



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 1 residential unit (Staplehurst) and from 2 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

The Rosewood School has developed a careers programme which is inclusive of all our pupils and ensures they are able to access a wide range of opportunities, the aim of which is to better equip them for their futures. It is our belief that the successful implementation of the careers programme will build resilience, raise career aspirations and have a direct impact on positive post-16 destinations. It is our aim that whilst pupils are educated with The Rosewood School, they continue to have access to CEIAG as if they were accessing mainstream education.

The ethos of The Rosewood School is 'Confidence, Acceptance and Perseverance' and effective CEIAG nurtures those values by, encouraging participation in activities beyond the classroom to support not only a pupil's academic progress but their ability to embrace opportunities post 16.

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 students 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)

2.4 This policy accepts the 8 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 7 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 students 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 students; CEIAG is not the sole responsibility of the Careers Advisor.

2.8 It is important therefore that students 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 students 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 Progress Lead will make necessary referrals for ongoing support where applicable and the pupils/parents are in agreement.

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

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 3. 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. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy, see Section 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 students 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 3

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 3.

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:

Students – 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, 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, ASK (CXK Ltd), 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

The Gatsby Benchmarks

Appendix 1

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. <input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. <input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.

		<input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.

		<input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

The Rosewood School

Careers Programme Framework

Activity	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks
Years 7 & 8				
Unifrog	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"> • Comprehensive psychometric testing and skills tests • Explore Quizzes and develop skills • Broaden horizons with engaging video content • Search Careers and Subjects libraries • Connect with leading employers and universities • Interactive Webinars and Courses • Develop knowledge and understanding of how to reach goals <p>Being in control of their own learning, exploration and identifying and logging their</p>	1, 2, 3, 4

			career journey within school on their own Personal Development Plans.	
Beyond The Classroom	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
Breakfast Club	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
Curriculum	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

Activity	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks
Year 9				
Unifrog	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"> • Comprehensive psychometric testing and skills tests • Explore Quizzes and develop skills • Broaden horizons with engaging video content • Search Careers and Subjects libraries • Connect with leading employers and universities • Interactive Webinars and Courses • Develop knowledge and understanding of how to reach goals <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
Beyond The Classroom	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. 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

Labour Market Information	<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>	<p>Within PSHE lesson delivered by PSHE teachers with support from Careers and The Education People.</p>	<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
GCSE Options	<p>Raising aspirations</p> <p>Provide information to make an informed choice on GCSE options</p>	<p>Within PSHE lesson delivered by PSHE teachers with support from Careers</p>	<p>Being proactive and owning their decisions and choices towards their GCSE option choices.</p> <p>Able to research the skills, qualifications and experience needed for certain jobs independently and how this may affect their GCSE choices.</p> <p>Students 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.</p>	1, 2, 3, 4

			<p>Students can understand how GCSE choices can impact FE (Further Education) and HE (Higher Education) choices.</p> <p>Students can start to identify their own transferable skills and how these can link into their GCSE subjects.</p>	
FE Outreach	<p>Taster day at a local college provider</p> <p>Introducing students to vocational and technical qualifications.</p>	Visit to College	<p>Allowing students 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. Meets Provider Access Legislation</p>	1, 3, 4, 7
Breakfast Club	<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 Meets Provider Access Legislation</p>	1, 2, 3, 4, 5,7
Curriculum	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).	2, 4, 5, 6

			Increasing knowledge of the careers available linked to curriculum subjects.	
Activity	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks
Year 10				
Unifrog	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"> • Comprehensive psychometric testing and skills tests • Explore Quizzes and develop skills • Broaden horizons with engaging video content • Search Careers and Subjects libraries • Connect with leading employers and universities • Interactive Webinars and Courses • Develop knowledge and understanding of how to reach goals <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</p>	1, 2, 3, 4

			<p>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>	
Beyond The Classroom	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
Labour Market Information	<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
Apprenticeship Awareness session	Raising awareness of apprenticeships and the different levels of apprenticeships	Within PSHE and run by an External Provider (ASK)	<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

Health & Safety in the workplace and WEX preparation	Raising awareness of Health and Safety in the workplace environment.	Provided by The Education People	<p>Becoming aware of their responsibilities and rights as a student, trainee, or employee for staying healthy and following safe working practices.</p> <p>Identifying discrimination and knowing their rights.</p>	1, 3
Work Experience Week	<p>Experience of a workplace</p> <p>Develop social skills and resilience.</p>	Visit to Workplace	<p>An opportunity for students to encounter a workplace and learn to recognise transferable skills.</p> <p>Completing an online work experience diary and gaining an employer reference.</p> <p>Understanding the business structure and industry. Being willing to challenge themselves and try new things. Learning from setbacks and challenges.</p> <p>Meets Provider Access Legislation</p>	1, 3, 4, 5, 6
WEX (work experience) Reward Assembly	Recognising and reflecting on achievements and skills gained during work experience week in Y10	Assembly	<p>Recognition and reward for those students who impressed employers/gained jobs from placements 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>	1, 3, 5, 6

			Raising aspirations and exploring self as well as understanding networks	
FE Outreach	Taster day at a local college provider Introducing students to vocational and technical qualifications.	Visit to College	Allowing students to explore Post 16 options at college. Becoming aware of alternative learning pathways open to them. Helping to build self- confidence in the future outside of the school environment. Meets Provider Access Legislation	1, 3, 4, 7
Kent Choices	Providing access to students 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.	
Breakfast Club	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
Curriculum	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

			Increasing knowledge of the careers available linked to curriculum subjects.	
Activity	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks
Year 11				
Unifrog	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"> • Comprehensive psychometric testing and skills tests • Explore Quizzes and develop skills • Broaden horizons with engaging video content • Search Careers and Subjects libraries • Connect with leading employers and universities • Interactive Webinars and Courses • Develop knowledge and understanding of how to reach goals <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

Beyond The Classroom	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
Labour Market Information	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
FE Outreach	Taster day at local college providers Introducing students to vocational and technical qualifications.	Visit to Colleges	Allowing students to explore Post 16 options at college. Becoming aware of alternative learning pathways open to them. Helping to build self- confidence in the future outside of the school environment. Meets Provider Access Legislation	1, 3, 4, 7
Apprenticeship Awareness session	Raising awareness of apprenticeships and the	Within PSHE and run by an External Provider (ASK)	Knowing what an apprenticeship is, the different levels and how to find one. Meets Provider Access Legislation	1, 2, 3, 7

	different levels of apprenticeships			
Skills and Employability session	Students 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
Interview skills	Develop the self-confidence to handle an interview	Within PSHE and run by an External Provider (ASK)	Understand how to approach an interview, anticipate questions and prepare answers. Have an insight into what the interviewer is looking for.	3, 5
Mock Interview	Use a mock interview to gain experience and increase self-confidence.	Within PSHE and run by an External Provider (ASK)	Learn how to handle the stress and anxiety associated with an interview. Have the opportunity to reflect on own interview performance and feedback. Meets Provider Access Legislation	3, 5
Kent Choices	<p>Providing access to students on the application process to apply to Post 16 choices.</p> <p>Information to students 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 students 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 students with no post 16 destination.</p>	1, 2, 3

One 2 One Guidance	Providing impartial careers advice to students with parents if requested	One 2 One Meeting during school with a Level 6 Qualified Advisor	Providing support and guidance to those students who are disadvantaged or who are recognised as needing additional support with the transition process.	1, 2, 3, 8
Breakfast Club	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
Curriculum	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.	1, 2, 4, 5, 6

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 students 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.

Provider Access Legislation Policy

Appendix 3

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 8 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 Making it Meaningful checklist in the case of significant encounters, such as work experience for Year 10. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

The Making it Meaningful checklist can be found at: https://resources.careersandenterprise.co.uk/sites/default/files/2022-07/1207_-_meaningful_encounters_checklist_1.pdf

Previous providers

In previous terms/years we have 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 2024	September 2023	September 2022	September 2021
6th form	4 (6.67%)	8 (17.39%)	7 (15.22%)	6 (19.35%)
College	41 (68.33%)	29 (63.04%)	27 (58.7%)	15 (48.38%)
Apprenticeship	2 (3.33%)	2 (4.35%)	3 (6.52%)	2 (6.45%)

Training provider	1 (1.67%)	5 (10.87%)	5 (10.87%)	5 (16.13%)
Other education (SEN/Hospital/Yr 11)	8 (13.33%)	1 (2.17%)	3 (6.52%)	0
Employment	0	0	0	1 (3.23%)
Not available due to illness	1 (1.67%)	0	0	0
NEET	1 (1.67%)	1 (2.17%)	1 (2.17%)	1 (3.23%)
Unknown	0	0	0	0
Pending SEND provision	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/Su Mortley (Careers Progress Lead)

The Careers team can be contacted by emailing 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 10 th – 16 th February 2025: Talks on apprenticeships and apprenticeship providers
Term 4	National Careers Week 3 rd – 8 th March 2025: 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

Approval and review

Approved September 2024 by Management Committee

Next CEIAG Policy review: September 2027

Next PAL Policy review: September 2025