

Red Rose School Careers Policy

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils at Red Rose School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme. It takes guidance from the DfE Careers Guidance and Access for Education and Training Providers (May 2025).

At Red Rose we believe that all students can achieve success and we encourage our students to believe in themselves and encourage them to be creative in all aspects of their educational curriculum.

Pupils learning about careers are supported to develop the self-awareness and career management skills needed for their future, by inputting on and building their confidence to support all areas of their transitions.

Careers at Red Rose encourages pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.

Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. Red Rose careers programme ensure pupils' readiness to take their next step in their learning or career. Learners will also achieve qualifications by engaging within the careers programme at Red Rose.

Intent:

In line with the DfE Guidance above, Red Rose School follows the principles of the Gatsby Benchmarks and will use the Compass on-line Self-Evaluation Tool recommended in the Guidance.

Red Rose careers programme will:

- Encourage pupils to be ambitious, broaden their horizons and be able to explore their own career aspirations throughout their life at school.
- Ensure pupils' readiness to take their next step in their learning or career.
- Allow learners to plan their progression routes.
- Helping pupils to understand the changing world of work.
- Facilitating meaningful encounters with employers for all pupils
- Supporting positive transitions when pupils leave us
- Enabling pupils to develop the research skills to find out about opportunities
- Helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation.

Implementation:

Pupil entitlement

All pupils are entitled to be fully involved in an effective careers programme.

Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. During their time at school, all pupils will expect:

- The support they need to make the right choices in across all year groups
- Access up-to-date and unbiased information on future learning and training, careers and labour market information

- Support to develop the self-awareness and career management skills needed for their future
- Career lessons linking to accredited qualifications that support options after school, the world of work, the job market and the skills needed for the future
- Structured meaningful encounters with representatives from the world of work; this could be through work experience [risk assessment allowing], World of Work Week activities, assemblies, career talks (in or outside lessons), projects and visits
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff including tutors
- Access to one-to-one guidance with a trained, impartial, independent careers adviser, by appointment; this is available to pupils of any year group.
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.

Delivery of the Careers Programme

The content of the taught 'careers' education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references). Alongside this we look at the national curriculum where there are opportunities to learn about the wider world of work and gain skills for life. We cross curricular link in with PSHE, IT, Maths and Health & Social Care throughout some of this qualification as some of the topics support each other.

KS3

Key activities: Learning about the World of Work

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. By the end of KS3, all pupils will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness

- Hear from or talk to representatives from the world of work
- Receive support to make the right curriculum choices
- Opportunity to engage in work experience from Year 9

KS4

Key activities: Work experience and mock business interviews

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options.

By the end of Year 10, all pupils will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Engage in work experience, building up to weekly work experience [risk assessment allowing]
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting [risk assessment allowing]
- Learn about the different Post-16 pathways.

Key activities: Post-16 applications and further work experience.

Pupils will learn how to write a personal statement for post-16 applications; discussing the different post-16 pathways and key considerations when choosing post-16 options. Pupils will have the ability to gain regular work experience sessions [risk assessment allowing].

By the end of Year 11, all pupils will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.
- Gain regular work experience.

Career guidance meetings

Pupils are entitled to appropriate guidance to meet their individual needs.

- All pupils at school will have an appointment with the careers adviser.
- Pupils complete their own careers questionnaire late in Year 10 where they are asked about their career and post-16 ideas.

Career information

Career information is available through an independent designated member of staff and through PSHE lessons and other areas of the curriculum. The careers information includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Events for Corporate parents, Carers, parents and social workers

Social workers, care managers/care staff/parents are invited into school to discuss pupil progress. Careers also forms part of the PEP meetings which are held termly.

External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

Cross Curricular Careers Support

English – In employability we look at cross curricular links with English by creating CV's, writing letters or applying for jobs by doing these they are checking their spellings and punctuation, as well as reading what they are writing encouraging them to proof read their work.

Maths – We use maths in employability by looking at budgeting, how the learners can work out how to save money, how much to budget for food, rent, utility bills and understanding personal finance how much you are paid how much percentage of your wages goes to tax and national insurance.

PSHE – We look at linking together planned activities within the classroom to encourage pupils to work together and respect each other's views which helps the learners develop their communication skills. By discussing lifestyle choices, money and health or safety issues which can relate to both personal and work life.

Fundamental British Values

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

FBVs are taught to our pupils throughout all aspects of their education at Red Rose. Throughout their lessons, pupils are taught to explore and develop their own moral values and how they engage with society. Our pupils are taught leadership skills and are expected to work within the school's code of conduct whilst in education. Respect for others and their opinions is encouraged throughout our pupil's time at Red Rose, both in lessons and outside of them, with all pupils encouraged to have their own voice and feel secure enough to express their opinions.

Management and staffing

Sarah Calvert (Assistant Headteacher and SENDCO) has responsibility for taking a strategic lead and direction for careers work in the school.

SMSC: Spiritual, Moral, Social and Cultural Development

The teaching of Careers supports the social development of our pupils through the way we expect them to work with each other in lessons. We group pupils so that they work together, and we give them the chance to discuss their ideas and results.

Red Rose School look at supporting our learner's spiritual needs and culture awareness we take these into consideration when we are looking at different job sectors. The careers lead will look at the learners attending a careers fair where they can look at all the different sectors and explore the different variety of pathways they can take to get to their goal in the future.

Equality and Diversity

Teachers will ensure that they will continually challenge and develop the learner's knowledge and understanding further but will also listen to their views and opinions. Learners will also develop the knowledge to understand that every learner is different and that their opinions matter. All discussions are open and encourage learners to express their own view points on the topic.

Discussions encourage positivity and self-reflection; learners are able to do this in a variety of ways.

All learners respect the different backgrounds of each individual and understand that everyone has different strengths and areas for improvement. Deliberate discrimination and racism are not tolerated and will be dealt with according to the school policy. Inappropriate behaviour is challenged and addressed.

Teaching Careers to SEND

Any of our learners with SEND have Interventions in place to support their needs to ensure equal access for all. We provide resources to support their sensory needs such as fidget toys, laptops, sound cancelling headphones.

Students who have an EHCP have specific needs are tracked and focus on the following areas:

Communication and Interaction

Social, Emotional and Mental Health

Reading

Pupils are encouraged to read aloud from worksheets, books and other materials. We look at career information for our learners to digest, research tasks for looking into the qualifications they require to pursue a career of interest.

Positive Behaviour Scheme

At Red Rose School we have a reward points scheme this is to monitor behaviour and encourage the learners to do well in their – Attitude to learning, attendance, punctuality, engagement and overall behaviour. It is the learner's responsibility to take their reward points sheet to each lesson which shows independence this will help them in the future when transitioning from Red Rose School. This includes lesson and non-lesson points so that they can earn extra points so they can strive to achieve their goals and can develop their professional development skills by attending school, their interaction with peers and members of staff. This encourages them to embrace the Red Rose Values.

Staff Development

Tutors are introduced to the concepts, goals and programme for CEIAG at Red Rose using Myrus and updating their CPD regularly. During full staff meetings it is noted where training is due and what new training is available.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Employer links

Links with employers, businesses and other external agencies continue to grow by building on local community connections. Our learners get the opportunity to access work experience in the sector that interests them, Volunteer within the local community and help run fundraisers within school to support the community and bring people together.

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of pupils requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the Head Teacher to support Education, Health and Care planning. Role models including local business people, are brought in to raise aspirations and demonstrate what is possible after Red Rose School.

The destinations of school-leavers are monitored.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for pupils.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it [pupil survey]
- Staff feedback on careers lessons, mock interviews etc.
- Gathering informal feedback from external partners and from parents/carers
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures post-16 and post-18.

Impact:

Through a positive and engaging curriculum, learners at Red Rose will progress positively through their individual learning journey, both academically and holistically. Engagement and attendance in education will be a positive experience and learner's outlook on completing their Careers education

have significance and be purposeful. We will know that our curriculum is working in Careers through the engagement of students throughout the school, through their attendance and successful completion of qualifications. Once the learners have achieved their goal it doesn't stop there, the teachers will support and explore next steps needed for our learner to thrive in the wider world of work whether it is going onto college or enrolling on an apprenticeship. Some of our learners may want to stay on at Red Rose school for an extra year to attain their GCSE's. This is all part of the learner's journey.

The quality of teaching and learning in Careers is reviewed regularly and evidence shows that good all round teaching impacts positive learner engagement and results. The skills that are attained in Careers will also support the students do develop social skills and communication across the school curriculum, as well as support the learners' further education or employability goals and aspirations.

Contributions through Careers to other curricular areas will make a real impact on overall qualification performance across the school and the learners being able to use their skills in everyday life. Each learners' capability to progress through a number of academic levels, from their initial starting points, however low, shows the positive impact successful teaching and engagement has.

The overall impact of the successful Careers guidance at Red Rose is the positive engagement and attendance of learners who we hope will leave with recognised qualifications to be able to go into the wider world of work, attend further education in college, university or even apply for apprenticeships.

References

DfE Careers Guidance and Access for Education and Training Providers [Statutory Guidance May 2025]

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

<https://www.careersandenterprise.co.uk/schools-colleges/about-compass>

Fast Tomato on-line Careers Programme

<https://www.fasttomato.com/schools>