



RPT

RPT Careers Policy

December 2025

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1. Introduction

Schools in the Rise Partnership Trust provide Careers Education as part of our statutory duty to secure independent careers guidance to KS3, 4 and 5 aged pupils from year 8 – 14 as outlined in:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)
- [Skills and Post-16 Education Act 2022](#)
- [Education \(Careers Guidance in Schools\) Act 2022](#)
- Careers Guidance and Access for Education and Training Providers (May 2025)

Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathways available to them.

Schools in the Rise Partnership Trust seek to maximise the life chances of all our young people and to prepare them for life beyond school and college.

We develop skills for communication and independence within our Primary phase offer. Preparation for Adulthood (PfA) planning and these prerequisite skills underpin our Key Stages Three, Four and Five student offer.

We maintain close contact with home, making parents and carers welcome in our school, enabling them to play a full part in the education of their children.

Schools in the Rise Partnership Trust aim to empower and equip pupils with essential life skills, personal independence and transferrable skills relating to employability.

Schools in the Rise Partnership Trust uses a personalised approach to meet individual needs and EHCP outcomes.

Careers Education and Guidance is an integral part of preparing all pupils for the opportunities, responsibilities and experiences of life in modern society. All information and guidance is impartial and unbiased.

This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages Three, Four and Five

The policy is reviewed in line with published DfE guidance 'Careers guidance and access for education and training providers – School's Statutory guidance. (DfE, September 2024) and new legislation in the form of the Skills and Post-16 Education Act 2022 (the 'Act') enacted on 28 April 2022.

This policy accepts the updated Gatsby benchmarks as set out in the DfE guidance. (Appendix 1)

This policy takes into consideration and builds on Preparation for Adulthood guidelines (Appendix 2)

This policy takes into consideration CDI's Career Development Framework six career development skills needed for positive careers (Appendix 3)

In line with the May 2025 Provider Access Legislation, all pupils from Year 8 to Year 13 will be offered at least 6 meaningful experiences of work/ encounters with employment/ training providers.

All members of staff working in our secondary and sixth form settings are expected to be aware of this policy and the importance of Careers Education and Guidance in the education of pupils.

It is important that pupils leave our schools aware of themselves as individuals, of the opportunities available to them, and, where appropriate, able to make some safe informed decisions about their life. They should be as prepared as realistically possible for the transition from full time education to the world beyond.

2. Objectives

To ensure that all pupils in Key Stage Three, Four and Five receive a relevant established careers programme

- To provide our pupils with the information needed for them to learn and make choices about careers and the labour market.
- To deliver a programme that is personalised and addresses the individual needs of each pupil
- To link the curriculum learning and experiences offered to careers learning
- To provide pupils with a series of encounters with employers and employees
- To provide pupils with experiences of workplace(s) (internal and external)
- To ensure that pupils have a series of encounters with further and higher education
- To provide each pupil with the opportunity to receive personal guidance supported by a relevant communication device or a familiar adult if needed.
- To invite and assess suitability of external providers to deliver programmes and opportunities to meet our objectives.
- To ensure that our schools websites provide information linked to the specific needs, requirements and challenges faced by SEND pupils in regard to accessing the world of work.

3. LAB responsibilities

The LAB has a series of statutory duties:

- To ensure that school improvement planning has a focus upon ensuring effective Careers Education, Information and Guidance for all pupils
- Guidance must be in the best interests of the pupil and their questions should be answered.
- Education and training providers' information and guidance must include technical education qualifications or apprenticeships on offer and describe what that learning or training entail for them as pupils.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils.
- This policy and these arrangements must be published on the school website

Effective career, education, information and advice connects bespoke learning and future pathways for pupils. It motivates young people by giving them a clearer idea of the routes to education, jobs and careers that they may find engaging and rewarding. It widens horizons, challenges stereotypes and raises aspirations of pupils' parents/carers and providers. It provides pupils with the knowledge and skills necessary to make successful transitions to the next phase of their learning and/or stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with a SEND diagnosis.

The Avenue School will continuously monitor, review its offer and seek further improvement to meet the needs of pupils and their particular interests. This will be done by those involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school e.g. School Improvement Partner or Ofsted.

4. Trustee and Local Academy Board responsibilities

Trustees and Local Advisory Board members will ensure that their school has a clear policy for Careers Education, Information and Guidance and that this is communicated to all stakeholders.

They should ensure that this policy is:

- Based on the eight Gatsby Benchmarks
- Meeting the school's legal requirements
- In line with CDI's Career Development Framework which describes the six career development skills that people need to have positive careers

Trustees and Local Advisory Board members will monitor that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14. There will be a member of the Local Advisory Board who takes a strategic interest in and encourages employer engagement.

5. Monitoring and evaluation

Monitoring, evaluation and review by SLT and the careers lead will take place through

- Lesson Observations and Learning Walks.
- Pupil voice.
- Pupils complete evaluation of Work Experience placements (With or without support)
- Staff will complete evaluation of Work Experience placements.
- Analysis of destination data.
- Feedback from stakeholders through pupil and parent/carer survey;
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- Review policy every 3 years or sooner to comply with statutory requirements

6. Equal opportunities

Rise Partnership Trust schools support Equal Opportunities for all and implement these in the following ways:

- Following the Equalities Act 2010 duty, The Rise Partnership's EDI Policy and Schools own equalities objectives
- Careful selection of posters and display material.
- Encouraging all pupils to prepare to support themselves financially if appropriate
- Encouraging pupils to consider all options including non-traditional careers/roles.
- Avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- Offering as many individual choice options as possible for experiences of work
- Not promoting separate sex groups for group work.
- Providing equal access to information for all pupils of all abilities.

7. Principles relating to the school curriculum

Pupils will have equal access to:

- a differentiated curriculum reviewed regularly
- a range of teaching styles appropriately matched to pupils learning and communication needs
- a curriculum that enables pupils to develop increasing confidence and independence
- a curriculum that enables pupils to develop communication
- a fully diverse and non-stereotypical range of curriculum resources

8. Assessment and personalisation

Assessment, progress, expectations and individual needs.

We will:

- identify the needs of individual pupils through EHCP, parent/carer consultation, pupil voice and Annual Reviews
- ensure access as appropriate to the range of specialist provision available within schools (speech and language, social communication skills) and through external agencies;
- ensure that all pupils make progress in their learning through setting appropriate learning targets followed by rigorous assessment;
- monitor Personalised Intervention Plan targets to ensure high expectations of all pupils;
- encourage pupils to take an increasing amount of responsibility for their own learning and the evaluation of their own work.

We identify courses and employment opportunities available and suitable for individuals with varying skills, abilities and personal qualities. We encourage pupils to consider these aspects when choosing work placements, FE courses and employment. Where a student shows an interest in a particular career path, careers education will support students to understand the realm of opportunities relevant to their interest. We aim to manage expectations and emphasise what they can do and the skills they do have, involving parents in decision making choices.

9. Entitlement

Our aim for our Careers curriculum KS3-KS5 is that all students:

- Learn about themselves and the influences on them and are able to equip themselves in preparation for the world of work
- Develop decision-making skills
- Develop skills to help them manage transition
- Develop skills to use and research careers information
- Have access to up-to-date information about opportunities in learning and work
- Have impartial, confidential and up-to-date guidance
- Learn about the world of work
- Experience the world of work
- Develop lifelong learning skills.

(Appendix 4 & 5 provision maps)

10. Parental / Carer engagement

We encourage parents/carers to support their young person's choices and career decisions. Parents have a substantial impact, as well as a clear interest in the right outcomes for their young person. The Trust is keen to foster parental involvement in the careers programme, wherever possible. Parents/carers are invited for events and exhibition days throughout the school year.

In readiness for these events, pupils' career aspirations are discussed with all parties concerned. Parents/carers are kept up to date with career-related events, trips or activities affecting their son/daughter via letters and texts home, the school website/portal and social media. Pupils and parents receive further information relating to careers meetings, these are also discussed at annual reviews.

Parents/carers will be invited to attend careers meetings.

Parents/carers are entitled:

- To have the opportunity to speak to the Careers Lead to discuss career and transition pathways
- To have information about Experiences of Work and the opportunity to discuss these.
- To access careers information at reviews and parent discussion meetings.

11. Links with the community, outside agencies and businesses

Schools in the Rise Partnership Trust I will make links with suitable external providers and businesses in the local area for opportunities to meet our objectives. Speakers will be invited to schools to hold careers talks during the school year where appropriate.

Our Provider Access Policy will provide additional information regarding meeting specific challenges faced by SEND pupils.

Appendix 1

The eight Gatsby Benchmarks of Good Career Guidance (September 2025) are:

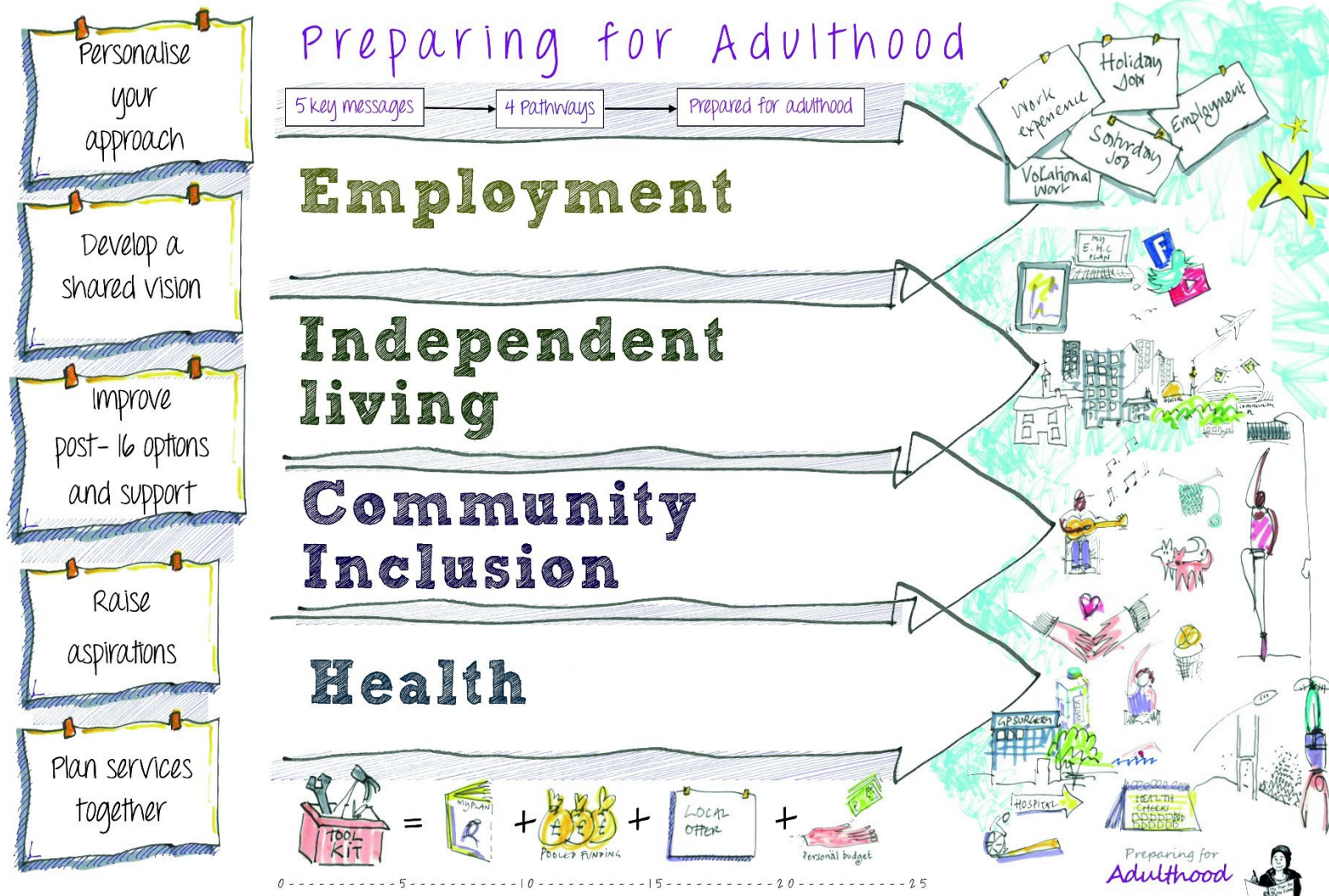
1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Gatsby Benchmark achievement will be tracked using the Compass+ tool, and destinations data for Year 11, 12 and 13 leavers will be used to inform future provision and improve outcomes.

Source: <https://www.goodcareerguidance.org.uk/benchmarks-and-background>

Appendix 2

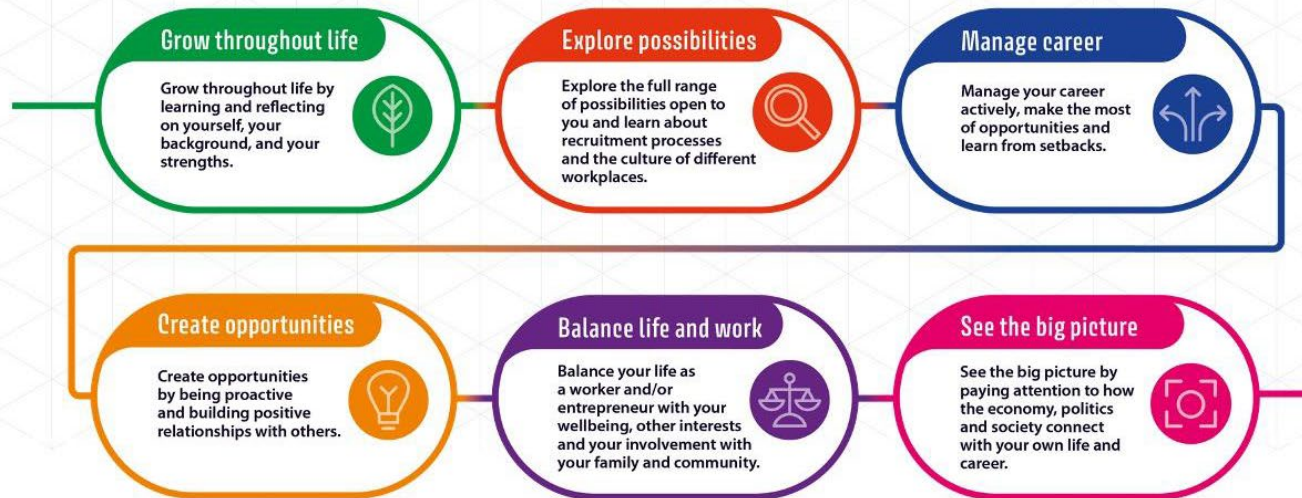
Appendix 2 Preparation for Adulthood Life skills experience



Source: <https://www.ndti.org.uk/projects/preparing-for-adulthood>

Appendix 3 - CDI Career development Skills

The six learning areas



Appendix 4 – Key Stage 3 Provision map

KS 3 Pupils will have access to:

Information and opportunities to develop skills and learn about a range of career paths and preparing for adulthood tasks appropriate for each individual learner, linked to each learning theme

Will have access to (where appropriate) a formalised weekly careers curriculum based on Talentino!'s Careers at Every Level Programme and resources.

Focus on Preparing for Adulthood and developing functional and independence skills throughout PIP setting

Opportunities to experience a range of 'jobs' in class and around the school.

At least one meaningful encounter with an employer or employee per year

Opportunity to visit a workplace linked to selected learning themes

Complete tasks and units from the ASDAN My Independence: Exploring Aspirations Course

Opportunities to engage with sector specific guest speakers

Support for pupils and parents/carers to develop understanding of KS4 options and choices, including alternative pathways of learning (e.g. foundation learning and apprenticeships)

Appendix 5 – Key Stage 4 Provision map

KS 4 Pupils will have access to:

- A formalised weekly careers curriculum based on Talentino!'s Careers at Every Level Programme and resources and appropriate units selected from the ASDAN Personal Progress suite of qualifications
- Comprehensive and impartial one to one guidance interview with support as needed with an impartial careers advisor

Focus on Preparing for Adulthood and developing functional and independence skills throughout PIP setting

At least one meaningful encounter with an employer or employee per year

Opportunity to visit a workplace linked to their career interests

Opportunities to engage with sector specific guest speakers

Opportunities to experience a range of 'jobs' in class and around the school.

- Work experience within the school and/or trust
- Attendance at Careers Fairs/employer events as appropriate

Support for pupils and parents/carers to develop understanding of KS5 options and choices, including alternative pathways of learning (e.g. foundation learning and apprenticeships)

- Opportunities to get involved in enterprise activities
- Opportunities to attend transition visits, college open days and taster days

Appendix 6 – Key Stage 5 Provision map

KS 5 Pupils will have access to:

- A formalised weekly careers curriculum based on Talentino!'s Careers at Every Level Programme and resources and appropriate units selected from their chosen qualifications
- Comprehensive and impartial one to one guidance interview with support as needed with an impartial careers advisor

Focus on Preparing for Adulthood and developing functional and independence skills throughout PIP setting

At least one meaningful encounter with an employer or employee per year

Opportunity to visit a workplace linked to their career interests

Opportunities to engage with sector specific guest speakers

Opportunities to experience a range of 'jobs' in class and around the school.

- Work experience within the school and/or trust and in external settings as appropriate for each pupil
- Attendance at Careers Fairs/employer events as appropriate

Support for pupils and parents/carers to develop understanding of KS5 options and choices, including alternative pathways of learning (e.g. foundation learning and apprenticeships)

- Opportunities to get involved in enterprise activities
- Opportunities to attend transition visits, college open days and taster days

<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Ensure that our curriculum vision is implemented and that it reflects the lived experiences of our pupils and all aspects of diversity. Through our curriculum pupils will be enabled to understand the world around them and be well prepared for adulthood; • Build individuals with character by providing our pupils with a wide range of opportunities (in school and in the community/wider world); • Monitor pupil progress carefully: - the achievement and progress of ALL pupils (with a focus on key groups i.e. Pupil Premium, gender, ethnicity etc.) taking prompt action to provide additional support/interventions as needed; • Monitor the attendance and persistent absence of ALL pupils taking prompt action to intervene/support as needed; • Map effectively the specialist provision for all pupils ensuring opportunities for review; • Ensure a strong partnership with our parents, where they feel able to contribute to the learning and progress of their children (including parent training and support); • Place an emphasis on the importance of communication, literacy, particularly early reading, alongside effective personal, social and health education for all year groups; Excellent outcomes for ALL pupils so that they can be successful in their next steps and future lives; • Support the delivery of high quality teaching, support and therapy so that the needs of ALL pupils are met, as far as possible, within the classroom and beyond; 	<p>Ensure that pupils can access resources in the environment including access to written materials including signs, displayed information.</p> <p>See School Improvement Plans</p>	<p>PIP Targets and data analysis of achievement</p> <p>Makaton Training</p> <p>In Print Training</p> <p>Pupil Progress Meetings</p> <p>Small Steps Assessment</p> <p>VB MAPP Assessment</p> <p>Curriculum Assessment</p>	<p>Head Teachers</p> <p>SLTs</p> <p>Executive Director of Schools</p> <p>MAST Team</p> <p>Class Teachers</p>	<p>July 2028</p>	<p>Excellent progress for all pupils</p>
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Appendix 7 – Opportunities for Careers at Key Stages 3/4/5 with Springboard

Springboard are a National organisation supporting careers and lifeskills education. We have a 3 year careers programme with Springboard to ensure our provisions meet Gatsby Benchmarks. The plan includes engaging in structured activities, experiencing industry involvement, lifeskills development and opportunities for hands on learning.

Wembley Manor School

- Opportunities to enter national competitions in hospitality and catering eg Futurehost, Future Chef and Bake Off
- Parent events to showcase the careers opportunities available with Springboard
- Visiting experts who provide hospitality training sessions for students
- Opportunities for our students to work with young people who attend different educational settings and develop their collaborative skills.
- Industry visits to hotels, restaurants etc to learn about the varied roles of employees in these workplace settings

The Avenue School

- Parent events to showcase the careers opportunities available with Springboard
- Visiting experts who provide hospitality training sessions for students
- Industry visits to hotels, restaurants etc to learn about the varied roles of employees in these workplace settings
- Pupils developing skills linked to hospitality and catering sectors

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by RPT Trustees

It will be approved by Trust Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality and Diversity Policy
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting pupils with medical conditions policy