



## **The Rosewood School Careers Education, Information, Advice & Guidance Policy**

Policy approved by management committee – December 2024

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### **Context**

The Rosewood School provides pupils with wide-ranging health needs access to education, on a short-term basis, ensuring continuity of education, through inclusion and support. The school; operates from one residential unit (Staplehurst) and from two schools (Canterbury and Leybourne) Access to The Rosewood School's remote learning offer is also possible, in exceptional circumstances. The school accepts referrals for primary and secondary aged pupils.

The Rosewood School provides several interventions including education via one of the schools, remote learning, and outreach support (to re-engage with mainstream education or join a TRS school). Education is also provided to pupils who have been admitted to NHS inpatient services, via the site in Staplehurst.

## **1.0 School Vision**

At The Rosewood School (TRS), we believe every pupil deserves a bright and fulfilling future, which is why we've created a careers programme that is inclusive, inspiring, and tailored to the individual needs of our pupils. Our goal is to open doors to a wide range of opportunities—helping pupils build confidence, explore their interests, and prepare for life beyond school.

We know that preparing for the future isn't just about choosing a career path—it's about building resilience, raising aspirations, and making informed decisions. Through meaningful careers education, information, advice, and guidance (CEIAG), we support our pupils as they discover their potential and take positive steps toward their post-16 journey.

At TRS, our ethos—Confidence, Acceptance, and Perseverance—guides everything we do. Our careers programme reflects these values by encouraging pupils to step outside the classroom, engage with the wider world, and develop the skills and self-belief they need to thrive in education, employment, or training.

## **2.0 Policy Scope**

**2.1** This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

**2.2** The policy also applies to Year 11 pupils after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

**2.3** The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023 and updated May 2025).

**2.4** This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

**2.5** This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 8 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

**2.6** This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all pupils at the school.

**2.7** All members of staff at The Rosewood School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Advisor.

**2.8** It is important therefore that pupils leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3.0 Objectives**

**3.1** We want to prepare our pupils for the world of work, provide them with the best possible opportunities for the future and ensure they are not disadvantaged in the work place. We intend to achieve this by:

- Providing all pupils, particularly those at key decision-making points i.e., year 11 and post 16, with access to individual and personalised information, advice, and guidance. Pupils have as many interventions as required, often benefiting from frequent interactions; there is no limitation on the quantity.
- Ensuring that parents are included in discussions regarding pupil's future options and are given opportunities to meet with relevant staff members and post 16 education providers, where appropriate.
- Ensuring that all pupils have access to CEIAG that is impartial and that pupils are presented with a wide range of post 16 options.
- Supporting pupils to explore their future options, taking into full consideration their individual health needs. This is achieved through several one-to-one interactions, work experience, visits and meetings with post 16 education providers, and liaison with the local authority and KCC Special Educational Needs department.
- Continuing to support pupils upon completion of year 11 (or discharge from the inpatient unit – Staplehurst) to ensure successful transition to a post 16 destination. Pupils can be supported for as long as required and the Careers Adviser will make necessary referrals for ongoing support where applicable and the pupils/parents are in agreement.
- Incorporating careers within the school strategic objectives and ensuring that all staff have the opportunity to upskill in careers through staff CPD and the appraisal process.
- Ensuring that all careers staff giving independent advice and guidance are professionally qualified to Level 6 and that the Headteacher is qualified to Level 7 in Careers Development.

### **4.0 School Responsibilities**

**4.1** The school has a series of statutory duties:

**4.1.1** All registered pupils at the school must receive independent careers advice in Years 7 to 11 provided by a level 6/7 qualified careers adviser

**4.1.2** This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

**4.1.3** This advice must cover a range of education or training options

**4.1.4** This guidance must be in the best interests of the pupil

**4.1.5** Schools are required to publish (a) the name, email address and telephone number of the school's careers leader; (b) a summary of the careers programme including details as to how pupils, parents, teachers and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on pupils; (d) the date of the school's next review of the information.

**4.1.6** There must be an opportunity for education and training providers to access pupils in Year 8 – Year 11 in order to inform them about approved technical qualifications or apprenticeships, see Section 6 of this policy.

**4.1.7** The school must have a clear policy setting out the manner in which providers will be given access to pupils, see Section 6 and Appendix 4. This policy and these arrangements must be published on the school website.

**4.2** The school will base its careers provision around the Gatsby Benchmarks and the Careers Development Institute (CDI) Framework of development skills and learning outcomes. A summary of these can be seen in Appendices 1 & 2, and they cross reference with the objectives of this policy, see Section 3. The Careers Programme which delivers the provision is included within Appendix 3.

**4.3** The Rosewood School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities if this is relevant.

**4.4** The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner (SIP) or Ofsted; Kent and Medway Careers Hub/The Education People).

## **5.0 Governor Responsibilities**

**5.1** The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

**5.1.1** Based on the eight Gatsby Benchmarks

**5.1.2** Meeting the school's legal requirements

**5.2** The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published - Appendix 4

**5.3** There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## **6.0 Provider Access**

The Rosewood School has a separate Provider Access Policy which is included within Appendix 4.

## **7.0 Monitoring, Evaluation and Review**

**7.1** The Headteacher will ensure that:

**7.1.1** The work of the Careers Advisor and CEIAG events are supported and monitored

**7.1.2** A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

**7.2** The effectiveness of this policy will be measured in a variety of ways:

**7.2.1** Feedback from stakeholders through mechanisms such as:

Pupils – Entry baseline survey, MSForms activities feedback, Work Experience Diary

Employers – MSForm surveys, Work Experience feedback logs

Parents – Parents evening, Pupil Progress reviews, Newsletter

Staff – Formal staff careers survey, CPD Sessions, appraisals

**7.2.2** Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted; Kent and Medway Careers Hub/The Education People, Training Providers, Employers and Education Providers.

**7.2.2** The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

**7.3** The governors of The Rosewood School will review this policy every three years.

**Review Date:** September 2027

Gatsby Benchmark		
<b>Benchmark 1</b>  <b>A Stable Careers Programme</b>	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, staff, governors and other agencies	<p>Explicit backing of Senior Leadership Team is expanded to include governors and Headteacher, and Careers Leader should be identified and appropriately trained.</p> <p>The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</p> <p>The careers programme should be published on the school website and communicated in ways that enables pupils, staff and employers to access and understand it.</p> <p>The programme should be regularly evaluated using feedback from pupils, parents, teachers and other staff who support pupils, careers advisers and employers to increase its impact.</p>
	<b>Benchmark 2</b>  <b>Learning from Career and LMI</b>	<p>All pupils, parents, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p> <p>During each Key Stage all pupils should have accessed and used information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</p> <p>Parents and carers should be encouraged, and supported to access and use information about careers, pathways and the labour markets and future study options to inform their support to their children for pupils in their care.</p>

<p><b>Benchmark 3</b></p> <p><b>Addressing the needs of each young person</b></p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression.</p> <p>In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<p>A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <p>Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</p> <p>For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</p> <p>Schools should collect, and maintain, and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</p> <p>Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme</p>
<p><b>Benchmark 4</b></p> <p><b>Linking curriculum learning to careers</b></p>	<p>As part of the school's programme of careers education all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<p>Every year, in every subject, every pupil should have opportunities to learn how the different knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</p> <p>Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils</p>
<p><b>Benchmark 5</b></p> <p><b>Encounters with employers and employees</b></p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer</p> <p>A meaningful encounter will:</p> <ul style="list-style-type: none"> <li>• have a clear purpose, which is shared with the employer and the young person</li> </ul>





	include pupils' own part-time employment where it exists.	<ul style="list-style-type: none"> <li>• be underpinned by learning outcomes that are appropriate to the needs of the young person</li> <li>• have opportunities for two-way interactions between the young person and the employer</li> <li>• be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter</li> </ul>
<b>Benchmark 6</b> <b>Experiences of workplaces</b>	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<p>By the age of 16, every pupil should have had meaningful experiences of workplaces.</p> <p>Two weeks' worth of work experience should be broken down into:</p> <ul style="list-style-type: none"> <li>• 1 week of 'experiences' in years 7-9 such as work shadowing, multi day visits which include tasks or projects or in person or virtual tours or demonstrations and</li> <li>• one week's (aka 5 days) worth of placement in years 10 &amp; 11 The placements can be with more than 1 provider and can be taken either as a block or in several 'chunks' at any point in KS4. This should be in person but in exceptional circumstances may be virtual.</li> </ul>
<b>Benchmark 7</b> <b>Encounters with further and Higher Education</b>	All pupils should understand the full range of learning opportunities that are available to them, including both academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<p>By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and Independent Training Providers (ITPs).</p> <p>A meaningful encounter will:</p> <ul style="list-style-type: none"> <li>• have a clear purpose, which is shared with the provider and the young person</li> <li>• be underpinned by learning outcomes that are appropriate to the needs of the young person</li> <li>• involve a two-way interaction between the young person and the provider</li> <li>• include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to <ul style="list-style-type: none"> <li>• describe what learning or training with the provider is like</li> </ul> </li> <li>• be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.</li> </ul>
<b>Benchmark 8</b> <b>Personal guidance</b>	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or	Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16. Meetings should be scheduled in the careers programme to meet the needs of pupils.





	<p>external, provided they are trained to an appropriate level.</p> <p>These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs.</p> <p>The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<p>Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.</p> <p>All meetings should be undertaken by a fully qualified L6 or L7 careers professional.</p>
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## CAREERS DEVELOPMENT INSTITUTE FRAMEWORK

## APPENDIX 2

Learning Area	Learning Outcomes Key Stage 3	Learning Area	Learning Outcomes Key Stage 3
 <p><b>Grow throughout life</b></p> <p>Grow throughout life by learning and reflecting on yourself, your background, and your strengths.</p>	<p>Being aware of the sources of help and support available and responding positively to feedback</p> <p>Being aware that learning, skills and qualifications are important for career being willing to challenge themselves and try new things</p> <p>Recording achievements</p> <p>Being aware of heritage, identity and values</p>	 <p><b>Explore possibilities</b></p> <p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p>	<p>Being aware of the range of possible jobs</p> <p>Identifying common sources of information about the labour market education system</p> <p>Being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>Being aware that many jobs require learning, skills and minimum qualifications</p> <p>Being aware of the range of different sectors and organisations where they can work</p> <p>Being aware of the range of ways that organisations undertake recruitment and selection</p>
	<p><b>Learning Outcomes Key Stage 4</b></p> <p>Responding positively to help, support and feedback</p> <p>Positively engaging in learning and taking action to achieve good outcomes recognising the value of challenging themselves and trying new things</p> <p>Reflecting on and recording achievements, experiences and learning</p> <p>Considering what learning pathway they should pursue next</p> <p>Reflecting on their heritage, identity and values</p>		<p><b>Learning Outcomes Key Stage 4</b></p> <p>Considering what jobs and roles are interesting</p> <p>Researching the labour market and the education system</p> <p>Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p> <p>Researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>Researching the range of workplaces and what it is like to work there</p> <p>Researching how recruitment and selection processes work and what they need to do to succeed in them</p>
Learning Area	Learning Outcomes Key Stage 3	Learning Area	Learning Outcomes Key Stage 3
 <p><b>Manage career</b></p>	<p>Being aware that career describes their journey through life, learning and work</p> <p>Looking forward to the future</p> <p>Imagining a range of possibilities for themselves in their career</p>	 <p><b>Create opportunities</b></p>	<p>Developing friendships and relationships with others</p> <p>Being aware that it is important to take initiative in their learning and life</p> <p>Being aware that building a career will require them to be imaginative and flexible</p> <p>Developing the ability to communicate their needs and wants</p>

<p>Manage your career actively, make the most of opportunities and learn from setbacks</p>	<p>Being aware that different jobs and careers bring different challenges and rewards Managing the transition into secondary school and preparing for choosing their GCSEs Learning from setbacks and challenges</p> <p><b>Learning Outcomes Key Stage 4</b></p> <p>Recognising the different ways in which people talk about career and reflecting on its meaning to them Building their confidence and optimism about their future Making plans and developing a pathway into their future Considering the risks and rewards associated with different pathways and careers Taking steps to achieve in their GCSEs and make a decision about their post-16 pathway Thinking about how they deal with and learn from challenges and setbacks</p>	<p>Create opportunities by being proactive and building positive relationships with others</p>	<p>Being able to identify a role model and being aware of the value of leadership Being aware of the concept of entrepreneurialism and self-employment</p> <p><b>Learning Outcomes Key Stage 4</b></p> <p>Developing friendships and relationships and reflecting on their relationship to their career Starting to take responsibility for making things happen in their career Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them Being willing to speak up for themselves and others Being able to discuss roles models and reflect on leadership Researching entrepreneurialism and self-employment</p>
<p><b>Learning Area</b></p>	<p><b>Learning Outcomes Key Stage 3</b></p>	<p><b>Learning Area</b></p>	<p><b>Learning Outcomes Key Stage 3</b></p>
<p> <b>Balance life and work</b></p> <p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</p>	<p>Being aware of the concept of work-life balance Being aware that physical and mental wellbeing are important Being aware of money and that individuals and families have to actively manage their finances</p> <p>Being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles Being aware of rights and responsibilities in the workplace and in society</p>	<p> <b>See the big picture</b></p> <p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p>	<p>Being aware of a range of different media, information sources and viewpoints Being aware that there are trends in local and national labour markets Being aware that trends in technology and science have implications for career Being aware of the relationship between career and the natural environment Being aware of the relationship between career, community and society Being aware of the relationship between career, politics and the economy</p>

	Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces		
	Learning Outcomes Key Stage 4		Learning Outcomes Key Stage 4
	<p>Reflecting on the different ways in which people balance their work and life</p> <p>Reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>Recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>Recognising the role that they play in their family and community and considering how that might shape their career</p> <p>Considering how they want to move through different life stages and manage different life roles</p> <p>Developing knowledge of rights and responsibilities in the workplace and in society</p> <p>Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>		<p>Evaluating different media, information sources and viewpoints</p> <p>Exploring local and national labour market trends</p> <p>Exploring trends in technology and science</p> <p>Exploring the relationship between career and the environment</p> <p>Exploring the relationship between career, community and society</p> <p>Exploring the relationship between career, politics and the economy</p>

## The Rosewood School Careers Programme Framework

Activity	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI
<b>Years 7 &amp; 8</b>					
<b>Unifrog</b>	An Introduction to CEIAG (Careers, Information, Advice & Guidance)	Within PSHE lessons delivered by PSHE teachers with support from Careers.	<p>Create a careers profile that encompasses:</p> <ul style="list-style-type: none"> <li>• Comprehensive psychometric testing and skills tests</li> <li>• Explore Quizzes and develop skills</li> <li>• Broaden horizons with engaging video content</li> <li>• Search Careers and Subjects libraries</li> <li>• Connect with leading employers and universities</li> <li>• Interactive Webinars and Courses</li> <li>• Develop knowledge and understanding of how to reach goals</li> </ul> <p>Being in control of their own learning, exploration and identifying and logging their career journey within school on their own Personal Development Plans.</p>	1, 2, 3, 4	Grow Explore Manage
<b>Beyond The Classroom</b>	Engaging with external providers and employers to increase social skills	Within dedicated BTC lessons during Term 2	<p>Knowledge of skills and business set up/background of external provider.</p> <p>Exposure to activity to increase knowledge of the work world.</p>	1, 2, 3, 4, 5,7	Grow Explore Create Balance

			Increase social skills by interacting with someone new outside of education. Meets Provider Access Legislation		See
<b>Breakfast Club</b>	Continuing to recognise their own strengths and weaknesses.  Providing careers information linked to national events	Delivered by TRS staff plus external speakers	Continued awareness of strengths, confidence, and recognition of achievements in and out of school.  Increasing knowledge of different career journeys and opportunities through external speakers linked to specific national events i.e. National Careers Week and curriculum subjects i.e. World Space Week Meets Provider Access Legislation	1, 2, 3, 4, 5,7	Explore Manage See
<b>Curriculum</b>	Using all opportunities within the curriculum to link subjects to careers.	Delivered by TRS staff and external speakers	Extending subject visits to include careers information and broadening subject knowledge to understand what careers it could lead to (use of Unifrog).  Increasing knowledge of the careers available linked to curriculum subjects.	2, 4, 5, 6	Grow Explore Manage
<b>Activity</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact (Learning Outcomes)</b>	<b>Gatsby Benchmarks</b>	
<b>Year 9</b>					
<b>Unifrog</b>	An Introduction to CEIAG (Careers, Information, Advice & Guidance)	Within PSHE lessons delivered by PSHE teachers with support from Careers.	Create a careers profile that encompasses: <ul style="list-style-type: none"> <li>• Comprehensive psychometric testing and skills tests</li> <li>• Explore Quizzes and develop skills</li> <li>• Broaden horizons with engaging video content</li> <li>• Search Careers and Subjects libraries</li> <li>• Connect with leading employers and universities</li> <li>• Interactive Webinars and Courses</li> <li>• Develop knowledge and understanding of how to reach goals</li> </ul>	1, 2, 3	Grow Explore Manage

			Being in control of their own learning, exploration and identifying and logging their career journey within school on their own Personal Development Plans.		
<b>Beyond The Classroom</b>	Engaging with external providers and employers to increase social skills	Within dedicated BTC lessons during Term 2	Knowledge of skills and business set up/background of external provider. Exposure to activity to increase knowledge of the work world. Increase social skills by interacting with someone new outside of education. Meets Provider Access Legislation	1, 2, 3, 4, 5,7	Grow Explore Create Balance See
<b>Labour Market Information</b>	Being able to use and identify different types of LMI (Labour Market Information).  Understanding different pathways that can be accessed after school.  Identifying and understanding transferable skills within education and employment	Within PSHE lesson delivered by PSHE teachers with support from Careers and The Education People.	Developing knowledge of and being able to access LMI to help make informed choices  Able to research the skills, qualifications and experience needed for certain jobs  Identifying how they are making progress and what is needed to raise achievement	1, 2, 3	Grow Explore Manage See
<b>GCSE Options</b>	Raising aspirations  Provide information to make an informed choice on GCSE options	Within PSHE lesson delivered by PSHE teachers with support from Careers	Being proactive and owning their decisions and choices towards their GCSE option choices.  Able to research the skills, qualifications and experience needed for certain jobs independently and how this may affect their GCSE choices.  Pupils can identify different kinds of work that people do and understand what skills you may need for that job as well as what subjects need to be studied further or taken at GCSE and A Level.	1, 2, 3, 4	Grow Explore Manage Create

			<p>Pupils can understand how GCSE choices can impact FE (Further Education) and HE (Higher Education) choices.</p> <p>Pupils can start to identify their own transferable skills and how these can link into their GCSE subjects.</p>		
<b>FE Outreach</b>	<p>Taster day at a local college provider</p> <p>Introducing students to vocational and technical qualifications.</p>	Visit to College	<p>Allowing pupils to explore Post 16 options at college. Becoming aware of alternative learning pathways open to them.</p> <p>Helping to build self- confidence in the future outside of the school environment.</p> <p>Meets Provider Access Legislation</p>	1, 3, 4, 7	<p>Grow</p> <p>Explore</p> <p>Manage</p> <p>Create</p>
<b>Breakfast Club</b>	<p>Continuing to recognise their own strengths and weaknesses.</p> <p>Providing careers information linked to national events</p>	Delivered by TRS staff plus external speakers	<p>Continued awareness of strengths, confidence, and recognition of achievements in and out of school.</p> <p>Increasing knowledge of different career journeys and opportunities through external speakers linked to specific national events i.e. National Careers Week and curriculum subjects i.e. World Space Week</p> <p>Meets Provider Access Legislation</p>	1, 2, 3, 4, 5,7	<p>Explore</p> <p>Manage</p> <p>See</p>
<b>Curriculum</b>	Using all opportunities within the curriculum to link subjects to careers.	Delivered by TRS staff and external speakers	<p>Extending subject visits to include careers information and broadening subject knowledge to understand what careers it could lead to (use of Unifrog).</p> <p>Increasing knowledge of the careers available linked to curriculum subjects.</p>	2, 4, 5, 6	<p>Grow</p> <p>Explore</p> <p>Manage</p>



Activity	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	
<b>Year 10</b>					
<b>Unifrog</b>	An Introduction to CEIAG (Careers, Information, Advice & Guidance)	Within PSHE lessons delivered by PSHE teachers with support from Careers.	<p>Create a careers profile that encompasses:</p> <ul style="list-style-type: none"> <li>• Comprehensive psychometric testing and skills tests</li> <li>• Explore Quizzes and develop skills</li> <li>• Broaden horizons with engaging video content</li> <li>• Search Careers and Subjects libraries</li> <li>• Connect with leading employers and universities</li> <li>• Interactive Webinars and Courses</li> <li>• Develop knowledge and understanding of how to reach goals</li> </ul> <p>Being in control of their own learning, exploration and identifying and logging their career journey within school on their own Personal Development Plans.</p> <p>Being able to write confidently about their achievements and recognising their strengths and skills and drafting their personal statement to help with their CV which is needed for their Year 11 mock interviews.</p> <p>Understanding the different pathways, they can access at Post 16 – vocational, academic and technical pathways.</p>	1, 2, 3, 4	Grow Explore Manage
<b>Beyond The Classroom</b>	Engaging with external providers and employers to increase social skills	Within dedicated BTC lessons during Term 2	<p>Knowledge of skills and business set up/background of external provider.</p> <p>Exposure to activity to increase knowledge of the work world.</p>	1, 2, 3, 4, 5,7	Grow Explore Create Balance See

			Increase social skills by interacting with someone new outside of education. Meets provider Access Legislation		
<b>Labour Market Information</b>	Being able to use and identify different types of LMI (Labour Market Information).  Understanding different pathways that can be accessed after school.  Identifying and understanding transferable skills within education and employment	Within PSHE lesson delivered by PSHE teachers with support from Careers and The Education People.	Developing knowledge of and being able to access LMI to help make informed choices  Able to research the skills, qualifications and experience needed for certain jobs  Identifying how they are making progress and what is needed to raise achievement	1, 2, 3	Grow Explore Manage See
<b>Apprenticeship Awareness session</b>	Raising awareness of apprenticeships and the different levels of apprenticeships	Within PSHE and run by an External Provider	Knowing what an apprenticeship is, the different levels and how to find one. Meets Provider Access Legislation	1, 2, 3, 7	Grow Explore Manage See
<b>Health &amp; Safety in the workplace and WEX preparation</b>	Raising awareness of Health and Safety in the workplace environment.	Provided by The Education People	Becoming aware of their responsibilities and rights as a pupil, trainee, or employee for staying healthy and following safe working practices.  Identifying discrimination and knowing their rights.	1, 3	Balance See
<b>Work Experience Week</b>	Experience of a workplace  Develop social skills and resilience.	Visit to Workplace	An opportunity for pupils to encounter a workplace and learn to recognise transferable skills. Completing an online work experience diary and gaining an employer reference.  Understanding the business structure and industry. Being willing to challenge themselves and try new things. Learning from setbacks and challenges. Meets Provider Access Legislation	1, 3, 4, 5, 6	Grow Explore Manage Create Balance See
<b>WEX (work experience)</b>	Recognising and reflecting on achievements and skills gained	Assembly	Recognition and reward for those pupils who impressed employers/gained jobs from placements	1, 3, 5, 6	Grow Manage

<b>Reward Assembly</b>	during work experience week in Y10		<p>or the opportunity to return Post 16 for an apprenticeship.</p> <p>Recording achievements and reflecting on skills gained and strengthened.</p> <p>Linked education to employment with a focus on transferable skills.</p> <p>Raising aspirations and exploring self as well as understanding networks</p>		
<b>FE Outreach</b>	<p>Taster day at a local college provider</p> <p>Introducing pupils to vocational and technical qualifications.</p>	Visit to College	<p>Allowing pupils to explore Post 16 options at college. Becoming aware of alternative learning pathways open to them.</p> <p>Helping to build self- confidence in the future outside of the school environment.</p> <p>Meets Provider Access Legislation</p>	1, 3, 4, 7	<p>Grow</p> <p>Explore</p> <p>Manage</p> <p>See</p>
<b>Kent Choices</b>	Providing access to pupils on the application process to apply to Post 16 choices.	Within PSHE lessons	Introducing the Kent Choices Application system, logging in and starting the application process in preparation for Year 11.		<p>Grow</p> <p>Explore</p> <p>Manage</p>
<b>Breakfast Club</b>	<p>Continuing to recognise their own strengths and weaknesses.</p> <p>Providing careers information linked to national events</p>	Delivered by TRS staff plus external speakers	<p>Continued awareness of strengths, confidence, and recognition of achievements in and out of school.</p> <p>Increasing knowledge of different career journeys and opportunities through external speakers linked to specific national events i.e. National Careers Week and curriculum subjects i.e. World Space Week</p> <p>Meets Provider Access Legislation</p>	1, 2, 3, 4, 5,7	<p>Explore</p> <p>Manage</p> <p>See</p>
<b>Curriculum</b>	Using all opportunities within the curriculum to link subjects to careers.	Delivered by TRS staff and external speakers	Extending subject visits to include careers information and broadening subject knowledge to understand what careers it could lead to (use of Unifrog).	1, 2, 4, 5, 6	<p>Grow</p> <p>Explore</p> <p>Manage</p>

			Increasing knowledge of the careers available linked to curriculum subjects.		
Activity	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	
<b>Year 11</b>					
<b>Unifrog</b>	An Introduction to CEIAG (Careers, Information, Advice & Guidance)	Within PSHE lessons delivered by PSHE teachers with support from Careers.	<p>Create a careers profile that encompasses:</p> <ul style="list-style-type: none"> <li>• Comprehensive psychometric testing and skills tests</li> <li>• Explore Quizzes and develop skills</li> <li>• Broaden horizons with engaging video content</li> <li>• Search Careers and Subjects libraries</li> <li>• Connect with leading employers and universities</li> <li>• Interactive Webinars and Courses</li> <li>• Develop knowledge and understanding of how to reach goals</li> </ul> <p>Being in control of their own learning, exploration and identifying and logging their career journey within school on their own Personal Development Plans.</p> <p>Understanding the different pathways, they can access at Post 16 – vocational, academic and technical pathways.</p>	1, 2, 3, 4	Grow Explore Manage
<b>Beyond The Classroom</b>	Engaging with external providers and employers to increase social skills	Within dedicated BTC lessons during Term 2	<p>Knowledge of skills and business set up/background of external provider.</p> <p>Exposure to activity to increase knowledge of the work world.</p> <p>Increase social skills by interacting with someone new outside of education.</p> <p>Meets Provider Access Legislation</p>	1, 2, 3, 4, 5,7	Grow Explore Create Balance See

<b>Labour Market Information</b>	<p>Being able to use and identify different types of LMI (Labour Market Information).</p> <p>Understanding different pathways that can be accessed after school.</p> <p>Identifying and understanding transferable skills within education and employment</p>	Within PSHE lesson delivered by PSHE teachers with support from Careers and The Education People.	<p>Developing knowledge of and being able to access LMI to help make informed choices</p> <p>Able to research the skills, qualifications and experience needed for certain jobs</p> <p>Identifying how they are making progress and what is needed to raise achievement</p>	1, 2, 3	<p>Grow</p> <p>Explore</p> <p>Manage</p> <p>See</p>
<b>FE Outreach</b>	<p>Taster day at local college providers</p> <p>Introducing pupils to vocational and technical qualifications.</p>	Visit to Colleges	<p>Allowing pupils to explore Post 16 options at college. Becoming aware of alternative learning pathways open to them.</p> <p>Helping to build self- confidence in the future outside of the school environment.</p> <p>Meets Provider Access Legislation</p>	1, 3, 4, 7	<p>Grow</p> <p>Explore</p> <p>Manage</p> <p>See</p>
<b>Apprenticeship Awareness session</b>	Raising awareness of apprenticeships and the different levels of apprenticeships	Within PSHE and run by an External Provider	<p>Knowing what an apprenticeship is, the different levels and how to find one.</p> <p>Meets Provider Access Legislation</p>	1, 2, 3, 7	<p>Grow</p> <p>Explore</p> <p>Manage</p> <p>See</p>
<b>Skills and Employability session</b>	Pupils understanding their skills and how they can use these in an interview or on a CV	Provided by The Education People	Being able to identify confidently their achievements, recognising their strengths and skills and translating these into employability assets.	3, 5	<p>Grow</p> <p>Manage</p> <p>Create</p> <p>Balance</p> <p>See</p>
<b>Interview skills</b>	Develop the self-confidence to handle an interview	Within PSHE and run by an External Provider	<p>Understand how to approach an interview, anticipate questions and prepare answers.</p> <p>Have an insight into what the interviewer is looking for.</p>	3, 5	<p>Grow</p> <p>Manage</p> <p>Balance</p> <p>See</p>
<b>Mock Interview</b>	Use a mock interview to gain experience and increase self-confidence.	Within PSHE and run by an External Provider	<p>Learn how to handle the stress and anxiety associated with an interview.</p> <p>Have the opportunity to reflect on own interview performance and feedback.</p>	3, 5	<p>Grow</p> <p>Manage</p> <p>Balance</p> <p>See</p>

			Meets Provider Access Legislation		
<b>Kent Choices</b>	<p>Providing access to pupils on the application process to apply to Post 16 choices.</p> <p>Information to pupils and parents on different pathways and the application process to apply to Post 16 choices.</p>	<p>Within PSHE lessons</p> <p>Parents Information Evening with the Education People</p>	<p>Completing the Kent Choices Application system in order to apply to College/Sixth Form.</p> <p>Managing interview process with College/Sixth Form</p> <p>Information given to pupils and parents on applying to Post 16 destinations. Who to contact after GCSE results if plans need to change.</p> <p>Introducing TEP should they need to follow up in cases of pupils with no post 16 destination.</p>	1, 2, 3	<p>Grow</p> <p>Explore</p> <p>Manage</p>
<b>One 2 One Guidance</b>	Providing impartial careers advice to pupils with parents if requested	One 2 One Meeting during school with a Level 6 Qualified Advisor	Providing support and guidance to those pupils who are disadvantaged or who are recognised as needing additional support with the transition process.	1, 2, 3, 8	<p>Grow</p> <p>Explore</p> <p>Manage</p> <p>Create</p> <p>Balance</p> <p>See</p>
<b>Breakfast Club</b>	<p>Continuing to recognise their own strengths and weaknesses.</p> <p>Providing careers information linked to national events</p>	Delivered by TRS staff plus external speakers	<p>Continued awareness of strengths, confidence, and recognition of achievements in and out of school.</p> <p>Increasing knowledge of different career journeys and opportunities through external speakers linked to specific national events i.e. National Careers Week and curriculum subjects i.e. World Space Week</p> <p>Meets Provider Access Legislation</p>	1, 2, 3, 4, 5,7	<p>Explore</p> <p>Manage</p> <p>See</p>
<b>Curriculum</b>	Using all opportunities within the curriculum to link subjects to careers.	Delivered by TRS staff and external speakers	<p>Extending subject visits to include careers information and broadening subject knowledge to understand what careers it could lead to (use of Unifrog).</p> <p>Increasing knowledge of the careers available linked to curriculum subjects.</p>	1, 2, 4, 5, 6	<p>Grow</p> <p>Explore</p> <p>Manage</p>

**Notes:**

- a) Years 7, 8 & 9 generally only stay with The Rosewood School for a period of 12 weeks. This means it is not possible to offer a complete careers journey from Year 7 to Year 11 and instead the focus of the careers programme in Years 7, 8 & 9 is for pupils to create their own careers profile which they and their parents can access from home.
- b) Year 10 may stay with The Rosewood School into Year 11 so the careers programme for them is akin to what would normally be offered in their home school.
- c) In some instances, Year 9 may be included in Year 10 activities/sessions (excluding work experience).
- d) Year 11 will experience a similar careers programme as would be offered by their home school, with the exception of sixth form experiences as The Rosewood School does not offer KS5 Education.

**Next Review: September 2027**

## **PROVIDER ACCESS LEGISLATION POLICY**

## **APPENDIX 4**

### **The Rosewood School - Provider Access Policy**

#### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Pupil entitlement**

All pupils in years 7 to 11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses. For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

#### **Meaningful provider encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils and will use the Careers & Enterprise Company 'Making it Meaningful' checklist as far as is possible. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.



### Previous providers

In 2024 and 2025 we invited the following providers from the local area to speak to our pupils:

The Canterbury Academy	East Kent College	North Kent College	Mid Kent College
ASK Apprenticeships	National Careers Service	The Education People	Hadlow College

We also facilitate meetings/visits to a range of post 16 providers for individual/small groups of pupils (these have included training and apprenticeship providers, colleges and 6th forms). Please speak with the Careers Progress Lead who can provide an exhaustive list.

### Destinations of our pupils

Our Year 11 pupils move to a range of providers in the Kent area after school.

Please note that The Rosewood School does not have a 6th form provision and all Year 11 pupils progress to other providers.

	September 2025	September 2024	September 2023	September 2022	September 2021
6th form	5 (9.43%)	4 (6.67%)	8 (17.39%)	7 (15.22%)	6 (19.35%)
College	38 (71.7%)	41 (68.33%)	29 (63.04%)	27 (58.7%)	15 (48.38%)
Apprenticeship	0	2 (3.33%)	2 (4.35%)	3 (6.52%)	2 (6.45%)
Training provider	4 (7.54%)	1 (1.67%)	5 (10.87%)	5 (10.87%)	5 (16.13%)
Other education (SEN/Hospital/Yr 11)	1 (1.89%)	8 (13.33%)	1 (2.17%)	3 (6.52%)	0
Employment	1 (1.89%)	0	0	0	1 (3.23%)
Not available due to illness	0	1 (1.67%)	0	0	0
NEET	1 (1.89%)	1 (1.67%)	1 (2.17%)	1 (2.17%)	1 (3.23%)
Unknown	0	0	0	0	0
Pending SEND provision	3 (5.66%)	2 (3.33%)	0	0	1 (3.23%)

### Management of provider access requests procedure

A provider wishing to request access should contact the careers team:

Hayley Bennett (Careers Leader)

Bethan Liston (Careers Adviser)

The Careers team can be contacted by emailing [careers@trs.kent.sch.uk](mailto:careers@trs.kent.sch.uk) or telephoning 01732 875694

### Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. We can facilitate access to speakers regularly during Employability and PSHE lessons and our daily Breakfast Club. We are also able to look at suitable times within our school timetable to host speakers across all our school sites. Please speak to our Careers team to identify the most suitable opportunity for you.

Listed below is a timeframe for provider encounters.

Please note that The Rosewood School has a number of sites and we educate pupils from all areas within Kent, therefore we encourage and welcome opportunities for pupils to engage with a number of providers from a range of areas.

Term 1	6th Form encounters and talks from local Colleges. Visit to Careers Fairs.
Term 2	6th Form encounters and College visits
Term 3	National Apprenticeship Week 9 <sup>th</sup> – 15 <sup>th</sup> February 2026: Talks on apprenticeships and apprenticeship providers
Term 4	National Careers Week 2 <sup>nd</sup> – 7 <sup>th</sup> March 2026: Talks from external providers. Year 10 WEX week.
Term 5	Transition meetings/visits for Y11 pupils to onward post 16 providers.
Term 6	Talks/Visits – HE Providers. Transition meetings/visits for Y11 pupils to onward post 16 providers.

### Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course at any of our TRS sites. This literature will be made available to all pupils in the careers room/classroom/areas they attend at break or lunch (this will depend on the TRS site). We are also able to share information with pupils/parents via the Careers pages on the school website.

### Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

**Approval and review of Policies**

Approved September 2025 by Management Committee

Next CEIAG Policy review including the Careers Programme: September 2027

Next PAL Policy review: September 2026