



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) AND PROVIDER ACCESS STATEMENT POLICY

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Careers Education, Information, Advice and Guidance (CEIAG) and Provider Access Statement Policy (To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

1. Vision, Ethos and Rationale

Vision

At Rotherham Aspire, we believe every young person deserves the opportunity to develop the confidence, knowledge, skills and aspirations needed to succeed in education, employment and adult life. Regardless of previous educational experiences or personal circumstances, our pupils are supported to recognise their strengths, raise their aspirations and make informed decisions about their future.

Our careers programme is an integral part of our wider curriculum and personal development offer. It is designed to inspire ambition, promote resilience and prepare pupils for successful transitions into further education, apprenticeships, employment or training. Careers education is embedded throughout school life and reflects our commitment to ensuring that every learner is equipped with the skills and experiences needed to thrive in an ever-changing world.

Our Ethos

Rotherham Aspire is committed to creating a safe, respectful and resilient learning community where every pupil is valued and encouraged to achieve their full potential.

Many of our pupils have experienced disrupted education, barriers to learning or challenging personal circumstances. Our careers programme recognises these experiences and provides personalised, trauma-informed support that enables pupils to rebuild confidence, develop self-belief and engage positively with their future.

We believe careers education is not simply about choosing a job; it is about helping young people understand themselves, recognise opportunities and develop the confidence to make informed decisions throughout their lives.

Through positive relationships, high expectations and meaningful employer engagement, we encourage every pupil to believe that success is achievable regardless of their starting point.

At Rotherham Aspire, careers education begins with belonging. We recognise that pupils are more likely to aspire to future success when they feel safe, valued and connected. Through trusted relationships, high expectations and personalised support, we help every pupil develop the confidence to believe in their potential and take positive steps towards adulthood.

Our Careers Vision

Our careers education programme aims to ensure that every pupil:

- Develops ambitious but realistic aspirations.
- Understands their own strengths, interests and personal qualities.
- Explores a broad range of careers, industries and progression routes.
- Develops employability skills including communication, teamwork, resilience and problem solving.
- Understands local, regional and national labour market opportunities.
- Engages with employers, colleges, universities, apprenticeship providers and training organisations.
- Receives impartial careers information, advice and guidance.
- Makes informed decisions at key transition points.
- Is fully prepared for adulthood, independent living and lifelong learning.

Our Commitment

The careers programme at Rotherham Aspire is designed to support all learners, including those with Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs and pupils who may be vulnerable to becoming Not in Education, Employment or Training (NEET).

We are committed to providing:

- High-quality careers education throughout Key Stage 3 and Key Stage 4.
- Equal access to meaningful careers experiences for every pupil.
- Personalised careers guidance from appropriately qualified careers advisers.
- Meaningful encounters with employers and workplaces.
- Opportunities to experience further education, apprenticeships and vocational learning.
- Strong partnerships with employers, colleges, training providers and community organisations.
- Individual transition planning that reflects each pupil's aspirations, strengths and support needs.

Alternative Provision Entitlement

As an Alternative Provision, Rotherham Aspire recognises that many pupils join the school at different points during the academic year, often following disrupted educational experiences or periods of absence. Every pupil is entitled to a personalised careers programme regardless of the length of their placement. Careers education begins on admission and is tailored to each pupil's individual needs, aspirations, prior experiences and intended next steps, ensuring that all learners can access meaningful careers learning and transition planning.

Intent

Our careers curriculum is carefully sequenced to develop pupils' knowledge and confidence over time.

Through careers lessons, curriculum links, employer encounters, workplace experiences, enrichment activities and personal guidance, pupils progressively build the knowledge and skills needed to make informed choices about their futures.

The curriculum encourages pupils to:

- understand themselves and their aspirations;
- recognise how education connects to future opportunities;
- explore different career sectors;
- challenge stereotypes and broaden ambitions;
- develop employability and enterprise skills;
- understand financial capability and the world of work;
- prepare effectively for transition into Post-16 education, apprenticeships or employment.

Impact

The impact of our careers programme is demonstrated through increased pupil engagement, raised aspirations and successful progression into positive destinations.

Pupils leave Rotherham Aspire with:

- greater confidence in making career decisions;
- improved knowledge of education, employment and training pathways;
- well-developed employability and personal skills;
- increased resilience and independence;

- realistic and ambitious career goals;
- successful transition into sustained education, employment or training.

Our careers programme supports pupils not only to achieve their next destination but also to develop the confidence, adaptability and lifelong career management skills needed to succeed throughout adulthood.

2. Policy Statement & Aims

Policy Statement

Rotherham Aspire is committed to providing a high-quality, inclusive and aspirational careers education programme that equips every pupil with the knowledge, skills and confidence needed to make informed decisions about their future.

We recognise that many of our pupils have experienced interrupted education, barriers to learning or complex personal circumstances. Through a personalised, relational and trauma-informed approach, we ensure that careers education is accessible, meaningful and responsive to the individual needs of every learner.

Our careers programme forms an integral part of the school's Personal Development curriculum and contributes significantly to pupils' academic achievement, personal growth, wellbeing and preparation for adulthood. Careers education is not delivered as a standalone initiative but is embedded throughout the curriculum, enrichment activities and wider school life.

The programme enables pupils to understand the relevance of their learning, develop ambitious aspirations and explore a wide range of education, employment and training opportunities. It supports pupils to make successful transitions at key stages and prepares them to become confident, resilient and independent members of society.

We are committed to ensuring that all pupils, regardless of background, ability or starting point, have access to impartial careers information, meaningful encounters with employers and education providers, workplace experiences and personalised careers guidance.

Aims of the Careers Programme

The careers programme at Rotherham Aspire aims to:

- Raise aspirations and broaden pupils' understanding of future opportunities.
- Develop pupils' confidence, resilience and independence through meaningful career-related learning.
- Equip pupils with the knowledge and skills needed to make informed decisions about education, employment and training pathways.
- Enable pupils to recognise their strengths, interests, values and transferable skills.
- Embed employability, enterprise and life skills throughout the curriculum.
- Develop pupils' understanding of local, regional and national labour market opportunities.
- Provide meaningful encounters with employers, further education providers, apprenticeship organisations, universities and community partners.
- Prepare pupils for successful transition into Post-16 education, employment or training.
- Promote equality of opportunity by challenging stereotypes and removing barriers to progression.
- Support pupils in becoming lifelong learners who can adapt to changing employment markets.

Our Core Principles

The careers programme is underpinned by the following principles:

High Aspirations

We believe every pupil is capable of achieving positive and sustained destinations. We encourage ambitious goals while providing realistic, personalised support to help pupils achieve them.

Personalised Support

Every learner follows an individual journey. Careers education is adapted to reflect pupils' interests, abilities, aspirations and support needs, ensuring meaningful progression for all.

Inclusion and Equality

All pupils have equal access to careers education regardless of gender, ethnicity, disability, special educational needs, socioeconomic background or previous educational experiences. We actively challenge stereotypes, promote diversity and encourage pupils to explore opportunities that reflect their individual talents and ambitions.

Preparation for Adulthood

The programme supports pupils to develop the knowledge, behaviours and practical skills required for successful adult life, including independent decision-making, financial awareness, communication, teamwork, problem-solving and resilience.

For pupils with Special Educational Needs and Disabilities, careers education is closely aligned with the four Preparation for Adulthood outcomes:

- Employment
- Independent Living
- Community Inclusion
- Good Health

Careers learning contributes directly to Education, Health and Care Plan outcomes and supports pupils to prepare for successful adult lives.

Employer and Community Engagement

Strong partnerships with employers, businesses, training providers, colleges, universities and community organisations help pupils understand the world of work and develop meaningful career aspirations.

Careers education reflects employment opportunities within Rotherham, South Yorkshire and the wider Sheffield City Region. Pupils explore local growth sectors including Advanced Manufacturing, Engineering, Construction, Health and Social Care, Logistics, Digital Technologies and Public Services. This ensures careers learning is relevant to local employment opportunities and future economic priorities.

Continuous Improvement

The careers programme is regularly reviewed through pupil voice, employer feedback, destination data, quality assurance activities and leadership monitoring to ensure it remains relevant, ambitious and responsive to local and national developments.

Supporting the School Vision

The careers programme contributes directly to Rotherham Aspire's vision of developing young people who are:

- **Safe** – understanding how to make informed decisions about education, employment, online safety, workplace expectations and personal wellbeing.
- **Respectful** – recognising diversity within education and employment, valuing others and developing positive professional relationships.
- **Resilient** – overcoming barriers, embracing challenges, developing perseverance and preparing confidently for future transitions.

Through careers education, pupils develop the confidence to engage positively with learning, recognise their own potential and understand the opportunities available to them beyond school.

Preparing Pupils for Life Beyond Rotherham Aspire

Our careers programme prepares pupils for successful transitions by helping them to:

- understand the full range of Post-16 pathways, including further education, apprenticeships, supported internships, traineeships (where available), employment with training and vocational qualifications;
- develop employability skills valued by employers;
- produce high-quality CVs, applications and personal statements;
- prepare effectively for interviews and recruitment processes;
- understand workplace expectations and professional behaviours;
- develop financial capability and an awareness of employment rights and responsibilities;
- build confidence in communicating, collaborating and solving problems;
- become independent learners capable of managing future career decisions.

Measuring Success

The success of the careers programme is measured through:

- increased pupil participation and engagement in careers activities;
- improved pupil confidence and career readiness;
- positive feedback from pupils, parents, employers and education providers;
- successful completion of meaningful employer encounters and workplace experiences;
- sustained positive Post-16 destinations;
- destination tracking and analysis to inform future provision;
- ongoing evaluation against the Gatsby Benchmarks and the school's careers development priorities.

The programme is reviewed annually to ensure it continues to meet the needs of our pupils, reflects national expectations and supports Rotherham Aspire's commitment to providing outstanding preparation for adulthood.

3. Statutory Duties & Legal Framework

Introduction

Rotherham Aspire is committed to meeting all statutory requirements relating to careers education, information, advice and guidance (CEIAG). Our careers programme is designed to ensure that every pupil receives impartial, high-quality careers education that prepares them for successful progression into further education, apprenticeships, employment or training.

The programme reflects national statutory guidance while responding to the individual needs of pupils attending an Alternative Provision setting. Careers education is delivered through a personalised, inclusive and trauma-informed approach that supports pupils to develop the confidence, knowledge and skills required to make informed decisions throughout their lives.

Statutory Duties

The Governing Body and Senior Leadership Team are responsible for ensuring that Rotherham Aspire complies with the statutory duties relating to careers education and provider access.

The school will:

- Provide an embedded careers programme for all pupils throughout Key Stage 3 and Key Stage 4.
- Deliver impartial careers education that presents the full range of academic, technical and vocational pathways.
- Ensure pupils have access to independent and impartial personal careers guidance.
- Publish details of the school's careers programme and Provider Access Policy on the school website.
- Provide opportunities for approved education and training providers to speak with pupils about technical education, apprenticeships and other progression routes.
- Monitor and evaluate the effectiveness of the careers programme through regular review and quality assurance.
- Ensure careers education supports successful transitions into sustained education, employment or training.

Legislative Framework

This policy has been developed with reference to the following legislation and statutory guidance.

Legislation / Guidance	How it is reflected at Rotherham Aspire
Education Act 1997 (as amended)	Access to independent and impartial careers guidance.
Education Act 2011	Duty to secure independent careers guidance.
Technical and Further Education Act 2017	Introduction of Provider Access requirements (Baker Clause).
Skills and Post-16 Education Act 2022	Strengthened provider access and technical education opportunities.
Careers Guidance and Access for Education and Training Providers (DfE)	Forms the basis of the school's careers programme and annual review.
Equality Act 2010	Ensures equality of access and removes barriers for all learners.
Children and Families Act 2014	Supports effective transition planning for pupils with SEND and Education, Health and Care Plans.
Keeping Children Safe in Education	Ensures safeguarding underpins all employer encounters, work experience and external provider engagement.

The Gatsby Benchmarks

Rotherham Aspire uses the Gatsby Benchmarks as the recognised national framework for planning, delivering and evaluating its careers programme.

The school uses Compass+ and the Gatsby Benchmark framework to evaluate and continually improve careers provision.

The school is committed to implementing the refreshed Gatsby Benchmarks, which place increased emphasis on:

- stable and strategic careers leadership;
- meaningful employer engagement;
- careers learning across the curriculum;
- personal guidance;
- inclusion;
- meaningful workplace experiences;
- informed transitions and sustained destinations.

The Careers Leader regularly evaluates provision using recognised self-assessment and quality improvement processes to ensure continuous development.

Gatsby Benchmark	How Aspire delivers it
Stable careers programme	Annual CEIAG programme
Learning from career & labour market information	LMI lessons
Addressing the needs of each pupil	Personalised careers planning
Linking curriculum learning to careers	Careers across subjects
Encounters with employers	Employer engagement programme
Experiences of workplaces	Workplace visits and experiences
Encounters with further & higher education	College and provider visits
Personal guidance	Independent Careers Adviser

Provider Access (The Baker Clause)

Rotherham Aspire fully complies with the statutory Provider Access Legislation.

The school ensures that pupils receive information about the full range of progression opportunities available, including:

- Further Education Colleges
- Sixth Form Colleges
- Apprenticeships
- T Levels
- Supported Internships
- Independent Training Providers
- Technical Qualifications
- Employment with Training
- Higher Education pathways where appropriate

Approved providers are offered meaningful opportunities to engage with pupils through assemblies, careers events, workshops, curriculum activities and transition events.

The school's separate Provider Access Policy sets out the procedures for requesting access and is published on the school website.

Rotherham Aspire works closely with Rotherham Metropolitan Borough Council, Post-16 providers, employers, training organisations, Youth Support Services and families to support successful transitions and reduce the likelihood of pupils becoming Not in Education, Employment or Training (NEET). Transition planning is personalised and begins early to ensure pupils are fully prepared for their next stage.

Equality, Diversity and Inclusion

Rotherham Aspire is committed to ensuring that careers education promotes equality of opportunity for every pupil.

The careers programme actively challenges stereotypes relating to gender, disability, ethnicity, socioeconomic background and career choice.

Particular consideration is given to pupils who may experience additional barriers, including:

- pupils with Special Educational Needs and Disabilities (SEND);
- pupils with Social, Emotional and Mental Health (SEMH) needs;
- disadvantaged pupils;
- looked after and previously looked after children;
- young carers;
- pupils at risk of becoming Not in Education, Employment or Training (NEET).

Reasonable adjustments are made to ensure all pupils can fully participate in careers activities, employer encounters, work-related learning and personal guidance.

Careers education is adapted to meet the needs of all learners. Resources are differentiated through visual supports, simplified language, practical experiences and personalised guidance where appropriate. Reasonable adjustments are made to ensure every pupil can access careers education regardless of literacy levels, communication needs or additional barriers to learning.

Requests for access

Requests for access should be directed to Kimberley Clemitshaw Careers Lead. Kimberley Clemitshaw may be contacted by telephone or email, Careers@rotherhamaspire.org Tel 07904628087

Safeguarding

Safeguarding is central to all careers education activities.

External visitors, employers, education providers and volunteers are expected to comply with the school's safeguarding procedures while on site.

Risk assessments are completed where appropriate for educational visits, work experience placements and employer engagement activities. Pupils are supported to understand professional conduct, personal safety, online safety and workplace expectations before participating in external activities.

Monitoring Compliance

The Governing Body, Head teacher and Careers Leader share responsibility for ensuring compliance with statutory requirements.

Compliance is monitored through:

- annual review of the careers programme;
- evaluation against the Gatsby Benchmarks;
- destination data analysis;
- pupil, parent and employer feedback;
- curriculum quality assurance;
- governor monitoring;
- review of Provider Access arrangements.

Any developments in legislation or national guidance are incorporated into the policy and careers programme as part of the school's annual review cycle.

Commitment to Continuous Improvement

Rotherham Aspire recognises that careers education continues to evolve in response to changes within education, employment and the labour market.

The school is committed to maintaining a high-quality careers programme that reflects current statutory guidance, supports the ambitions of every pupil and continually develops through collaboration with employers, education providers, local partnerships and national careers organisations.

Through regular evaluation and a culture of continuous improvement, Rotherham Aspire aims to ensure that every pupil leaves school well prepared for their next stage of education, employment and adult life.

4. Roles and Responsibilities

Introduction

High-quality Careers Education, Information, Advice and Guidance (CEIAG) is a whole-school responsibility at Rotherham Aspire. While the Careers Leader coordinates the strategic development of the programme, every member of staff has an important role in preparing pupils for their future. Our careers programme is embedded throughout the curriculum and wider school community. All staff contribute to raising aspirations, promoting positive destinations and ensuring that pupils develop the knowledge, skills and confidence needed for adult life.

Strong partnerships between school leaders, teachers, support staff, parents/carers, employers, education providers and external agencies ensure that careers education remains relevant, inclusive and responsive to the needs of our pupils.

Governing Body

The Governing Body provides strategic oversight of the careers programme and ensures that the school fulfils its statutory responsibilities.

The Governing Body will:

- Ensure the school meets all statutory duties relating to careers education and provider access.
- Support the strategic development of the careers programme.
- Monitor implementation of this policy.
- Receive annual reports on the effectiveness of careers provision.
- Monitor destination data and pupil outcomes.
- Ensure sufficient resources are allocated to deliver a high-quality careers programme.
- Promote continuous improvement through challenge and support.
- Review the policy at least annually.

Headteacher

The Headteacher has overall responsibility for ensuring that careers education forms an integral part of the school's vision, curriculum and personal development offer.

The Headteacher will:

- Champion high aspirations for every pupil.
- Ensure careers education is embedded across the curriculum.
- Support the Careers Leader in implementing the school's careers strategy.
- Ensure sufficient staffing, time and resources are available.

- Promote partnerships with employers, colleges and training providers.
- Monitor the quality and impact of careers provision.
- Ensure careers education contributes to whole-school improvement priorities.

Careers Leader

The Careers Leader is responsible for the strategic leadership, coordination and continuous development of the careers programme.

Responsibilities include:

- Developing and reviewing the school's careers strategy.
- Coordinating the annual careers programme.
- Monitoring progress against the Gatsby Benchmarks.
- Developing partnerships with employers, colleges, universities and training providers.
- Coordinating employer encounters and workplace experiences.
- Managing Provider Access arrangements.
- Organising careers events, assemblies and enrichment activities.
- Ensuring pupils receive impartial careers guidance.
- Monitoring destination data.
- Evaluating pupil participation and impact.
- Reporting annually to governors and senior leaders.
- Maintaining and reviewing careers resources.
- Supporting curriculum leaders to embed careers learning within subject areas.
- Maintains up-to-date knowledge of national careers guidance, Gatsby Benchmarks, local labour market information and professional developments through ongoing continuing professional development.

Senior Leadership Team

The Senior Leadership Team supports the strategic implementation of careers education throughout the school.

They will:

- Promote careers education as a whole-school priority.
- Monitor curriculum implementation.
- Support quality assurance activities.
- Ensure careers contributes to personal development.
- Monitor pupil engagement and participation.
- Support staff training and professional development.
- Ensure careers education reflects school improvement priorities.

Teaching Staff

Every teacher is a teacher of careers.

Teachers play a vital role in helping pupils understand how classroom learning connects with future opportunities.

Teachers will:

- Embed careers learning within subject teaching where appropriate.
- Highlight links between curriculum content and careers.
- Promote employability skills through learning activities.
- Encourage ambition and challenge stereotypes.
- Support pupils in recognising their strengths and achievements.
- Signpost pupils to careers opportunities and events.

- Contribute to careers-related enrichment activities.
- Work collaboratively with the Careers Leader.

Pastoral and Support Staff

Pastoral teams, Learning Mentors, Teaching Assistants and support staff play a significant role in developing pupils' confidence and aspirations.

They will:

- Encourage positive attitudes towards education and employment.
- Support pupils to overcome barriers to participation.
- Reinforce employability skills during everyday interactions.
- Support attendance at careers events and guidance interviews.
- Contribute to transition planning.
- Liaise with families and external agencies where appropriate.

SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo) works closely with the Careers Leader to ensure that careers provision is inclusive and accessible.

The SENDCo will:

- Support personalised transition planning.
- Ensure reasonable adjustments are implemented.
- Coordinate careers support for pupils with Education, Health and Care Plans.
- Work collaboratively with families and external professionals.
- Promote Preparation for Adulthood outcomes.
- Support positive post-16 destinations.

Careers Adviser

The independent Careers Adviser provides impartial careers guidance that supports pupils to make informed decisions about their future.

The Careers Adviser will:

- Deliver one-to-one careers guidance interviews.
- Support pupils with progression planning.
- Provide impartial information about all Post-16 pathways.
- Assist pupils with applications, CV writing and interview preparation.
- Liaise with school staff to support transition planning.
- Maintain accurate records of guidance interviews.

Pupils

Pupils are encouraged to take an active role in developing their future aspirations.

Pupils are expected to:

- Participate positively in careers activities.
- Engage respectfully with employers and visitors.
- Attend careers interviews and guidance sessions.
- Complete careers-related learning and research.
- Reflect upon their strengths and aspirations.
- Take responsibility for preparing for their next stage of education or employment.
- Seek support whenever required.

Parents and Carers

Parents and carers are recognised as key partners in supporting pupils' career development.

Rotherham Aspire encourages parents and carers to:

- Attend careers events and information evenings.
- Discuss future aspirations with their child.
- Support attendance at employer encounters and educational visits.
- Encourage positive attitudes towards education and employment.
- Work collaboratively with school staff during transition planning.

The school will provide parents and carers with clear information about progression routes, local opportunities and sources of impartial careers advice.

Employers, Colleges and External Partners

Partnership working is fundamental to providing meaningful careers education.

Our partners may include:

- Local employers and businesses.
- Apprenticeship providers.
- Further Education colleges.
- Sixth Form providers.
- Universities.
- Independent Training Providers.
- Community organisations.
- Local Authority services.
- Careers and employability organisations.

Partners contribute by:

- Delivering workshops and presentations.
- Providing workplace experiences.
- Supporting mock interviews.
- Offering careers talks and mentoring.
- Participating in careers fairs.
- Sharing current labour market knowledge.
- Supporting curriculum enrichment.

Working Together

The success of the careers programme depends upon collaboration across the whole school community.

By working together, staff, governors, families and external partners create a consistent message that encourages pupils to:

- believe in their potential;
- raise their aspirations;
- develop resilience;
- recognise their strengths;
- understand the opportunities available to them; and
- make informed decisions about their future.

This collaborative approach ensures that every pupil at Rotherham Aspire receives high-quality careers education that prepares them for successful progression into education, employment and adult life.

Accountability

The Careers Leader is responsible for coordinating the operational delivery of the programme, while overall accountability rests with the Headteacher and Governing Body.

The effectiveness of roles and responsibilities is reviewed annually through:

- governor monitoring;
- leadership reviews;
- staff feedback;
- pupil voice;
- destination data;
- evaluation against the Gatsby Benchmarks; and
- annual review of the careers programme.

This shared responsibility ensures careers education remains a central part of the school's commitment to preparing every pupil for a positive and sustained future.

5. Rotherham Aspire Careers Programme (KS3 & KS4)

Careers Programme Overview

At Rotherham Aspire, careers education is a planned, progressive and personalised programme that prepares pupils for successful transitions into education, employment and adult life.

Our programme begins as soon as a pupil joins the school and is carefully adapted to reflect individual starting points, aspirations and support needs. Recognising that many pupils have experienced disrupted education or barriers to learning, careers education is delivered through a flexible, trauma-informed approach that builds confidence, resilience and ambition over time.

The programme is fully integrated within the wider curriculum and Personal Development offer, ensuring pupils understand the relevance of their learning and how it connects to future opportunities.

Careers education is delivered through:

- Dedicated careers education sessions.
- Personal Development lessons.
- Subject curriculum links.
- Employer encounters.
- Workplace experiences and visits.
- Careers fairs and enrichment events.
- College, apprenticeship and training provider presentations.
- Independent careers guidance.
- Enterprise and employability activities.
- Transition planning.
- One-to-one mentoring and coaching.

Every pupil follows an individual careers journey that supports informed decision-making and positive progression.

Careers planning reflects each pupil's individual educational journey. For some pupils this will involve successful reintegration into mainstream education, while for others it will involve transition into

specialist provision, Further Education, apprenticeships, supported internships or employment. Careers education is personalised to support each learner's intended destination.

Careers Learning Journey

Key Stage 3

During Key Stage 3, pupils begin to develop self-awareness, raise aspirations and explore the wide range of opportunities available beyond school.

The programme focuses on helping pupils to:

- recognise their strengths, interests and achievements;
- understand the importance of education and attendance;
- explore different occupations and employment sectors;
- challenge stereotypes and broaden aspirations;
- develop teamwork, communication and problem-solving skills;
- understand how subjects link to careers;
- begin exploring local employment opportunities.

Typical experiences include:

- Careers awareness lessons.
- Employer talks.
- Enterprise projects.
- Visits from education providers.
- Labour Market Information activities.
- Careers research.
- National Careers Week activities.
- Skills-building workshops.

Key Stage 4

During Key Stage 4, pupils build upon earlier learning by developing career management skills and preparing for transition into Post-16 education, apprenticeships or employment.

The programme enables pupils to:

- investigate progression pathways;
- understand qualifications and entry requirements;
- prepare applications and personal statements;
- develop interview skills;
- write CVs and covering letters;
- participate in mock interviews;
- experience workplaces and employers;
- understand workplace expectations;
- develop financial awareness and employability skills;
- make informed decisions regarding future destinations.

Every pupil receives personalised transition support to ensure progression into an appropriate destination.

Careers Education Across the Curriculum

Careers learning is embedded throughout the curriculum to help pupils understand the relevance of classroom learning.

Curriculum leaders identify meaningful opportunities to link subject knowledge with future careers and employment sectors.

Examples include:

Curriculum Area	Careers Links
English	Communication, journalism, law, media, customer service, public services.
Mathematics	Engineering, construction, finance, business, manufacturing, data analysis.
Science	Healthcare, environmental industries, engineering, laboratory science, veterinary careers.
Computing	Cyber security, software development, digital media, AI, business technology.
Art & Design	Creative industries, graphic design, fashion, illustration, architecture.
Design Technology	Manufacturing, product design, engineering, construction, hospitality.
Physical Education	Sport, coaching, health, fitness, public services.
Personal Development	Employability, financial education, wellbeing, citizenship and workplace behaviours.

Teachers routinely highlight how subject knowledge supports future learning and employment opportunities.

Employer Engagement

Meaningful encounters with employers help pupils develop realistic aspirations and understand the skills valued within different industries.

Throughout the year pupils participate in activities such as:

- Employer presentations.
- Workplace visits.
- Careers fairs.
- Mock interviews.
- Enterprise challenges.
- Industry workshops.
- Apprenticeship awareness events.
- Business mentoring.
- Skills demonstrations.
- Question-and-answer sessions with professionals.

Where appropriate, local employers and organisations are invited to work collaboratively with the school to enrich pupils' understanding of employment opportunities within South Yorkshire and beyond.

Workplace Experiences

Work-related learning provides pupils with valuable opportunities to experience professional environments and develop employability skills.

Experiences may include:

- workplace visits;
- work experience placements;
- employer-led projects;
- vocational taster sessions;
- volunteering opportunities;
- simulated workplace activities;
- enterprise projects within school.

All workplace experiences are planned to ensure they are meaningful, inclusive and appropriate for individual pupils.

Where appropriate, workplace experiences are carefully planned using trauma-informed approaches. Pupils receive preparation before visits, support during activities and opportunities to reflect afterwards. Activities are adapted to meet pupils' emotional, social and communication needs, ensuring all learners can participate successfully.

Personal Guidance

Every pupil has access to impartial careers guidance from a qualified Careers Adviser.

Guidance interviews support pupils to:

- identify strengths and interests;
- explore suitable progression routes;
- understand qualification requirements;
- develop realistic action plans;
- prepare applications;
- access additional support where required.

Additional guidance is provided for pupils who may require enhanced transition support.

Labour Market Information (LMI)

Pupils develop an understanding of local, regional and national employment opportunities through regular Labour Market Information activities.

Learning includes:

- employment trends;
- skills shortages;
- growth industries;
- emerging careers;
- salary expectations;
- qualification pathways;
- local employer opportunities.

Labour Market Information is regularly updated to reflect current employment patterns and supports pupils in making informed decisions about future careers.

Labour Market Information focuses particularly on opportunities available within Rotherham and South Yorkshire while also encouraging pupils to consider regional and national employment pathways. Pupils learn about skills shortages, future industries and qualifications required for emerging careers.

Post-16 Progression

Pupils receive comprehensive information regarding all progression routes including:

- Further Education Colleges;
- Sixth Form provision;
- Apprenticeships;
- T Levels;
- Vocational qualifications;
- Supported Internships;
- Employment with training.

The school actively promotes impartiality by presenting all progression routes fairly and encouraging pupils to choose pathways that best reflect their interests, strengths and aspirations.

In addition to traditional academic and vocational pathways, pupils are supported to explore Supported Internships, Supported Employment, bespoke training programmes and other specialist pathways appropriate to their individual strengths and aspirations.

Supporting Vulnerable Learners

The careers programme recognises that pupils attending Alternative Provision may require personalised approaches to career planning.

Additional support may include:

- increased guidance interviews;
- personalised transition planning;
- family engagement;
- multi-agency working;
- supported college visits;
- employability mentoring;
- confidence-building activities;
- individual destination planning.

The school works collaboratively with external agencies to remove barriers to progression wherever possible.

Particular consideration is given to pupils who are Looked After, Previously Looked After, Young Carers, pupils with Education, Health and Care Plans and those at risk of becoming NEET. Careers planning is integrated into wider transition reviews, Personal Education Plans (PEPs) and annual reviews where appropriate.

Careers Events Throughout the Year

The annual careers programme includes a range of enrichment opportunities, including:

- National Careers Week.
- National Apprenticeship Week.
- Employer Engagement Days.
- Careers and Aspirations Week.
- College and Training Provider Visits.
- Skills Workshops.
- Enterprise Activities.
- Mock Interview Days.
- Workplace Visits.
- Transition Events.
- Celebration of Destinations.

Activities are reviewed annually to ensure they remain relevant to pupils' needs and labour market developments.

Evaluating Impact

The effectiveness of the careers programme is evaluated through:

- pupil voice;
- parent and carer feedback;
- employer evaluations;
- destination data;
- participation records;
- careers guidance outcomes;
- attendance at careers activities;
- Gatsby Benchmark evaluation;
- leadership monitoring;
- governor oversight.

Evaluation findings are used to inform future planning and continuous improvement.

Rotherham Aspire monitors pupil destinations following transition from the school and works collaboratively with families, local authorities and Post-16 providers to support sustained participation in education, employment or training. Destination information is analysed to evaluate the effectiveness of the careers programme and identify opportunities for continuous improvement.

Success Measures

The effectiveness of the careers programme will be demonstrated through:

- All Year 11 pupils receiving independent careers guidance.
- Every pupil accessing encounters with education and training providers.
- Increased pupil confidence in career planning.
- Improved attendance at careers activities.
- Positive sustained destinations.
- Reduced numbers of pupils becoming NEET.
- Positive feedback from pupils, families and employers.
- Ongoing improvement against the Gatsby Benchmarks.

Expected Outcomes

Through participation in the careers programme, pupils will:

- develop ambitious but realistic aspirations;
- understand their strengths and interests;
- recognise how learning links to future employment;
- develop employability and enterprise skills;
- understand labour market opportunities;
- make informed decisions about Post-16 pathways;
- prepare effectively for interviews and applications;
- transition successfully into sustained education, employment or training;
- leave Rotherham Aspire with the confidence, resilience and skills needed to succeed in adult life.

The careers programme reflects Rotherham Aspire's commitment to ensuring every pupil, regardless of their starting point, is supported to achieve positive destinations and realise their full potential.

PREPARING FOR ADULthood

Equipping our pupils with the knowledge, skills and confidence to thrive in adult life.

