

## Careers Policy

### Ryefields School

<b>Policy Reference:</b>	RYE3
<b>Version Number:</b>	1
<b>Applies to:</b>	All teaching staff and leadership at Ryefields School
<b>Associated documents:</b>	Curriculum policy
<b>Approved by:</b>	Headteacher
<b>Implementation date:</b>	September 2025
<b>Next review due by:</b>	September 2026
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 0. Summary of Changes

This is the first version of the CEIAG Policy for Ryefields School.

## 1. Introduction

This policy outlines the approach to Careers Education, Information, Advice, and Guidance (CEIAG) at Ryefields, ensuring all students from Year 1 to Year 11 are supported to develop aspirations, skills, and knowledge to achieve fulfilling futures. The school is committed to providing high-quality, inclusive careers education tailored to the needs of our learners, in line with the SEND Code of Practice 2015 and The Gatsby Benchmarks.

## 2. Aims

1. Develop students' awareness of themselves, their strengths, and interests.
2. Support students to explore different pathways, including employment, supported internships, further education, and voluntary work.
3. Equip students with the skills, knowledge, and confidence to make informed choices.
4. Engage parents/carers and external stakeholders in the careers journey.

## 3. Objectives by Key Stage

### Key Stage 1 (Years 1–2):

- Focus: Early awareness of the world of work and developing aspirations.
- Activities include:
  - Role-playing various professions to understand different jobs.
  - Inviting local professionals for storytelling sessions about their careers.
  - Exploring tools and equipment used in different jobs through interactive sessions.
  - Developing early personal and social skills, such as teamwork and communication, through group activities.

### Key Stage 2 (Years 3–6):

- Focus: Developing curiosity about different jobs and basic skills.
- Activities include:
  - Classroom visits from a variety of professionals to discuss their careers.
  - Participating in enterprise projects, such as running a mini shop, to understand basic business concepts.

- Exploring personal strengths and skills through creative projects and discussions.
- Integrating careers-related learning into the curriculum, for example, using math for budgeting or art for exploring creative industries.

### **Key Stage 3 (Years 7–9):**

- Focus: Exploring pathways, building employability skills, and self-awareness.
- Activities include:
  - Participating in careers fairs, workshops, and visits to local businesses to gain exposure to various professions.
  - Engaging in lessons focusing on skills for work, including communication, problem-solving, and time management.
  - Utilizing resources like START Profile or iCould to explore interests and career options.
  - Engaging in work-related learning through supported projects and collaborations with local enterprises.

### **Key Stage 4 (Years 10–11):**

- Focus: Preparing for post-16 transitions and practical career experience.
- Activities include:
  - Undertaking work experience opportunities tailored to individual needs and interests.
  - Participating in transition planning sessions with Careers Advisers to explore future pathways.
  - Exploring further education options, supported internships, apprenticeships, and vocational pathways through visits and information sessions.
  - Developing CVs, practicing interview skills, and receiving application support.
  - Engaging with external agencies such as local colleges, employers, and careers services to gain insights into various career options.

## **4. Inclusive Practices**

- Careers education is differentiated to meet the diverse needs of students, including those with:
  - Profound and multiple learning difficulties (PMLD).
  - Moderate learning difficulties (MLD).
  - Social, emotional, and mental health needs (SEMH).
- Activities are designed to be accessible, with additional support from staff and external agencies as required.

## 5. Local Partnerships in Derby

Ryefields collaborates with various local organizations to enhance the careers education program:

- **Joined Up Careers Derbyshire:** Partners with schools to raise the profile of careers in health and care sectors, providing resources and opportunities for students to explore these fields.
- **Enterprise for Education (E4E):** Offers career workshops and talks, connecting students with local employers and professionals to inspire and inform career choices.
- **Derby College - Inclusion Curriculum:** Provides pathways designed to help students build independent lifestyles and develop skills for life and work, preparing them for adulthood.
- **Derby City Council - Connexions Service:** Offers guidance and support for young people in Derby to participate in education or training, assisting with career planning and transitions.
- **Local Enterprise Partnership (D2N2):** Collaborates with schools to review curricula, train staff, and offer opportunities for students, ensuring alignment with local economic needs.

## 6. Parental and Stakeholder Engagement

- Regular communication with parents/carers about careers activities and transition planning.
- Collaboration with external stakeholders, including local authorities, businesses, and further education providers.
- Inviting families to careers events and transition meetings to engage them in the career development process.

## 7. Statutory Guidance and Standards

The school's careers programme adheres to:

- The Gatsby Benchmarks.
- Careers guidance and access for education and training providers (DfE statutory guidance 2023).
- The SEND Code of Practice 2015, ensuring that all pathways are inclusive and supportive.

## 8. Roles and Responsibilities

- **Careers Leader:** Oversees the programme and ensures compliance with statutory requirements.
- **Class Teachers:** Integrate careers learning into the curriculum.
- **Parents/Carers:** Support career discussions and transitions.
- **External Agencies:** Provide specialist advice and experiences.

## 9. Monitoring and Evaluation

- The effectiveness of careers education is reviewed annually by the Careers Leader and senior leadership team.
- Feedback is collected from students, parents/carers, and staff.
- Progress against The Gatsby Benchmarks is evaluated using tools like the Compass+ platform.

## 10. Policy Review

This policy will be reviewed annually to ensure it remains fit for purpose and reflects updates to statutory guidance and best practice.