RUSHEY MEAD ACADEMY

CAREERS GUIDANCE POLICY

Approved by:	V Barwell	**Date:** 08/10/2026
Last reviewed on:	August 2026	
Next review due by:	August 2027	

Get the knowledge you need to act at thekeysupport.com
© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Contents

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

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.

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:

- Section 42A, 42B, 45 & 45A of The Education Act 1997
- Section 72 of 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 or before **27 August 2025**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 7 to 13. For more detail on these encounters, see our provider access policy statement, which you can find here.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

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 provide independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance.

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.

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

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 is included in our Provider Access Policy which shows that Rushey Mead Academy encourages and supports provider access and education to enable Years 7-11 to explore academic and technical/apprenticeship routes that are available to them as part of a holistic careers programme enabling all our students to make an informed choice about their post 16 provision. This is also measured regularly against the careers standards of the Gatsby benchmarks using a Compass+ Assessment framework and evaluation with students, teachers and SLT as part of a progressive careers programme.

Rushey Mead Academy proactively seeks to build relationships with sixth form schools, colleges, apprenticeship providers, universities, and employers as we plan our careers programme. We provide activities throughout the school year to ensure all our students have access to the most current and up to date careers information at key transition points and that providers have multiple opportunities to speak to students and their parents across Years 7 -11 to offer information on vocational, technical and apprenticeship qualifications and pathways.

Rushey Mead Academy ensures that their staff involved in personal guidance and pastoral support are up to date with their knowledge through a programme of Continuing Professional Development.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Fay Wilson, and she can be contacted by emailing fwilson1@rushey-tmet.uk The Careers Leader will:

- Take responsibility for developing, running, and reporting on the school's career programme.
- Plan and manage careers activities.
- 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 advisers, to identify the guidance needs of all 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.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

- Review our school's provider access policy statement at least annually, in agreement with SLT and our governing board.

3.2 Senior leadership team (SLT) – Our SLT link is Helen Mugglestone (Vice Principal)

Our SLT will:

- Support the careers programme.
- Manage the budget for 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 7 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 16-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 7 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 careers education programme is designed to support pupils in making informed decisions about their future, without bias toward any particular career path. It promotes equal value for both academic and technical routes and encourages pupils to explore a wide range of opportunities.

Key Principles

- **Unbiased Guidance:** The programme does not favour any specific career direction, ensuring pupils are free to pursue paths aligned with their interests and strengths.
- **Progressive Structure:** The curriculum is built progressively across Key Stages, with each stage building upon the previous to support long-term development.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

- **Future-Focused Thinking:** Pupils are encouraged to reflect on their aspirations and consider future options in a structured and age-appropriate manner.

Programme Design

- **Key Stage Allocation:** The overarching aims of the programme are divided across Key Stages to ensure developmental appropriateness.
- **Year Group Planning:** Each year group receives tailored aims, objectives, and activities that align with their stage of education and personal development.
- **Comprehensive Coverage:** Activities include exposure to various career sectors, skill-building workshops, and opportunities for self-assessment and reflection.

Outcomes

- Pupils gain awareness of diverse career options.
- They develop transferable skills and confidence in decision-making.
- The programme supports readiness for further education, training, or employment.

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

1. A stable careers programme with a qualified careers leader (Level 6)
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

Our careers programme is delivered through a number of methods, including:

- Through faculties and subject teaching.
- In tutor time with form tutors
- 1:1 Interviews.
- Bespoke presentations by Careers Leader.
- Assemblies
- Work Experience days
- Specific 'Stop the Clock' sessions.
- Learning support and family support worker input with 'vulnerable' students

Key Stage 3

Aims for KS3 students.

- **Self-Development:** To help students understand their own strengths, interests, and values.
- **Understanding the World of Work**: To expose them to diverse career paths, sectors, and the link between work and community.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

- **Developing Employability Skills:** To build fundamental skills like teamwork, communication, and resilience that are transferable to any future career.
- **Raising Aspirations:** To challenge stereotypes and broaden students' horizons by showing them the wide range of possibilities available to them.
- **Connecting Learning to Careers:** To help students see how their subject learning is relevant to future jobs and education, through contextualized teaching and examples.
- **Building Confidence:** To make students feel more prepared and confident about making decisions regarding their post-secondary education and careers.

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

- **Integrated Curriculum:**

Careers and work-related learning are woven into dedicated lessons, PSHE (Personal, Social, Health & Economic) lessons, and the wider curriculum.

- **Employer Encounters:**

Students benefit from structured encounters with professionals and employees from various industries. (What's My Job? / assemblies)

- **Workplace Experiences:**

Students may participate in internal workplace experiences or similar activities to gain practical insights. (Trips to workplaces, employer activities in school, work experience days (KS3)

- **Encounters with Further and Higher Education:**

College/University talks in assemblies, trips to universities for disadvantaged students.

- **Personalised Guidance:**

Access to independent and external qualified careers advisors provides students with one-to-one support and guidance.

- **Careers Workbooks supported by regular tutor time activities:**

Students use workbooks in class to document their careers-related learning, showcasing their developing employability skills and awareness.

- **Challenging Stereotypes:**

Careers programmes actively seek to challenge gender and other stereotypes to ensure all students are aware of all available options.

- **Connecting with Post-18 Providers:**

Links with local universities and colleges for talks and campus visits to demystify further education.

Key Stage 4

Aims for KS4 students.

- **Develop Self-Awareness:**

Students should understand their abilities, skills, qualities, needs, and values to see how these relate to different career areas and to build a positive self-image about their future prospects.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

- **Broaden Knowledge of the World of Work:**

Students are given opportunities to learn about diverse job roles, sectors, and different workplace institutions, including their structures and practices.

- **Develop Essential Skills:**

The curriculum focuses on developing transferable skills and attributes valued by employers, such as communication, problem-solving, resilience, teamwork, and self-awareness.

- **Explore Post-16 Options:**

KS4 is a critical period for students to understand further and higher education opportunities, training routes, and apprenticeships, allowing them to make informed choices about their next steps.

- **Understand the Curriculum's Relevance:**

Students learn how the subjects and knowledge acquired in school relate to the world of work and different careers.

- **Prepare for Transitions:**

A key aim is to equip students with the knowledge and skills to manage transitions in learning and moving into work successfully.

- **Provide Guidance and Information:**

Students receive support from external careers advisors or through experiences of employers and workplaces to help them explore career options and make effective decisions.

- **Foster Independent Thought:**

The aim is to empower students to make the decisions about learning and work that are right for them.

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

- **Careers Interviews:**

Students meet with an external careers advisor from My Path to discuss their ideas for post-16 education and future careers, receive unbiased guidance, and access relevant resources.

- **Work Experience and Encounters:**

Opportunities to experience the world of work firsthand through work experience placements and virtual work experience opportunities through Futures for All & SpringPod, helping students understand different career environments and test their interests.

- **Careers Events and Assemblies:**

School-based events, assemblies, or career fairs where students can meet employers, training providers, and colleges to learn directly about various options.

- **Curriculum Integration:**

Teachers incorporate career-related learning and real-world examples into their subjects to make learning more relevant and to help students develop transferable skills.

- **Careers Workbooks supported by regular tutor time activities:**

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Students use workbooks in class to document their careers-related learning, showcasing their developing employability skills and awareness.

- **Online Resources and Information:**

Access to tools and websites like the National Careers Service, Prospects and BBC Bitesize which provide information on careers, educational paths, and apprenticeships.

- **Development of Key Skills:**

Focus on developing essential skills for future success, including self-advocacy, decision-making, negotiation, and transition skills.

- **Parental and Student Involvement:**

Active involvement of students and their parents in discussions and decisions about future plans and options.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that most pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will collaborate with teachers and professionals from relevant organisations, to identify the needs of 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.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Our careers leader will meet with learning support to identify SEND students that need extra support. The career leader will focus on these students in 1:1 meetings. These may be refereed to an external Career Adviser for further advice and guidance.

Additional support will be given to Year 10 & 11 students to assist with work experience and college applications with input from the Learning Support team.

Key Elements of Careers Education for SEND Pupils

- **Individualised Approach:**

Education focuses on each pupil's unique abilities, interests, and achievements, with personalized guidance and support to help them make informed decisions about their future.

- **Specialised Guidance:**

Connexions provides additional specialist advice to students with EHCP, LAC, CYJPS, Young Carers and students on Alternative Provision. These qualified advisers provide these students with additional impartial advice and guidance on education, training, and career options.

- **Clear and Accessible Communication:**

Support to be delivered in ways the pupil can understand, such as through visual aids, symbols or simple, clear instructions.

- **Incorporating Interests:**

Learning and career exploration should incorporate the young person’s interests and hobbies to make the process more engaging and motivational.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

- **Consideration of Supported Internships:**

These are unpaid, work-based study programs designed to help individuals with an Education, Health and Care (EHC) plan take a first step into the workplace and gain the skills needed for a paid job.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website under 4.2 on the Provider Access Policy which can be found here which also includes 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 our Careers Leader, Fay Wilson fwilson1@rushey-tmet.uk or the Careers team careers@rushey-tmet.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:

- Using Microsoft Forms to produce surveys to get feedback from students, parents, teachers and employers.
- Through FSQ (Future Skills Questionnaires) on Compass and evaluated by the LLEP.

5. Links to other policies

All policies can be found on the Rushey Mead website here

Relevant policies include:

- Safeguarding and child protection policy here
- IT Acceptable Use Policy here
- Parent & Visitor Code of Conduct here
- Provider Access Policy which can be found on the Careers guidance page here

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Careers Leader and the Careers team and reviewed annually.

The next review date is August 2027.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms