advice and guidance (the whole-school programme).
- **Personal guidance:** One-to-one or small-group impartial careers advice delivered by appropriately trained advisers.

5. Aims & objectives

Rookwood School will:

- Provide a planned, progressive careers programme mapped to the Gatsby Benchmarks.
- Ensure impartial and independent face-to-face personal guidance opportunities at key points during different Key Stages.
- Secure meaningful encounters with providers of technical education and apprenticeships for pupils in Years 8–13
- Promote equality of opportunity and meet the needs of all pupils, including those with SEND.
- Evaluate impact and publish summary information for parents, the advisory board and inspectors.

6. Roles and responsibilities

Rookwood Advisory Board

- Ensure compliance with statutory duties, oversight of policy & budget allocation.

Headteacher / Senior Leadership

- Ensure the careers programme is resourced, implemented and evaluated; ensure staff engagement and that the school meets statutory duties.
- Report annually to our advisory board on CEIAG activity and progress against the Gatsby Benchmarks.

Head of Futures

- Lead and coordinate the CEIAG programme (curriculum, employer engagement, personal guidance, work experience).
- Maintain the Careers Programme plan, provider access arrangements and the careers section of the website.
- Keep an up-to-date list of providers and contacts to provide opportunities for career/technical encounters for Years 7–13.
- Provide impartial, personal guidance; records kept and advice uploaded using careers platform (UNIFROG). Guidance should be independent and cover all options (academic, apprenticeships, technical/vocational).

Teaching Staff

- Embed careers learning within subject lessons and PSHE; support employer encounters and referral to personal guidance.

Pupils & Parents

- Pupils are expected to engage with the careers programme; parents will be informed and encouraged to support careers activities.

7. The Careers Programme (Gatsby-aligned)

The school's careers programme is structured to reflect the eight Gatsby Benchmarks. Below is a summary of how Rookwood implements each benchmark (detailed mapping in Annex A).

1. **A stable careers programme** — Annual programme plan, owned by the Careers Leader, communicated to staff, pupils and parents.
2. **Learning from career & labour market information** — Year-group LMI sessions; careers library and online resources; LMI integrated into option choices and UCAS/apprenticeship guidance.
3. **Addressing the needs of each pupil** — Personalised pathways, additional support for SEND pupils, targeted guidance for disadvantaged pupils.
4. **Linking curriculum learning to careers** — Subject teachers identify and deliver curriculum–careers links and employer case studies.
5. **Encounters with employers & employees** — Assemblies, workshops, employer visits, and sector taster events across years.

6. **Experience of workplaces** — Work experience (e.g., Year 9 Work Taster Day & Year 10 virtual work experience) and opportunities for individual volunteering and work placements where appropriate.
7. **Encounters with further & higher education** — College and university visits, admissions workshops, apprenticeship provider talks.
8. **Personal guidance** — At least one impartial one-to-one interview for each pupil in Key Stage 4 and again in KS5 (earlier where needed); follow-up and action-planning.

8. Personal guidance & impartiality

- Personal guidance will be impartial, and where the school commissions external advisers they will meet professional standards and the CDI/industry guidance for careers professionals. Advice will impartially cover academic, technical and apprenticeships options.

9. SEND & vulnerable pupils

- Careers provision will be inclusive; liaison with the Head of Learning Support will ensure transitions, pathways and supported placements are available and that information is accessible (adjustments, easy-read materials, targeted employer introductions).

10. Work experience & employer engagement

- Work experience is organised with risk assessments, employer vetting, safeguarding checks and placement agreements. The Head of Futures maintains employer contacts and evaluates placements for quality and equality of access.

11. Monitoring, evaluation & success measures

We assess impact through:

- Careers events and personal guidance interviews.
- Destination measures (post-16 and post-18 destinations tracking).
- Pupil feedback and staff evaluations.
- Evidence and progress will be reported to the school's advisory board annually.

Career engagements per pupil:

- % of pupils receiving at least one personal guidance interview in Years 10–13.
- Number of meaningful employer/providers encounters per pupil per year.
- % of Year 11/13 pupils in sustained destination (FE, HE, apprenticeship, employment) at +3 months.

12. Professional development & resources

The Head of Futures will continue professional development and will keep up to date with new legislation in regard to entry requirements, apprenticeships and university applications.

13. Confidentiality, data protection & safeguarding

- Personal guidance records will be stored securely in accordance with data protection law. Careers staff/advisers will follow the school's Safeguarding & Child Protection policy and raise concerns as required.

14. Complaints

- Any complaints about careers provision should follow the school's Complaints Policy. Issues about impartiality or inappropriate promotion of a single employer/route will be investigated and resolved promptly.

15. Publication & review

- This policy, the Careers Programme summary and the Provider Access statement will be published on the school website. The Careers Leader will review the policy annually and update the Gatsby action plan more frequently if required.

16. Version Control

Date of adoption of this policy	September 2025
Date of last review of this policy	September 2025
Date for next review of this policy	September 2028
Policy owner	Head of Futures
Proprietor	Amit Mehta (ILG)

Annex A — Gatsby Benchmarks: Rookwood mapped actions (summary)

1. **Stable programme** — Careers Leader job description; annual plan published.
2. **LMI** — Termly LMI updates and sessions for Years 9–13.
3. **Individual needs** — Targeted 1:1s, SEND Careers Protocol.
4. **Curriculum links** — Subject–careers plan; staff CPD.
5. **Employer encounters** — Minimum 2 employer encounters per key stage per year.
6. **Workplace experience** — Year 9 placements; Year 10 virtual work experience; Year 12 employer projects.
7. **Encounters with providers** — Options are discussed during 1:1 sessions
8. **Personal guidance** — One impartial 1:1 by a qualified adviser for Key Stage 4 and Key Stage 5; earlier where indicated.

Annex B — Example annual calendar

Autumn Term

Year 11 CIAG 1to1 follow ups as necessary

Upper 6th CIAG follow ups and UCAS statement checking/advice as necessary

Year 11 parent information evening to include information on writing personal statements

September/October – Careers Inspiration Assembly

November – Special Careers Week – assemblies, lessons, unifrog activities

Spring term

Year 9 Options lesson and parents' evening

February – Careers Inspiration visitor assembly linking to National Apprenticeships Week

March – National Careers Week – various lessons and activities + updated aspirations display

April – Careers Inspiration visitor assembly

April – Year 9 in person Work Experience Day

April – Year 10 online Work Experience

April – Year 10 1to1 CIAG meetings

Summer Term

May – Year 10 1to1 CIAG meetings

June – Lower 6th 1to1 CIAG meetings

June – Careers inspiration visitor assembly

June – Year 9 Skills & Aspirations lesson with Head of Futures

June – Year 10 Money Matters session with Head of Futures

June – Year 6 Moving Up lesson with Head of Futures

