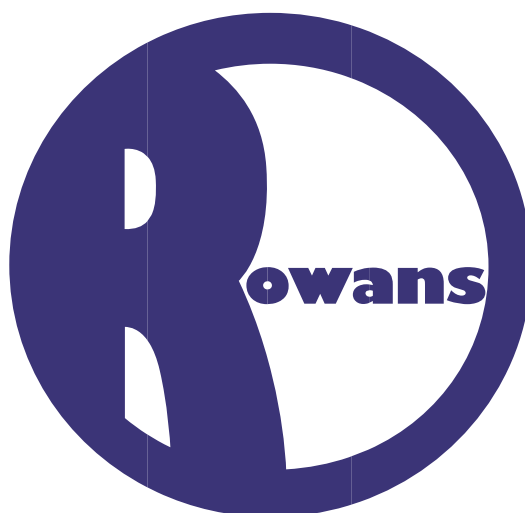


The Rowans AP Academy

Careers Education, Information, Advice & Guidance (CEIAG) and Work-Related Learning Policy



Implemented and Reviewed	Rajinder Poonian
Date of implementation	September 2018
Date of review	September 2026
Next review date	September 2028
This policy, the information included, and its implementation will be monitored by the careers leader and reviewed annually.	

Name of School: The Rowans AP Academy

Part of The Howard Multi Academy Trust

To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023.

Ownership: The Rowans AP Academy

Date updated: October 2026

Signed by SLT responsible for Careers – Rajinder Poonian

Signed off by Governing body/Trustee’s – Susan Greenfield

Date of approval – 12th October 2026

Introduction

Rationale for Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning.

This policy sets out our commitment to deliver a careers programme that supports pupils in making informed choices about their future education, training, and employment, and ensures equality of access to all post-16 pathways, including technical education, apprenticeships, and higher education.

Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997, Sections 42A, 42B, 45 and 45A
- The Education and Skills Act 2008, section 72
- The School Information (England) Regulations 2008, schedule 4 (15)

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of 4 encounters with technical education or training providers to all learners in years 8 to 11. For more detail on these encounters, see our Provider Access Legislation Policy <https://www.therowans-that.org.uk/policies>

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022 Chapter 13. The Act extends the careers duty to pupils throughout their secondary education, which fulfils a commitment in the government's 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' white paper, published in January 2021, to bring the careers duty in line with the government's recommended careers framework for schools (Gatsby Benchmarks of Good Career Guidance) which applies from year 7 to year 13.

The Act extends the careers duty to academy schools and alternative provision academies, meaning that pupils in all types of state-funded school will receive careers guidance that is subject to the same legal standards.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

Links with other policies

The policy for Careers Education, Information Advice and Guidance (CEIAG) and Work-Related Learning supports and is underpinned by a range of key school policies including teaching and learning, equal opportunities, looked after children, safeguarding and special educational needs.

Careers Education Vision and Intent

The Rowans AP Academy staff, senior leadership team and governors aim to deliver a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. Ensuring a high-quality careers education, to all pupils throughout all school years, including work experience. Our passion is equipping pupils to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of an international society and to instil life-long learning.

A young person's career is their pathway through learning and work, and school is their first careers step. All young people need a planned programme of activities to help them find the right course, training or employment from age 11 to 16. Effective practice in careers education and work-related learning supplemented by personalised impartial information, advice and guidance provide young people with a structured introduction to the world of work which makes them aware of new opportunities to motivate and raise their aspirations concerning what they can achieve in their future lives.

Careers education and work-related learning motivates young people by developing their confidence, knowledge and the skills they need to make informed choices. Well planned decisions regarding learning and work, informed by good practice careers education and work-related learning can increase participation in learning, raises attainment and drives

progress, leading to higher aspirations. The Rowans AP Academy aims to support pupils to manage their careers, sustain employability and achieve personal and economic wellbeing through their lives.

Commitment

The Rowans AP Academy staff, senior leadership team and governors recognise that they have a statutory duty to provide a planned programme of impartial careers education and information, advice and guidance for all learners in years 7-11, in partnership with external providers such as The Careers and Enterprise Company and our independent careers advice and guidance provider, Amanda Palmer, to provide extra support as required for learners with additional needs, including those who are high achievers. The Rowans AP Academy is committed to working with the local authority to identify young people who are in need, of targeted support, or who are at risk of not participating post-16 and refer vulnerable and disadvantaged young people for targeted support. The Rowans AP Academy is committed to its statutory duty of care to all the pupils for up to 3 years after they have left the school, due to our vested interest in them and to provide support and advice for potentially Not in Education, Employment or Training (NEET) pupils.

Careers Education Guidance is an entitlement. We will ensure Careers Education Guidance at The Rowans AP Academy:

- Meets recognised professional standards of practice outlined by the Gatsby benchmarks.
- Aims to provide a timely, person-centred and impartial experience.
- Is integrated into pupils' experience of the whole curriculum in KS4 and into PSHE lessons in KS3 and KS4.
- Is based on a partnership with pupils and their parents or carers.
- Promotes equality of opportunity, inclusion and counters any type of discrimination.
- Is confidential, respecting personal information disclosed by individuals (except where the practitioner has an overriding duty to disclose to a member of the Leadership Group).
- All registered pupils at the school receive independent, level 6 trained, careers advice in Years 7 to 11
- Careers advice is represented in an impartial manner, showing no bias towards a particular institution, education or work option. This advice will cover a range of education or training options, and guidance will be in the best interests of the pupil.

The Rowans AP Academy subscribes to the six principles of Impartial Careers Education:

- Empowers young people to plan and manage their own future.
- Responds to the needs of each learner.
- Provides comprehensive information and advice.
- Raises aspirations and resilience.
- Actively promotes equality of opportunity and challenges stereotypes.
- Helps young people to progress.

Work-Related Learning

The School is committed to providing a planned programme of work-related learning and enterprise education in partnership with local employers and the Medway Educational Business Partnership. The school is committed to promoting the use of labour market information to enrich the pupils' knowledge which enables them to make the most informed decisions.

The Rowans AP Academy will:

- Provide opportunities for pupils to learn through work experience and/or extended placements and taster days.
- Coordinate activities for pupils to develop skills for employability through mock interviews, meaningful encounters with employers and local employers' knowledge and expectations.
- Help pupils recognise, develop and apply their skills for enterprise and employability.
- Guide pupils to use their experiences of work to extend their understanding of careers and work.
- Help pupils to engage with ideas and challenges from the business world.

Development

The Rowans AP Academy staff, senior leadership team and trustees are also committed to maintaining the standards achieved within the *Investor in Careers* award, a nationally-recognised quality award for Careers Education, Information, Advice, and Guidance (CEIAG). Awarded in 2020 as ‘fully meets’ for the Investors in Careers award.

The School is also committed to meet the needs of its pupils by following the 8 Gatsby Benchmarks and has self-assessed using the Careers and Enterprise Compass Plus evaluation tool as achieving 100% in three of the 8 Gatsby Benchmarks. The implementation of the new Modern Work Experience requirements has meant that the other benchmarks are achieving between 82-92%. The school’s careers programme is also now uploaded on the SEND Compass Plus platform to ensure valuation and pupil tracking is robust.

The policy was developed and is reviewed annually in discussion with teaching and support staff, learners, parents, governors, advisory staff and other relevant external partners such as The Careers and Enterprise Company and CXK.

Aims and Objectives

Pupils’ Needs

The careers programme is designed to meet the needs of all learners at The Rowans AP Academy. It is differentiated and personalised to ensure progression to their post 16 destination as well as the pupil’s own personal development. It is also designed, through appropriate activities, based on the learners’ stage of career learning and development, to strengthening their motivation, aspirations and attainment at school. It will be tailored as required to meet the needs of any individual pupil with any disability to promote inclusion. Ensuring that all pupils regardless of background, ability, or circumstance have access to the same high-quality provision.

Aims of Careers Education, Information, Advice and Guidance

The Rowans AP Academy will:

Through individual option and 1:1 careers meetings.	Actively encourage and inspire young people to consider all options, so that they are able to select the best way forward for their interests, motivations, learning styles, abilities and aspirations.
Through work experience.	Prepare our pupils for the opportunities, responsibilities and experiences of adult life.
Through provider encounters Two encounters during the first key phase (years 8 and 9) Two encounters during the second key phase (Years 10 and 11)	Share information regarding the provider and the approved technical education qualifications or apprenticeships that the provider offers.
Through charity days.	Build entrepreneurial skills. For example, sell items made to raise funds.
Through form tutor mentors.	Enable pupils to develop skills, attitudes, behaviours and abilities that will equip them to become effective in a variety of adult occupations and roles.
Through annual careers fair, 1:1 career session and PSHEE lessons.	Help pupils develop educational, personal, social, health, economic and career awareness and to enable them to access this and to manage their personal career development.
Through the working party for Careers and aspirations in 1:1 mentoring by a member of staff.	Help pupils to engage in the process of applying for an appropriate post 16 destination and transition into the destination. To signpost activities such as taster days, college tours, work experience etc that are needed to prepare for the post 16 destination to prevent NEETS.
Through 1:1 independent careers advice and guidance sessions	Enable pupils to interpret careers information and assist them in making relevant and informed choices.
Through work experience and extended placements.	Enable pupils to experience the world of work and develop transferable skills.

Through careers fair, college visits, and careers sessions.	Help pupils understand the range of support available from local colleges.
Through post 16 transition meetings.	Ensure transition to post 16 destinations is supported by a transition meeting engaging parents with this process.
Through Drop Down Careers Carousel Day.	Help pupils to develop skills in: interview techniques and practicing these skill sets, investigate different job roles, teambuilding and CV writing.
Through continued support post 16.	Helping pupils in their chosen destinations and through to employment where support is requested. Tracking of destination is also completed over a 2-year period.

Roles and responsibilities

Relationship with other policies and legislation

As a School we follow guidelines set by the Department for Education (DfE) and adopt the Career Development Institute (CDI) National Framework and The Gatsby Benchmarks as a best practice model. We endeavour to adapt or include all National Frameworks including those published and amended from time to time by the Department for Education (DfE), The Qualifications and Curriculum Authority (QCA) Provider Access Legislation and Ofsted.

Management

We have a dedicated Careers Leader, Work Experience, Extended Work Placement and Post 16 Support manager, Rajinder Poonian, who works in partnership with, Sara Bennett, of the Careers and Enterprise Company, to ensure that all statutory elements of the information, advice, guidance agenda and National Framework for Careers are delivered as part of the Rowans AP Academy Curriculum. Careers Leader, Work Experience, Extended Work Placement and Post 16 Support manager has a responsibility to report to the Head Teacher Fiona May and the trustee lead for CEIG, Susan Greenfield, who both report to the Governing Body at least once a year on the Careers and Guidance programme. Katie Calder is the Post 16 Support, Work Experience and Extended Work Placement Co-ordinator, reporting to Rajinder Poonian. Katie Calder has reviewed and actively recruited business links to local employers to enhance our work experience, taster days and extended work placement offer, to ensure pupils receive high quality of work based experience in their chosen career path.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Careers Leader in consultation with the headteacher. Additional careers guidance is provided by the Careers and Enterprise Company, independent L6 accredited and Matrix Standard careers guidance advisor and Medway Educational Business Partnership. To fully support our year 11 pupils in making appropriate, sustainable post 16 destination choices we have a dedicated Focus Group, comprising of teachers (including all Year 11 form tutors) and senior leadership, that has the four aims of: Careers guidance, raising aspirations, work experience and support to during post 16. We continue to invest in the support of our leavers in the allocation of an experienced member of teaching staff to support pupil transition to a sustainable post 16 destination for three years after leaving The Rowans. The primary aim of this role is to prevent NEETS. The Careers Leader will continue to lead the teachers and report to the headteacher regularly with post 16 progression information.

A member of the Governing board, Susan Greenfield, is appointed and takes strategic interest in careers education and encourages employer engagement. Overseeing the clear and well-communicated policy on delivering Careers Education, Information, Advice and Guidance (CEIAG) and that this is clearly communicated to all stakeholders.

They are responsible for ensuring that independent careers guidance is provided to all learners throughout their time at The Rowans AP and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners. Ensuring that a range of education and training providers can access learners in years 7 to 11 to inform them of approved technical education qualifications and apprenticeships. The careers governor also oversees that the careers pages on the school website are compliant and up-to-date and that measuring & assessing impact and evaluation of the Careers Programme is in place.

Curriculum

The careers programme includes careers education sessions, career guidance activities such as group work and individual careers guidance interviews, information and research activities, work related learning, and individual career planning. KS3 and KS4 follow a careers unit as part of the PSHE curriculum. Medium term plans include a careers element and subject careers evaluations, that are completed annually, show how careers learning is a golden thread throughout the school's curriculum. The careers curriculum is also detailed within primary school medium-term plans. Particular BTEC courses have specific careers units. There are two careers' units in the BTEC Engineering course and one careers specific unit in BTEC Land Based Studies courses.

Partnerships

Annual partnership agreements are negotiated by the school, the independent Careers Advice and Guidance Advisor, MidKent College and Medway Educational Business Partnership which identify the contributions to the programme that each will make. The School seeks to ensure that work placements offer meaningful and structured opportunities that provide pupils with real-life work experience that relates to the type of duties that would typically be undertaken by a new employee to that workplace. When appropriate extended work placements are sought to enhance a pupil's experience of the world of work and to prepare them socially and emotionally.

The School works effectively with Medway Council to maintain accurate records of destinations of the pupils and supports the school in providing impartial information, advice and guidance to the pupils. The partnership adopts an efficient whole-School referral process for pupils identified who need extra support and guidance.

The Rowans AP Academy alongside Medway Educational Business Partnership provides work experience placements for year ten and year elevens who did not attend work experience placements in their previous academic year, through taster work placements and extended work placements for pupils in KS4. The Rowans is also engaging with the Careers and Enterprise Company using Medway Careers and Enterprise Advisors to introduce local employers to the School for workshops, careers talks and information regarding their specialist industries. These are planned to run throughout the year to better prepare pupils for The Rowans option choices for 2026-2027 and post 16 destinations.

Other links have been developed with local colleges, universities, companies and employers who deliver careers and enterprise sessions in School, visiting classes and taking small discussion groups. The option choice offer available to our pupils is diverse and includes Construction with CSCS card linked to it. This will allow our pupils to be equipped with the correct health and safety and industry knowledge to start working on a construction site post 16. All of the art disciplines: Fine Art, Photography and Textiles, Science, Land Based Studies, Design Technology, Sport, Food Technology, ASDAN, Travel and Tourism, Engineering and Public Services.

Our Careers programme meets the Provider Access Legislation, 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). See our Provider Access Legislation Policy (<https://www.therowans-that.org.uk/policies>).

Resources

Funding is allocated in the School's annual budget planning. The Assistant Principal and Careers Leader, Rajinder Poonian, is responsible for the budget. The careers room is located in leadership office in the main building of our school where careers information is kept. This is both easily accessible to pupils and staff. Materials are not more than two years old. Careers software and websites including Barclays Life and the National Careers Service are promoted throughout the school as part of the careers programme and deliver careers guidance to pupils, provide the pupils with career ideas and advise pupils regarding various occupations and employment trends. The meeting room can be used by the careers advisor for pupils referred by the school for additional support.

Staff Development

Staff training needs have been identified within the review initial Internal Leadership Review in 2025. Rajinder Poonian, the Careers Leader, is released to attend Careers conferences and training during the academic year. Rajinder Poonian will also complete the Certificate in Career Leadership through funded training from the CEC. Rajinder Poonian, has completed Masters In Education Based Senior Leadership and Management and achieved a level 7 apprenticeship with the Chartered Managers Institute for school leaders. The careers leader is supporting other teachers to promote careers throughout all school life in CPD training and focus group sessions to develop careers mentors for pupils starting their post 16 journey.

Monitoring and Evaluation

All partnership agreements are reviewed annually. The programme is also reviewed annually by the Careers Leader and Work Experience Coordinator using the CDI National Framework, the Gatsby Benchmarks Compass Plus evaluation and the Investor in Careers quality standards to identify areas for improvement. A report and careers programme is submitted to the Head Teacher for approval. A whole school careers strategic poster is created to show the current years plan and key facts and figures. All of this information is available to review on our school website in the dedicated careers pages.

Careers activities and events are logged onto Compass+. Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders to measure impact of the Careers programme and to inform continuous improvement and planning of careers

Evaluation of different aspects of CEIAG is undertaken regularly. All activities that form the careers and work-related programme are evaluated and the information is used to inform planning for the following occasion. The school uses evaluation methods such as observation, questioning as well as questionnaires completed by pupils, parents and providers after sessions. The Rowans also asks, within the end of year pupil and parent questionnaires, feedback for the careers programme.

Destinations data (including intended and actual destinations) is collected, analysed and reported on, according to specific success criteria. This includes outcomes for specific cohorts, breadth of destinations, aspiration, NEET, etc.

The Gatsby Benchmarks

1. A stable careers programme: Every school, college and ITP should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.	• Every school, college and ITP should have a stable, structured careers programme that has the explicit backing of those in governance roles, the headteacher, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the institution's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it. • The programme should be regularly evaluated using feedback from learners, parents and carers, teachers, subject staff and other staff who support learners, careers advisers and employers, to increase its impact.	<i>Compass Plus evaluation % attained – 100%</i>
2. Learning from career and labour market information: All learners, parents and carers, teachers and staff who support learners 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 and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.	• During each key stage or programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged to access and supported to use information about careers, pathways and the labour market to inform their support of the learners in their care.	<i>Compass Plus evaluation % attained – 90%</i>

3. Addressing the needs of each young person: Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.	• An institution's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools and colleges should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions. • For school pupils who change schools during the secondary phase, information about careers participation and advice given previously should be integrated into a pupil's records, where this information is available. Records should begin to be kept from the first point of contact or from the point of transition. • All learners should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools and colleges should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. • Schools and colleges should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.	<i>Compass Plus evaluation % attained – 89%</i>
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.	• For schools: every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the institution's ongoing staff development programme for teachers, subject staff and all staff who support learners.	<i>Compass Plus evaluation % attained – 100%</i>
5. Encounters with employers and employees: Every learner 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 learners' 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).	• For schools: every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.	<i>Compass Plus evaluation % attained – 88%</i>

6. Experiences of workplaces: Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	• 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.	<i>Compass Plus evaluation % attained – 82%</i>
7. Encounters with further and higher education: All learners 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.	• By the age of 16, every learner should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all learners who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners. • By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, FE colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.	<i>Compass Plus evaluation % attained – 92%</i>
8. Personal guidance: Every learner 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 learners whenever significant study or career choices are being made. They should be expected for all learners 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.	• Every learner should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of learners. • Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school or college website.	<i>Compass Plus evaluation % attained – 100%</i>

Links to other policies and documents

- Provider Access Legislation policy
- Work experience policy
- Child Protection policy
- Curriculum policy
- Careers programme
- Pupil advice and guidance entitlement statement