



TRRS CAREERS POLICY

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INTRODUCTION

The Roman Ridge school recognises that Careers Education, Information, Advice & Guidance (CEIAG) makes a significant contribution to preparing young people to take their place as suitably qualified and responsible adults within society. We want our students to feel confident to make informed choices and achieve personal and economic wellbeing throughout their lives. Our CEIAG programme is co-ordinated by our Careers & Guidance Department and Management, providing students with information, advice and guidance which is impartial, unbiased and based on the student's needs.

Our Careers & Guidance Department supports students to develop essential skills which are highly valued by employers and universities. By engaging parents and the local community our aim is for every student to fulfill their potential and be inspired to achieve a successful future. The department provides a programme of activities for all students from Form 1 to Upper 6, which connects their academic work to the real world and exposes them to various pathways, which will help them to plan their further studies and manage their careers.

Our CEIAG programmes seek to:

- Inspire students about their future prospects
- Raise aspirations, broaden horizons and raise awareness around the opportunities available
- Enable students to make realistic and well-informed career decisions and transitions
- Equip students with the employability skills and study skills they need to succeed beyond school life
- Meet students' needs and be sensitive to their context to ensure guidance is appropriate
- Be woven into the overall curriculum
- Actively engage students themselves, their Parents/Guardians and our professional and community network

The Gatsby Benchmark is a framework outlining best practice careers provision in schools and our programmes are guided by this from Form 1 to Upper 6. These guidelines are also embedded within curriculum and various enrichment activities organised across the Middle & Senior School (see Appendix 1)

CAREER RELATED EVENTS & PROGRAMMES

The Careers & Guidance Counsellor is responsible for the day-to-day delivery of CEIAG programmes, working closely with the Principal and Head of Senior School. Staff contribute to CEIAG delivery through their roles as Form Tutors and Subject Teachers. Careers education is embedded through the taught academic curriculum where appropriate. Each subject area references appropriate careers and life skills at every opportunity.

Careers education sessions are delivered by the Careers & Guidance Counsellor during Prep or Form Tutors during Form Period and the PSHE sessions.

The programme for each year group is constructed around general careers education, assemblies, university fairs (UK, Canada, USA, Ghana, Europe, Asia) hosted in school, visits to local universities, special events and talks by Guest Speakers about various career fields and employable skills, work-related learning through annual work placements, optional summer internship opportunities, online and printed information, individual interviews with the Careers & Guidance Counsellor and Management.

TRRS has registered all Senior School students to Unifrog, which provides them with access to personality testing, career compatibility feedback and recommendations for future pathways. This digital platform enables the Careers & Guidance Counsellor to provide personalised guidance and support to each student when planning for further studies and university applications during their small group sessions or 1:1 meetings.

Parent – Teacher – Student conferences are held each term and require Senior School students to reflect upon and discuss their academic performance to date, their academic targets, subject choices. During these conferences, the Guidance Counsellor and Form Tutor is present to discuss related university plans and career aspirations with key stakeholders.

PARTNERSHIPS

To ensure we provide our students with impartial and up to date advice on further studies and careers, TRRS works with a range of partners. This includes international agencies and representatives from renowned institutions who work in conjunction with: The British Council, The British High Commission, USA Embassy (Education USA) and The Canadian High Commission. We also work directly with representatives from a wide range of local and international universities, colleges and reputable organisations to provide our pupils with varied and balanced advice.

Our TRRS Parent network is very supportive of our CEIAG programmes and regularly serve as Guest Speakers in the Middle & Senior School, providing valuable insights into their careers and the world of work, employable skills and the importance of a well-rounded education.

Our parents and reputable organisations in our community host our Senior School students for 2-3 day work placements and summer internships (2-4 weeks) each year. These experiences provide our students with invaluable practical knowledge and first-hand experiences in their chosen career paths.

APPENDIX 1: UPDATED GATSBY BENCHMARKS (2026)

BENCHMARK	SUMMARY	CRITERIA
1. A STABLE CAREERS PROGRAMME	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher 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 pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	• During each Key Stage, all pupils 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 and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
3. ADDRESSING THE NEEDS OF EACH YOUNG PERSON	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously

		should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme.
4. LINKING CURRICULUM TO CAREERS	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers 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.	• 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 school's ongoing staff development programme for teachers and all staff who support pupils.
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil 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 pupils' own part-time employment where it exists.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6. EXPERIENCES OF WORKPLACES	Every pupil 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 meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils 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, independent training providers (ITPs), universities and in the workplace.	• By the age of 16, every pupil 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 pupils who are considering applying to higher education should have had at least two visits to higher

		education providers to meet staff and learners.
8. PERSONAL GUIDANCE	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	• Every pupil 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 pupils. • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.