



# CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

## Rationale

Rosedale College, as part of The Rosedale Hewens Academy Trust, believes that all students have the right to independent careers guidance. This policy demonstrates this view and in doing so fulfils the requirements under section 45A of the Education Act. The Act places a duty on schools to secure access to independent careers guidance for all students, including those from disadvantaged backgrounds, with special educational needs or a disability. In addition, this policy demonstrates the College's response to the Department for Education's statutory guidance 'Careers guidance and access for education and training providers' last updated in May 2025.

## Policy

The aim of this policy is to support the delivery of an outstanding careers provision; this will be underpinned by the delivery of the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each young person
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Delivery of these benchmarks should support students in being confident when making their next steps after college, whether they choose to move in to further education, vocational training or employment.

The Gatsby Benchmarks set out the following expectations that the college must follow:

### **Benchmark 1: A stable careers programme**

The College should have an embedded programme of careers education and guidance that is known and understood by students, parents, guardians and carers, staff, those in governance roles, employers and other agencies.

### **Benchmark 2: Learning from career and labour market information**

All students, parents, guardians and carers, teachers and staff who support students should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with SEND and their parents, guardians and carers may require different or additional information. All students will need the support of an informed adviser to make the best use of available information.

**Benchmark 3: Addressing the needs of each young person**

Students have different careers guidance needs at different stages. Careers programmes should help students navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each student, including any additional needs of vulnerable and disadvantaged student, young people with SEND and those who are absent.

**Benchmark 4: Linking curriculum learning to careers**

As part of the institution's programme of careers education, all teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led.

Subject teachers and staff 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 and future career paths.

*You can view each subject's curriculum map on the college website, where links to careers are highlighted.*

**Benchmark 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include students' own part-time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters).

Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.

**Benchmark 6: Experiences of workplaces**

Every student should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

- By the age of 16, every student should have had meaningful experiences of workplaces
- By the age of 18, every student should have had at least one further meaningful experience

Two weeks' worth of work experience should be broken down into:

- one weeks' worth of work experience activities in years 7 to 9
- one weeks' worth of work experience placement(s) in years 10 to 11.

**Benchmark 7: Encounters with further and higher education**

All students should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, ITPs, universities and in the workplace.

Schools must comply with the provider access legislation and ensure that every student, whatever their ambitions, has at least 6 opportunities to meet providers of technical education or apprenticeships during Years 8 to 13. This gives students the opportunity to consider how studying or training in different ways, and in different environments, might suit their skills, interests and aptitudes.

### **Benchmark 8: Personal guidance**

Every student should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These meetings should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.

### **Aims and Objectives**

In order to deliver the above benchmarks, Rosedale College is committed to the following goals:

- Supporting the raising aspirations of all students through careers education, information, advice and guidance;
- Ensuring that students have access to a qualified and independent careers adviser throughout every academic year;
- Providing guidance to students in an impartial manner (i.e. showing no bias, stereotyping or favouritism towards a particular work option) and promoting the best interests of students to whom the advice is given;
- Giving students access to information about careers pathways and labour market information to enable them to make informed decisions about their future;
- Planning a progressive programme of lessons and activities throughout all years which will support students in choosing 14-19 pathways that suit their interests and abilities, and will help them to follow a career path and sustain employability throughout their working lives;
- Developing a comprehensive careers programme that will enable all students to have at least one encounter with an employer during each year;
- Providing opportunities for students to obtain first-hand experience of workplaces;
- Keeping systematic records of careers interventions that take place with students, including careers experiences and interactions with employers;
- Maintaining an up to date policy document that identifies how the above goals will be met and publish this on the college website.

We aim for our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities;
- Develop independent research skills so that they can make good use of career information and guidance;
- Develop and use their self-knowledge when thinking about and making choices;
- Use Local Market Information when thinking about and making choices;
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with changes and transition;
- Be able to anticipate the differences between school, college, university and work;
- Become aware of their individual abilities, skills, qualities, needs and values and with these in mind explore how they might relate to different occupations;
- Develop a positive self-image and feel enthusiastic about their own employment opportunities.

## **Leadership and Management**

The Careers programme at Rosedale College will be planned, monitored and evaluated by Marianne D'Almeida.

## **Programme**

The CIAG programme is designed to meet the needs of students at different stages of their learning journey. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration of SEND students is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

All students have the opportunity to request an interview with an Independent Careers Advisor at any time throughout Years 9-13. There is a guaranteed offer of either a small group session or 1:1 interview with an Independent Careers Advisor for identified, targeted students (SEND, Pupil Premium, EAL) prior to the end of Year 11.

The Rosedale College Careers Programme can be accessed here:

<https://www.rosedalecollege.uk/carers-and-guidance>

## **Parents, guardians, carers, alumni and employer contacts**

The College will actively seek to involve parents, guardians and carers in our careers provision; information will be disseminated through the 'Careers Guidance' element of the College website to help parents, guardians, carers and students keep up to date with the latest development in careers education.

To facilitate the delivery of a successful careers programme the contact details of parents, alumni and other employer contacts that offer support may be kept in a database which will be maintained by the Careers Leader. The contents of this database will not be shared outside of the College and will not be shared with anyone within College unless for the purposes of delivering the careers programme. Any individual whose details we would like to add to this database will be informed and their consent sought prior to their addition. They will be made aware of their rights under GDPR legislation and will be made aware of the College's Data Protection policy, including but not limited to their right to withdraw their consent to be included in the aforementioned database.

## **Monitoring and Evaluation**

New activities will be planned by the Careers Leader, these will be proposed to the Senior Leadership Team who must approve them before deployment.

The Careers Leader and the Principal will be responsible for the on-going monitoring, review and evaluation of both this policy and the careers programme. The evaluation will focus on how successful the activities and policy are in delivering the aims and objectives outlined above; the following sources of data will be considered when determining effectiveness and impact:

- Surveys/feedback from key stakeholders including students, parents, guardians and carers, and staff
- Student Council

- Feedback from pastoral leads
- Evaluation of one-off activities
- Evaluation of on-going activities
- Destinations surveys carried out from Year 10 onwards
- NEET and destination data

This policy will be evaluated and the plans contained within it updated on an annual basis.

**Dissemination of the Policy**

This policy will be publicly available on the College website and on request to other key stakeholders including parents, guardians and carers, Ofsted and the Local Authority.

Date approved by The Academy Board	March 2026
Date to be reviewed	March 2027



