



Careers Policy

and Provider Access

Statement

Responsibility	Full Trust Board via Students, Parents and Community Committee	
Status	Statutory	
Ratification date	01 07 2025	
Review cycle / date	1	Summer 2026
Reference	069	

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1 Rationale

Careers education, information, advice and guidance programmes play a major part in helping young people choose pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

The **Richmond upon Thames School (RTS)** programme helps our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. The policy is designed to meet the Gatsby benchmarks and statutory requirements.

2 Purpose

2.1 Part 1

Aims to set our school's approach to providing careers education, information, advice and guidance to our students.

2.2 Part 2

Aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

3 Statutory requirements

From September 2025, all maintained schools and academies must provide independent careers guidance in line with the requirements set out in the Careers guidance and access for education and training providers (DfE, May 2024). This policy outlines how The Richmond upon Thames School meets the statutory requirements under the following legislation:

- Section 42A of the Education Act 1997 (as amended by the Education Act 2011)
- Section 42B of the Education Act 1997 - provider access legislation
- Section 72 of the Education and Skills Act 2008 - duty to encourage participation
- Apprenticeships, Skills, Children and Learning Act 2009
- Education (Careers Guidance in Schools) Act 2022

Under this guidance, schools must:

- Provide students with a minimum of six encounters with providers of approved technical education qualifications or apprenticeships, covering all students from Years 8 to 13.
- Deliver a structured careers programme in line with the updated Gatsby Benchmarks.
- Ensure students in Years 7 to 9 participate in a minimum of one week's worth of employer-led work experience activities. These may include multi-day work visits, job shadowing, technical demonstrations, or interactive workplace tours.
- Ensure students in Years 10 and 11 complete a minimum of one week of work experience placement(s).
- RTS is committed to meeting these expectations and will continue to review its provision to ensure compliance and ambition for all learners.

4 School Vision

We believe that everybody can achieve excellence. RTS is an inspiring, welcoming place where people are valued as individuals, recognised for their talents, supported in their endeavours and always challenged to achieve their very best at all times. Our vision is to develop confident and happy students who are lifelong learners with an insatiable curiosity about the world around them, prepared for the next stages of their lives.

5 Part 1

5.1 Commitment

The Richmond upon Thames School is committed to providing all students in Years 7-11 with a programme of careers activities and supporting activity. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

5.1.1 The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

To ensure the school is delivering the best possible careers guidance will work towards a 'Careers Quality Award', which, once obtained, will be valid for three years.

5.1.2 Careers Programme

The current careers programme is delivered through a combination of methods, including:

- PSHE in Years 7, 8 and 9
- Assemblies, presentations, employer visits, work experience, seminars, masterclasses, workshops, drop down days and 1:1 sessions
- Careers conference in Year 10
- Partnership with South London Careers Hub for all year groups and staff CPD
- Partnership with 'Start in London' developing an employability portfolio
- Partnership with Young Enterprise for Year 10
- KS4 enrichment programme
- 1-1 careers meetings delivered by The Education Development Trust (EDT) for Year 11
- Developing an employability portfolio
- SLT Destinations meetings for all year groups

5.1.3 The Employability Portfolio - Start in London

To support reflection and readiness for the world of work, all students at RTS build an Employability Portfolio. This is developed from Year 7 onwards using the Start in London platform and supported by tutor conversations and careers activities.

Students complete guided self-assessments, explore career interests, and gather evidence of skills, qualifications, and attributes. Each activity, including employer encounters, is logged and reviewed periodically with their Academic Tutor and Careers Coordinator.

The portfolio allows students to understand the value of punctuality, subject effort, and co-curricular experiences as transferable skills, and is also used to support CV development, personal statement writing and interview preparation in KS4. It ensures that all students build familiarity with labour market information and career pathways across all five years.

5.2 Aims

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

5.3 Objectives

- To ensure that students develop the skills and attitudes necessary for success in adult and working life;
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ (and 18+);
- To equip students with the necessary decision-making skills to manage those same transitions;
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally;
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey;
- To foster links between the school, local businesses and further/higher education establishments;
- To enable students to experience the world of work and develop transferable skills;
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training;
- To maintain a culture of high aspirations;
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, receive it.

5.4 Learning Outcomes

Students should be able to:

- Assess their achievements, qualities and skills;
- Present this information as appropriate;
- Use this information for personal development;
- Set career and learning targets;
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work; and
- Recognise the value and impact their activities at school can have on their future.

5.5 Implementation

The school guarantees impartial and independent advice via:

- Access for all students and staff to the Start London Careers Platform and other appropriate sources of guidance;
- Promoting the National Careers Service Website and Helpline;
- Access to a wide variety of external speakers offering independent sources of information including several local and national employers, representatives from professional bodies and organisations including Haymarket Media Group, Harlequins Rugby Football Club, National Physical Laboratory and Richmond Upon Thames College Apprenticeships team, representatives of higher education establishments and former alumni students, who are a valuable resource.

All staff have a part to play in the implementation of this policy through their role as tutors and as subject specialists.

5.6 Information and Resources

Careers information and resources are located in the careers area in the independent learning zone, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Coordinator. Post-16 and University prospectuses are current, and visual displays on the notice boards are kept current in both the ILZ. The careers library can be accessed by students before school, during break and lunch times and after school. Academic tutors can also book time to use it during registration slots and students have some of their timetabled reading and intervention sessions based there.

Lesson plans and resources are provided by the careers coordinator to use during Academic Tutor Time, PSHCE lessons and Enrichment sessions (KS4).

There is a KS4 Destination Post-16 Google Classroom (which forms part of the KS4 Enrichment programme). A variety of careers related websites - from general careers advice to job specific websites; gap year advice and university advice are shared on this Classroom as well as structured lesson resources which students complete during their enrichment sessions. This is also a space for KS4 students to obtain resources and guidance for college and sixth form applications.

5.7 Monitoring, Review and Evaluation

This policy will be reviewed annually as part of the whole-school self-evaluation process and will be reviewed by the Trustees when any additions or amendments are made.

All changes to the careers policy are approved by the school's governing body and who are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the Careers Coordinator to the teaching and learning governing body committee.

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of student and parental responses to provision.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the member of the senior leadership team responsible for Careers and/or the Careers Coordinator.

The Careers Coordinator's work is evaluated at least annually by the line manager from the SLT via the school's quality assurance activities, including lesson observation and work scrutiny.

Student voice activities, including surveys and structured group discussions, are conducted with a cross-section of students from Years 7 to 11 at least annually. This includes specific feedback on the impact and inclusivity of work experience activities, in line with the statutory requirement to ensure varied and high-quality encounters across all key stages.

5.8 Recording, Assessment and Reporting

Students' progress is monitored through the PSHE curriculum, KS4 enrichment lessons and also during dedicated form time careers sessions. Attainment in formal assessments (AP3 and AP6) are shared with students and reflection on their performance is facilitated and logged by form tutors. Academic tutors use the student reflections to help them keep informed of their tutees progress and this can be referred to in meetings with parents

A report on the careers programme is presented to the Trustees annually.

5.9 Entitlement

Every student at RTS is entitled to a well-sequenced, personalised and aspirational careers programme, including access to:

- Up-to-date and impartial information about future study and employment options;
- A range of employer-led experiences and meaningful encounters, from Year 7 onwards;
- A full week of work experience activities in Key Stage 3 and a placement in Key Stage 4;
- At least one 1:1 interview with a Level 6 qualified careers adviser by the end of Year 11;
- Targeted support if they are at risk of NEET (Not in Education, Employment or Training), are SEND, or in receipt of the Pupil Premium.

Student entitlement is communicated annually via PSHE lessons, form time sessions, assemblies and the Employability Portfolio platform. A full overview is also published on the RTS website.

Parents are actively encouraged to take part in their child's careers journey and can speak with the school's Careers Lead, their child's Academic Tutor or Head of Year at any point in the school year.

5.10 SEND provision

Every student with SEND follows the same programme of careers as their peers, with adaptations and support from the SEND team where appropriate. Since the Richmond upon Thames careers programme is primarily focused on individual choice and personal aspirations it is tailored for young people's needs.

Students with SEND have an interview with the internal careers coordinator in Year 9 before the options process to enable early identification of any needs and necessary adaptations, as well as to recognise the careers aspirations of young people with additional needs. Where any extra intervention is deemed necessary, they are prioritised for a careers appointment with an external, independent careers adviser. If an issue should arise at a later date, as soon as it is recognised the SENDCO requests that the Careers Coordinator organises a further one to one. Students can also self-refer and academic tutors are also able to raise concerns. If a student has an additional need that current provisions cannot fully address, advice will be sought from the National Careers Service, for guidance on providing the best support.

The SENDCO meets with parents/carers to discuss option suitability where their need is likely to have an impact on their choices during the option process.

In line with the September 2025 guidance, all students with SEND are entitled to participate in one week's worth of employer-led work experience activities in Key Stage 3 and a work experience placement in Key Stage 4. Adaptations will be made where necessary to ensure accessibility. The Careers Coordinator will work closely with the SENDCO to ensure opportunities are tailored to individual needs and aspirations, with pre-visits and personalised planning offered where appropriate.

5.11 Students in receipt of Pupil Premium funding

Personalised support will be given to these students and they will receive extra careers support in KS4 .

5.12 Parent Involvement

RTS recognises the central role that parents and carers play in shaping career aspirations. We aim to build a collaborative relationship with families through timely communication, advice, and events.

Parents are involved at key transition points, such as KS4 Options and Post-16 pathways, and receive regular updates via:

- Information evenings in Years 8, 9, 10 and 11;
- Letters and email bulletins;
- The RTS website careers section;
- Careers guidance updates shared through Google Classroom and the school newsletter.

Parents are also invited to support work experience by helping source placements or taking part in talks, panels and mock interview days. For targeted students (e.g. Pupil Premium or SEND), the school will offer additional family liaison to ensure all students benefit from a full range of support and opportunities

5.13 Links with the local authority

The local authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 placed two new duties on local authorities from June 2013 in respect of 16-18 year olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate; and
- To have in place arrangements to identify those who are not participating.

The Richmond upon Thames School will work with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above Act, the School will notify the local authority whenever a 16-year-old leaves an education or training programme before completion.

5.14 Work Experience: KS3 and KS4 Provision

From September 2025, RTS will provide a structured work experience offer in both Key Stage 3 and Key Stage 4, in line with updated statutory guidance and revised Gatsby Benchmarks.

Years 7-9 (Key Stage 3)

Students will take part in a minimum of one week's worth of employer-led work experience activities over the course of Key Stage 3. These activities may include:

- Multi-day work visits with employer-set tasks or projects
- In-person or virtual employer talks or technical demonstrations in the workplace

- Job shadowing
- Site tours with interactive Q&A
- Group-based industry workshops

These activities will be designed to be multiple, varied and employer-led, helping students to build early curiosity about the world of work and to explore a range of industries and career paths. Virtual activities will be used to supplement, not replace, in-person experiences.

Years 10-11 (Key Stage 4)

All students will be expected to undertake a minimum of one week's work experience placement during Year 10. This will be further supported by employability preparation through PSHE, enrichment sessions and one-to-one guidance.

The Careers Coordinator leads the development, brokerage, and monitoring of placements, in collaboration with Heads of Year and the Senior Leadership Team. RTS's established relationships with employers such as Haymarket Media Group, Harlequins FC, National Physical Laboratory and Richmond upon Thames College continue to support access to meaningful, diverse placement opportunities.

All placements will be risk assessed and comply with employer liability standards. Parents are engaged throughout the process, and every student will be visited or contacted by school staff during their placement.

Students reflect on their experience post-placement, with outcomes feeding into their Employability Portfolio.

5.15 Staff responsibilities

All staff have a duty to play their part in students' progress through the careers curriculum, for example:

- Academic tutors monitoring the progress of their tutee's employability profile;
- Subject teachers linking their curriculum subject to careers and ensuring students realise what skills their subject is promoting, as well as the opportunities a qualification in a subject can provide;
- A teacher delivering careers education via PSHE or enrichment;
- Coordinating or enabling work experience;
- Providing a reference for a student's job or post-16 application;
- Monitoring progress and conducting 1:1 interviews to ensure students are on track and assisting them with post-16 applications, apprenticeships or employment;
- Senior leaders ensuring a whole-school focus on careers education and supporting CEIAG development;
- Coordinating CPD to ensure all relevant staff are trained appropriately with regards to careers.

5.16 Staff Training

Opportunities are provided for attending further training courses and these are monitored and reviewed in the annual appraisal.

The school will commission the services of an independent advisor, who will visit the school 4 times a year. The adviser will be at least level 6 qualified and their service level agreement will dictate that his training is kept up to date.

6 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

7 Links to other policies

This policy should be read in conjunction with the following policies:

Curriculum	Ref: 011
Equality	Ref: 019
Educational visits	Ref: 041

8 Part 2

8.0 Provider Access

This section sets out the school's arrangements for managing the access of Providers to students at the school for the purposes of giving them information about technical education qualifications or apprenticeships. This complies with the school's legal obligations under Section 42B of the Education Act 1997 (as amended).

Students in Year 7-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a structured and progressive careers programme
- To hear from a range of local and national providers about the full suite of options available to them at each key transition points
- To understand how to make applications for academic, technical and apprenticeship pathways

8.1 Procedure

A provider wishing to request access should contact the **Assistant Head Teacher - Personal Development**, via **0208 891 2985** or careers@rts.richmond.sch.uk.

8.2 Opportunities for access

RTS offers a range of events, integrated within our careers programme, where providers can speak with students and/or parents. These include, but are not limited to:

	Autumn Term	Spring Term	Summer Term
Year 7	Parent Information Evenings	National Careers week	Destinations event
Year 8	Parent Information Evening	National Careers week	Destinations event
Year 9	Parent Information Evenings	KS4 Options Programme	

	Autumn Term	Spring Term	Summer Term
	SLT Destinations Meetings	Options Evening National Apprenticeship week National Careers week	
Year 10	Parent Information Evening Destination Post-16 programme Harlequins ENGAGE mentoring (<i>invitation</i>) Work Experience programme	National Apprenticeship week National Careers week Mock Interview Day	Careers Conference Post-16 Taster Day
Year 11	Parent Information Evening Destination Post-16 programme Sixth Form Plus events Post 16 evening SLT Destinations Meetings	Mock Interview Day Careers Advisor interviews National Apprenticeship week National Careers week Careers Conference	

Providers are encouraged to engage early in the academic year to ensure integration within curriculum time and to maximise student access.

8.3 Premises and facilities

The school will make appropriate space available for discussions, presentations, or exhibitions. AV equipment and IT access can be provided if agreed in advance. Providers may also leave prospectuses and literature in the Independent Learning Zone (ILZ)

9. Legislative and Policy Framework

This policy is informed by and aligned with the following statutory and non-statutory guidance:

- **Education Act 1997**
Section 42A: Impartial Careers Guidance
Section 42B: Access for Education and Training Providers
- **Education and Skills Act 2008**
Section 68: Duty to Encourage Participation
- **Apprenticeships, Skills, Children and Learning Act 2009**
Duties relating to careers education and the Raising of the Participation Age
- **Education (Careers Guidance in Schools) Act 2022**
Extension of provider access duty to all state-funded secondary students in Years 8 to 13
- **Careers guidance and access for education and training providers (DfE, May 2024)**
[Available online](#)

These documents underpin the updated Gatsby Benchmarks and the requirement from September 2025 for:

- A minimum of one week's worth of work experience activities in KS3
- A minimum of one week's work experience placement in KS4
- Six provider encounters across Years 8–13

- Explicit monitoring of careers quality and student engagement across key groups

This policy reflects statutory expectations set out in the Department for Education's guidance for schools and aligns with relevant legislation including the Education Acts of 1997 and 2008, the Apprenticeships, Skills, Children and Learning Act 2009, and the Education (Careers Guidance in Schools) Act 2022. Latest guidance accessed May 2025.

10. Work Experience Procedure - [See appendix 1](#)