

# Riverston School Careers Policy 2025

## Introduction and Aims

At Riverston School, we are dedicated to delivering a high-quality, inclusive careers education, information, advice, and guidance (CEIAG) programme tailored to students from Year 7 to Year 14. As an independent school with a significant proportion of students with special educational needs and disabilities (SEND) and Education, Health, and Care Plans (EHCPs), our provision is designed to meet the unique needs and aspirations of every individual.

We believe that every student deserves the opportunity to explore, discover, and achieve their full potential. Guided by our core values of Kindness, Respect, Integrity, Ambition, Community Spirit, and Courage, we aim to empower students to make informed decisions about their futures, prepare for adulthood, and develop the skills required for meaningful and sustained pathways in education, employment, or training.

Our careers programme is built on a foundation of inclusion, inspiration, and opportunity. We strive to nurture self-confidence, resilience, and ambition, enabling students to embrace challenges and transition successfully into their chosen futures. Aligned with statutory requirements, the SEND Code of Practice (2015), and the eight Gatsby Benchmarks of Good Career Guidance, our programme ensures that every pathway is personal, and every goal is achievable.

## Strategic Goals

1. **Accessibility and Inclusion:** Ensure that all students, particularly those with SEND and SEMH needs, have access to tailored careers guidance, resources, and opportunities, fostering equity and removing barriers to success.
2. **Alignment with Gatsby Benchmarks:** Deliver a comprehensive careers programme that adheres to the eight Gatsby Benchmarks, ensuring a high-quality, evidence-based provision for all students.
3. **Collaboration:** Build and maintain strong partnerships with employers, further and higher education providers, parents/carers, and the local community to enhance students' exposure to diverse pathways and opportunities.
4. **Preparation for Transitions:** Equip students with the knowledge, skills, and confidence needed to understand the pathways available and successfully navigate life beyond school, whether that be further education, training, or employment.

## Commitment to Students with SEND and EHCPs

Riverston School ensures that careers provision for students with SEND is fully accessible and aligned with their EHCP outcomes. This includes:

- **Personalisation:** Careers education tailored to each student's strengths, interests, and needs.
- **Preparation for Adulthood:** A strong focus on employment, independent living, community participation, and health.
- **Collaboration:** Regular engagement with parents, carers, SEND professionals, and local authorities.
- **Supportive Resources:** Use of differentiated materials, visual aids, small-group sessions, and social stories to aid understanding.
- **Pupil Profiles:** Communicating strengths and aspirations to employers.
- **Provision:** ensuring pupils have access to the provision outlined in their EHCP during work experience opportunities, e.g. 1:1 support or key worker check-ins.

## Careers Leadership and Coordination, Roles and Responsibilities

The Head of Careers oversees the design, implementation, and evaluation of the careers programme. This role ensures alignment with statutory frameworks, integration of careers education across the curriculum, and delivery of tailored guidance for SEND students. Collaboration with form tutors, Key-Stage Coordinators, SEND coordinators, and external advisors ensures a holistic approach to careers education.

- Careers Leader oversees the programme and aligns it with the Gatsby Benchmarks.
- SEND team ensures alignment with EHCP outcomes.
- Parents and carers support career exploration.

## Current Careers Programme

The following table outlines the careers activities and programmes currently implemented for the academic year 2024/25:

Activity	When	Year Group	Delivery
Jigsaw PSHE lessons	Year-round	7-14	PSHE Coordinator and department teachers
Standalone careers lessons	12-week carousel (Spring 1)	9	Head of Careers
Form time careers programme	Summer Term (12 weeks)	7-14	Form Tutors

<b>1:1 Pathways Guidance and Discussions</b>	Spring and Summer terms	9, 11, 13, 14	Form Tutors, Families, Heads of Year and Head of Careers.
<b>Assemblies focussed on 'Ambition'</b>	Year-round	7-14	Head of Key Stage, Headmaster, visitors.
<b>Enrichment: Careers Guidance drop-in sessions</b>	Year-round	10-14	Head of Careers.
<b>National Careers Week/Careers Fairs</b>	Spring and Summer terms	7-14	Form Tutors, Subject Leads, Head of Careers, Identified Staff, Parents, Visitors.
<b>AQA Unit Award Scheme</b>	Year-round	12-14	Personal Development teachers.
<b>ASDAN and Life Skills lessons</b>	Year-round	7-14	Life Skills Coordinator/Personal Development teachers.
<b>Transition Year Annual Reviews</b>	Autumn/Spring Terms	11, 13, 14	SENDCo, Local Authority Officers.
<b>Options &amp; Pathways Process</b>	Autumn/Spring Terms	9, 11	Key Stage Coordinators, Head of Careers.
<b>Educational settings, workplace and skills trips</b>	Year-round	Identified groups	Subject Teachers, Trip Leaders.
<b>BTEC courses with direct education on employment sectors.</b>	Year-round	12-14	Specialist Subject Teachers, BTEC Coordinator.
<b>Offsite vocational courses e.g. construction, dog grooming, coaching</b>	Year-round	KS4-5	Specialist Training/Service Providers.
<b>Internal work placements</b>	Year-round	KS4-5	Subject teachers, Department Leads, Support Staff.
<b>Whole School events and charity initiatives</b>	Year-round	7-14	All, Visitors.
<b>Curriculum links/visitors</b>	Year-round	7-14	Teachers, Visitors.
<b>Local Authority 'Preparing for Adulthood' interviews.</b>	Year-round	11, 13	Borough-specific identified Local Authority Case workers.

## Future Developments

To further enhance our careers provision, Riverston School is implementing several initiatives that align with the Gatsby Benchmarks and statutory frameworks. These include:

### 1. Unifrog Platform:

- Rollout of Unifrog as a digital careers guidance tool to support personalised pathways, CV building, and access to labour market information (LMI).
- Integration with PSHE lessons and form time activities to enhance career exploration.

### 2. Work Experience:

- Develop SEND-friendly work experience placements for Key Stage 4 and 5 students, working closely with local businesses and training providers.

### 3. University and College Visits:

- Organise accessible visits for Key Stage 4 and 5 students to explore further and higher education options.

### 4. Guest Speaker Programme:

- Invite professionals, alumni, and SEND-focused organisations to deliver motivational talks and workshops.

### 5. Enhanced National Careers Week Activities:

- Facilitate workshops and activities linked to curriculum subjects and career pathways.

### 6. EHCP Integration:

- Build student profiles linked to EHCP outcomes and track careers progress using dedicated tools and resources.

### 7. Parent and Carer Engagement:

- Host careers evenings to provide families with guidance on pathways, applications, and transition planning.

### 8. Impartial Careers Guidance:

- Introduce 1:1 external careers guidance for Year 11 and Key Stage 5 students in partnership with accredited advisors.
- Ensure impartiality in the advice provided, offering a wide range of pathways, including apprenticeships, further education, and employment opportunities.
- Rollout planned for the academic year 2025/26.

### 9. Employer and Alumni Networks:

- Strengthen partnerships with local employers, SEND-friendly organisations, and alumni to offer students meaningful experiences such as workplace visits, mentoring, and guest speaker sessions.

#### 10. Staff Training:

- Deliver training for all teaching staff to embed careers-related learning into their subject areas, ensuring curriculum content connects to real-world applications.
- Equip staff with resources and strategies to link their teaching to future career pathways for students.

#### 11. Parent Workshops:

- Deliver information evenings and workshops to support families in exploring careers options and pathways.

## Diversity and Inclusion

Our careers programme actively challenges stereotypes and promotes diversity. Students are encouraged to explore a broad range of pathways, free from assumptions based on gender, ethnicity, or disability. Resources and activities are designed to reflect the diversity of opportunities available.

## Meeting Statutory Requirements

Our careers programme is guided by best practices in careers education, including the Gatsby Benchmarks. While impartial careers guidance is not currently a statutory requirement for independent schools, we are committed to aligning with this standard as part of our long-term strategy for enhancing careers provision.

The programme also complies with:

- **Careers Guidance and Access for Education and Training Providers (Statutory Guidance, January 2023)**
- **SEND Code of Practice 2015:** Tailored careers advice and support aligned with EHCP outcomes.
- **Baker Clause (2018):** Ensures access to a wide range of education and training providers.
- **The Equality Act 2010:** Promotes inclusivity and ensures that careers guidance supports all students, irrespective of their background or protected characteristics.

## Gatsby Benchmarks

The programme aligns with the eight Gatsby Benchmarks:

1. **A stable careers programme:** Delivered through PSHE, standalone lessons, and form time activities.
2. **Learning from career and labour market information:** Supported by Unifrog and National Careers Week.

3. **Addressing the needs of each student:** Tailored provision for SEND and EHCP-aligned planning.
4. **Linking curriculum learning to careers:** Embedding careers discussions in subject lessons.
5. **Encounters with employers and employees:** Guest speakers, careers fairs, and workshops.
6. **Experiences of workplaces:** Planning structured, SEND-friendly work experience opportunities.
7. **Encounters with further and higher education:** University and college visits.
8. **Personal guidance:** 1:1 discussions and external careers advice planned for future implementation. Current guidance provided and discussions taking place with key internal staff.

## Monitoring and Evaluation

- **Compass+:** Data-driven evaluation tool used by Riverston School to regularly measure progress and impact against the Gatsby Benchmarks.
- **Student Feedback:** Gathered through surveys and focus groups to assess the impact of activities.
- **EHCP Reviews:** Careers progress tracked during annual reviews.
- **Destination Data:** Monitored for Year 11, 13, and 14 leavers.
- **Staff and Parent Feedback:** Used to refine the programme annually.

The Head of Careers reports to the Senior Leadership Team termly and works in collaboration with them on the strategic development of the Careers Programme. Regular updates on the careers programme are provided to governors, ensuring accountability and strategic oversight. Parents are kept informed through newsletters, events, and the school website, enabling them to support their child's career development journey

## Policy Review

This policy is reviewed annually to reflect changes in statutory requirements and ensure alignment with school priorities.

**Last updated:** January 2025

**Next review date:** January 2026