



Careers Education Policy



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1. Rationale

Careers education is central to raising aspiration, improving attendance and engagements, strengthening behavior, and supporting pupils to make informed. Ambitious post-16 choices. Raedwald Trust delivers careers provision in line with the Gatsby Benchmarks and the updated statutory guidance (2026), including new requirements for meaningful work-experience activities and placements. As per the new (2026) guidance, the new definition of *meaning experiences* includes the following elements

1. Clear, established purpose
2. Targeted to the needs of the young people
3. Showcasing diversity
4. Making it an engaging experience
5. Providing two-way interaction and feedback
6. Gaining feedback from the young people
7. Considering pre and post work

2. Purpose

The purpose of this policy is to:

- Support students in identifying their strengths, interests, and aspirations.
- Equip learners with the knowledge, skills, and confidence to make informed career and life choices.
- Provide personalised career pathways that reflect individual strengths, needs, and aspirations.
- Support successful transition into further education, training, apprenticeships, or employment.
- Strengthen partnerships with parents, employers, and higher education institutions.
- Reduce the risk of learners becoming NEET (Not in Education, Employment or Training).

3. Scope

This policy applies to all students, teachers, parents/guardians, and external partners engaged in career education and guidance activities at the Raedwald Trust.

4. Curriculum Opportunities

Careers Education – The Trust is dedicated to planned progressive provision for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well-being. This will enable self-awareness, self determination and self-improvement as a learner.

The curriculum includes planned learning, which is undertaken through:

- A Careers Education programme for KS3 – KS4. linked to a careers scheme of work. For further information for careers linked to specific pathways and key stages, please see the Academy website.
- Work related learning activities for KS3 – KS4.
- Explicit lessons with a careers focus included in PSHE lessons from KS2 – KS4.

Information, Advice and Guidance (IAG) IAG is delivered through the Trust by a number of people in and out of the Trust environment – for example;- PSED, PSHE, tutors, teachers, learning and support, mentors, external visitors or agencies. Some of these people may be trained, whilst others may not.

At key stage 4 students have access to a Level 3 Information, Advice and Guidance to ensure that there is access to a qualified specialist source of impartial careers guidance. The Raedwald Trust will arrange access to a Level 6 Information, Advice and Guidance professional to offer personalised careers guidance sessions for those students enrolled on a single-roll pathway. For those other students it will be the responsibility of the home school to provide these, but the Raedwald Trust will provide support where required for all students.

5. Aims

Our aim is to help learners, through careers and work-related activities and employer interactions, to be able to:

- Provide **individualised career guidance** through one-to-one sessions and personalised action plans.

- ~~Expose students to a broad range of vocational and academic options.~~
- Prepare pupils for future learning, employments, and independent adulthood.
- Deliver **life and employability skills training**, including CV writing, interview practice, financial literacy, workplace behaviour, and digital skills.
- Ensure pupils understand progression routes, including vocational, technical, apprenticeships, and supported pathways.
- Develop resilience, self-awareness, and motivation for lifelong learning and career development.
- Engage employers, training providers, and community partners in meaningful student experiences.
- Commit to providing meaningful employer encounters and work-experience.
- Embed careers across curriculum, pastoral systems, and enrichment.

6. Roles and Responsibilities

Trust Leadership: Ensure consistency across academies, monitoring destination data across all sites. The trust leadership team will ensure compliance with statutory data across all settings.

School Leadership: Ensure adequate resources, staffing, and monitoring of the career guidance programme. Maintain compliance with statutory guidance (e.g., Gatsby Benchmarks). Leaders will champion careers as a strategic priority and ensure the Careers Lead has authority, resourcing and influence. Leaders will oversee progress towards the Gatsby Benchmarks and ensure compliance with work-experience requirements.

Careers Lead: Design, implement, and evaluate career programmes, liaise with external partners. Lead Gatsby Benchmark tracking and work with Trust leaders to ensure consistency across all schools.

Level 6 Career Advisor: Provide one-to-one careers guidance.

Teachers: Integrate career education into subject areas the curriculum and encourage students' aspirations. Teachers will support pupils' preparation for work-experience and subsequent reflection.

Parents/Guardians: Support students' decision-making and participate in career-related events.

Students: Take ownership of their personal career development; engage with guidance and experiences offered.

7. Statutory duties

The Raedwald Trust is supported by Jasmine Stedman who is the Careers Lead. The trust will also provide support for students from an individual with a Level 6 Diploma in Careers Guidance. This is provided through external partnerships for single roll students and via the home school for dual roll students. The career's provision for each Raedwald site will be the responsibility of the headteacher.

The Raedwald Trust will oversee GATSBY Benchmarks within all Raedwald Trust schools and provide advice and resources to Heads of Schools to meet benchmark requirements. Leaders across each school will provide explicit mapping of how careers is embedded across subjects and the new (2026) requirements are being met.

Where students are on a dual-placement the duties are listed below:

Roles / Responsibilities of Raedwald Trust:

To co-ordinate Transition across the Trust for all Yr11 students.

- All Yr11 students to have a transition Plan.
- All Yr11 Students to meet with a L6 IAG Careers Advisor.
- To support students to look at different Post 16 options and work with the Trust Academies to support Post 16 Visits.

To oversee GATSBY Benchmarks within all Trust schools and provide advice and resources to Heads of Schools to meet benchmark requirements.

- To offer advice and support to Head Teachers re GATSBY Benchmarks.
- To provide resources which enable schools to meet GATSBY Benchmarks.

Roles / Responsibilities of the Home School:

- Encounters with further and higher education
- Careers Fairs and Post 16 information events
- Encounters with employers and employees
- Years 7 -9: One week's worth of work-experience activities. Experiences must meet the statutory definition of meaningful.
- Years 10 – 11: One week's work-experience placements. Experiences must meet the statutory definition of meaningful.
- Personal careers guidance from a Level 6 qualified adviser
- To provide at least two meaningful workplace experiences.
- To meet with employers to develop opportunities, careers fairs, employer engagement events, mock interviews, employer visits

Where students are on a single-roll placement with the Raedwald Trust, all of the roles and responsibilities listed above apply.

8. Partnerships

The Raedwald Trust will collaborate with:

- Suffolk County Council.
- Charities such as Form the Future running collaborative, tailored careers training programmes.
- Local employers and industry representatives, such as Atkins Realis.
- Universities, colleges, and vocational training providers.
- Community organisations and career services.
- Parents and carers who will exchange information, support and contribute to the programme where appropriate, evaluate provision.

The Trust is committed to building long-term partnerships with employers and ensuring pupils experience meaningful work placements. Work-experience placements will be recorded and evaluated effectively by leaders and shared with the Careers Lead. Where work-experience is carried out, the trust will carry out all necessary safeguarding procedures, employer checks and risk assessments. These will be communicated to parents and carers.

9. Equal Opportunities

All career guidance services will be provided without bias and with respect for diversity, ensuring fair opportunities for every student regardless of gender, ethnicity, disability, or socio-economic background.

10. Monitoring and Evaluation

- ~~Two-year~~ Annual review of the career programme effectiveness.
 - Student and parent feedback surveys.
 - Regular monitoring of training programmes ~~(such as that involved with the Form the Future programme)~~.
 - Tracking of student destination data.
 - Progress will be measured against the Gatsby Benchmarks
 - Monitoring of work-experience quality and employer encounters
 - Continuous improvement based on evaluation outcomes.
 - Termly careers monitoring across the Trust.
- Progress and evaluation will be shared with the CEO and trustees.

11. Staff development and CPD

The Careers Lead will undertake a variety of CPD and will track and reflect on learning, CPD will involve a range of opportunities such as:

- **Accessing CEC training, SLT Hub resources and national case studies.**

- Reading relevant literature, articles, books, professional journals and magazines such as Careers Matters – The CDI's professional magazine.
- Reading relevant SEND literature / websites and completing courses such as those included on the Careers and Enterprise Company Academy.
- Shadowing and visiting other settings.
- Online short courses.

The Careers Lead will identify the CPD needs to the staff and signpost to relevant CPD opportunities. The Careers Lead will also deliver in-house training or bring in external trainers and support staff where required.

12. Links with other policies

The Careers Guidance Policy is linked to the following policies:

- SEN Policy
- Safeguarding, Child Protection Policy
- Equality, Diversity & Inclusion Policy
- PSHE Policy