

# RAINHAM MARK GRAMMAR SCHOOL

## CIEAG Policy

(Careers, Information, Education, Advice and Guidance Policy)

Key Document Details:			
<b>Approval Body:</b>	Trust Board		
<b>Author:</b>	Assistant Headteacher/Careers Guidance and Employability Co-Ordinator		
<b>Type of Policy:</b>	Statutory	<b>Version No:</b>	3.0
<b>Last Review:</b>	November 2024	<b>Next Review:</b>	November 2025
<b>Review cycle:</b>	Annually	<b>Date Ratified:</b>	13 <sup>th</sup> November 2024

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## Document Change History

<b>Date:</b>	<b>Version:</b>	<b>Description of Changes:</b>
09.2019	1.0	Updated the CIEAG Policy – review in September 2022
22.05.2023	2.0	Reviewed and ratified at Trust Board meeting 22.05.2023 amended following changes to the careers guidance (January 2023)
07.11.2024	3.0	Reviewed and updated according to changes to the careers provision

## 1. Setting Vision and Intent

### School Vision

Our vision “Dare to achieve beyond what you are today” inspires and filters through every aspect of a student’s journey. We focus on enriching each student through our core values of high expectations, high aspirations utilising a personalised approach. Our evolving aspirational careers programme supports our students on how to make informed realistic decisions at all key transition points throughout their lives.

Our careers strategy is designed to motivate and inspire all students at Rainham Mark Grammar School and provide them with accurate information and guidance so students can set long term career goals for themselves.

Through our developmental careers programme, Rainham Mark Grammar School aim to prepare students for the world of work by supporting them to identify the ever-changing skills desired by employers and promoting those skills within their learning in all subjects.

The Rainham Mark Grammar School Careers Policy is fully supported by our Staff, Senior Leadership Team, Trust Board and the Academy Committee and is underpinned by our long-term vision and core values including to prepare all our students for their successful futures here at RMGS and beyond.

Our provision aims to:

- Help learners prepare for the workplace by building the skills, knowledge and behaviours required for self-development and career management through a whole school approach linking curriculum learning to careers.
- Provide opportunities for a variety of quality work experiences into different industries to support career planning.
- Develop learners awareness of the variety of education, training and careers opportunities available to them.
- Help learners to understand routes to careers that they’re interested in, and to make informed and aspirational choices about their next step to make effective and sustained transitions
- Promote a culture of high aspirations and equality of opportunity.

## 2. Statutory Requirements

This policy has been reviewed in line with the published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1127489/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf)

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 6 encounters with Technical Education or training providers to all learners in years 8 to 13. For more detail on these encounters, see our Provider Access Legislation Policy **Appendix 2**.

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.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in **Appendix 1** of this policy.

This policy is to be read in conjunction with the RMET Safeguarding policy, particularly pertaining to visitor protocols. This can be found:

<https://www.rmet.org/attachments/download.asp?file=425&type=pdf>

All members of staff at Rainham Mark Grammar School are expected to be aware of this policy and the importance of Careers, Information, Education, Advice and Guidance (CIEAG) and their responsibilities as signposted through the Gatsby benchmarks in **Appendix 1**.

Careers at Rainham Mark Grammar School forms part of our students wider personal development programme. The scope of the policy is broadened by combining it with PSHE for a more holistic approach to personal wellbeing, enterprise, work-related learning and employability. PSHE lessons on careers are delivered from year 7, specifically addressing the Gatsby Benchmarks. The PSHE Curriculum Map can be found in **Appendix 4**.

### 3. Roles and Responsibilities

Ms V Tappous : Assistant Head responsible for Personal Development (Careers) : [vtappous@rmet.org](mailto:vtappous@rmet.org)  
: 01634 364 151

Mrs E Williams : Careers Coordinator : [ewilliams@rmet.org](mailto:ewilliams@rmet.org) : 01634 364 151

Mrs L Bourne : Careers Link Academy Committee Member : [clerk@rmet.org](mailto:clerk@rmet.org)

## a. School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice from Years 7 to 11.
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option. This advice must cover a range of education or training options. This guidance must be in the best interests of the pupil.
- We are required to publish (a) the name, email address and telephone number of the school's careers leader; (b) a summary of the careers programme including details as to how pupils, parents, teachers and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on pupils; (d) the date of the school's next review of the information.
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils.
- The school will base its Careers Programme around the 8 Gatsby Benchmarks. A summary of these can be seen in **Appendix 1**, and they cross reference with the objectives of this policy.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school.

## b. Careers Coordinator

- Take responsibility for the leading, managing, co-ordinating and networking of the careers programme, ensuring compliance with the Gatsby Benchmarks.
- Plan and manage careers activities with other relevant school staff.
- Support teachers to build careers education and guidance into subjects across the curriculum.
- Establish and develop links with employers, learning providers and careers organisations.
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and Careers Adviser, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required.
- Review our school's Provider Access Policy statement at least annually, in agreement with our Trust Board.
- Quality assure the Careers Programme, along with SLT, to ensure continuous improvement.
- Work with the Kent & Medway Careers Hub to support continuous improvement using the free digital tools to self-evaluate (Compass Evaluation and Internal Leadership Review).

## The Careers Coordinator role as defined by The Careers Leader Handbook, David Andrews and Tristram Hooley

### Leadership:

- Guiding and supporting the team of teachers, administrators, external partners and others who deliver career guidance.
- Advising SLT on policy, strategy and resources for careers guidance and showing how they meet the Gatsby Benchmarks.
- Reporting to senior leaders and Academy Committee Members.
- Reviewing and evaluating careers guidance through student, staff, teacher and parent surveys and providing information for school/college development planning, Ofsted and other purposes.
- Creating a vision for careers guidance in the school and getting this endorsed by the senior leadership and Academy Committee Members.
- Preparing, and leading the implementation of, a careers guidance development plan/strategic plan.
- Ensuring compliance with the legal requirements to provide independent careers guidance and, in schools, give access to pupils to the providers of technical education or apprenticeships, including the publication of the policy statement of provider access on their website.

### Management:

- Planning the programme of activity in career guidance.
- Briefing and supporting teachers and tutors involved in career guidance.
- Monitoring delivery of career guidance across the eight Gatsby Benchmarks, using the Compass review tool.
- Supporting tutors, providing initial information and advice.
- Managing the work of others, e.g. Careers Adviser, administrative and other staff involved in the delivery of career guidance.
- Monitoring access to, and take-up of, personal career guidance (by a qualified, L6 or above, Careers Adviser).
- Ensuring that universities, colleges and apprenticeship providers have access to students to share information on opportunities.
- Managing the careers budget as appropriate.
- Managing their own CPD and supporting the ongoing CPD of colleagues in the careers team.

### Co-ordination:

- Managing the provision of careers and labour market information.
- Managing the careers section of the school's/college's website, ensuring that information is accurate and up to date.
- Liaising with the PSHE/Personal Development Programme leader and other subject/course leaders to plan their contributions to careers guidance.
- Referring students to Careers Advisers.
- Co-ordinating encounters with employers and work experience.
- Communicating with students and their parents.

### Networking:

- Establishing and developing links with FE colleges, apprenticeship providers, UTC's and universities.
- Establishing and developing links with employers.
- Negotiating a service level agreement with the local authority for support for vulnerable young people, as appropriate.

- Commissioning careers guidance services where appropriate.
- Managing links with the Local Enterprise Partnership (LEP), Careers Hub and other external organisations.
- Securing funding for careers related projects.
- Building a network of alumni who can help with the careers guidance programme.

### c. Senior Leadership Team

- Support the Careers Leader by ensuring there is a comprehensive overview of the requirements, resources and priorities of the Careers Programme.
- Support the Careers Leader in developing the Strategic Careers Plan.
- Make sure the school's Careers Leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Allow training providers access to talk to learners in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in the school's Provider Access Policy **Appendix 2**.
- Network with employers, education and training providers, and other careers organisations.
- Feedback from stakeholders through student and parent survey.
- Measure the Careers programme through the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the count.
- Analysis of destinations data in September for Year 11 and Year 13, using this to support and inform CIEAG provision.

### d. The Trust Board

- Appoint a member of the Academy Committee – **Mrs Linda Bourne** - who will take a strategic interest in careers education and encourage employer engagement.
- Make sure the school has a clear policy on delivering Careers Education, Information, Advice and Guidance and this is clearly communicated to all stakeholders.
- Make sure independent careers guidance is provided to all learners throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners **Appendix 2**.
- Make sure that a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships. The Provider Access Legislation policy, to support this **Appendix 2**.
- Make sure that the careers pages on the school website are compliant and up-to-date.
- Make sure measuring & assessing impact and evaluation of the Careers Programme is in place.

### e. Senior Leadership Team

- To work with Careers Coordinator to raise the profile of Careers in each subject area.
- Play an active role in promoting, supporting and embedding the Career Programme in the curriculum.

## 4. Our Careers Programme

RMGS has an embedded Careers Programme, **Appendix 3**, that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to learners throughout their secondary education.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks, see **Appendix 1**.

Our programme does not show bias towards any particular career path and promotes a full range of technical and academic options for learners.

It is structured in a way that builds upon previous years, evaluations and monitoring, and the overarching aim is divided between the Key Stages so that learners are encouraged to think appropriately about their future. We provide aims, objectives and careers related activities appropriate for each year group.

Our Careers Programme is delivered through a number of methods, including:

- Assemblies
- Lessons embedded within the Curriculum
- Form Time
- PHSE lessons
- Visits and Talks from Businesses
- 1-2-1 Careers Meetings 3 days a week for all students
- Resources available on the RMGS website, Teams, newsletters and social media platforms
- Programme of events delivered by external providers and businesses for all students
- Unifrog

### a. Learners with special educational needs or disabilities (SEND)

All of our learners with SEND will follow the same careers programme that meets the Gatsby Benchmarks, with adjustments and additional support as needed. All our learners with SEND have access to tailor made 1-2-1 careers meetings with our internal Careers Adviser and our external Careers Adviser CXX. These can all be supported by the learners mentor and/or parent if required.

Our Careers Leader will work with teachers, mentors and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our Careers Leader will, as appropriate, invite adults with disabilities to visit and share their experience and advice.

## b. Access to our Careers Programme Information

A summary of our schools Careers Programme is published on our school website, including details of how learners, parents, teachers and employers can access information to support the Careers Programme. **Appendix 3**

<https://www.rainhammark.com/page/?title=Our+Careers+Provision+KS3%2C+KS4+%26amp%3B+KS5&pid=371&action=saved>

Learners, parents, teachers and employers can request any additional information about the Careers Programme by contacting one of the careers team.

Learners, parents, teachers and employers can feedback about any element of our Careers Programme via the Feedback Form available on our website or by contacting our Careers Team directly.

For learners with special educational needs or disabilities there may be bespoke provision and encounters with specialist provisions that the school have identified as suitable for those learners.

## 5. Information, Advice and Guidance

Rainham Mark Grammar School will ensure that all students have access to independent and impartial career guidance and that students have access to information and advice about all pathways.

### a. Information, advice Independent careers guidance is achieved by inclusion within the CEIAG programmes of the following:

- Access to meetings with our Careers Coordinator, which is offered to all students throughout their time at RMGS.
- Employer visits to the school.
- Careers fairs.
- Interview practice by employers and alumni.
- Application assistance.
- Web links on the school's virtual learning environment to a range of organisations including the National Careers website.
- Year 11 students have access to support and guidance from teaching staff, support staff and the Careers Coordinator when applying for other sixth forms.
- Access to, and use of, the Unifrog platform for Year 7, 8, 9, 10, 11, 12 and 13 students, an Independent service that enables students to explore post-16 and post-18 further education.
- University, apprenticeship and employment opportunities.

## b. Impartiality is key to our CEIAG programmes.

Whilst it is acknowledged that the majority of our students will progress to Higher Education establishments, this is not viewed as the only valid or appropriate career pathway for everyone. Employment, training, apprenticeship and technical education routes are given equal value alongside Higher Education and opportunities are made available for students to find out more about these and to have relevant support and guidance in making informed choices.

## 6. Work Experience at Rainham Mark Grammar School

Work Experience is an enriching and rewarding opportunity for our students, and we encourage students to have work experience in order to deepen their understanding of the work-place environment, and develop an interest in their aspirations.

Guidance will be given to students via form time activities, careers meetings, lessons and assemblies, on the importance of Work Experience, the realities of Work Experience and how appropriate conduct during Work Experience.

Students will complete Work Experience in year 10 and in year 12 for 5 days. In year 10, students will have a dedicated Work Experience week in term 5. Year 12 will be encouraged to arrange their own work experience, where possible, with the support and guidance of the Careers and Volunteer Coordinator in Term 3. All Work Experience is arranged, tracked and managed via our Unifrog Placement Tool.

The Careers and Volunteer Co-ordinator will quality assure and complete Safeguarding checks by tracking students' Work Experience through the Unifrog platform.

Parents/carers are required to give consent for their child to take part in Work Experience and they receive full details of their child's work placement.

All students on placement are covered by the employers' insurance.

## 7. Our Career Programme meets the Provider Access Legislation

This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

**See Appendix 2 for our Provider Access Statement**

## 8. Monitoring, Review and Evaluation

Rainham Mark Grammar School systematically measures and assesses the impact and quality of our provision as part of the whole school annual review in line with the development of the School Development Plan, through:

- **Recording:** The school systematically records careers activities and events using EduLink, Unifrog, trackers and 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.
- **Feedback:** All relevant stakeholder voices are systematically evaluated by the Careers Leader to inform impact evaluation, strategic development planning of careers and whole school or special school development planning, impact evaluation and reporting. Learners' perception of their career readiness is tracked and considered by the Careers Leader to inform whole school or special school development planning, impact evaluation and reporting. Student Audits are sent twice a year and Businesses and Parents can feed back on our Careers Provision all year round via the link on our website. This is also communicated via Newsletters and Bulletins.
- **Monitoring and Quality Assurance:** The school continuously develops the quality of the Careers Programme through feedback from all learners, parents, staff and businesses. The provision is structured with reference to relevant frameworks, policies, and statutory guidance (e.g. Gatsby Benchmarks, CDI Framework, Careers Strategy, Provider Access Legislation, etc.). The provision and compliance is reviewed within internal (learning walks, etc.) and external quality assurance processes.
- **Destination data:** Destinations data (including intended and actual destinations) is collected, analysed and reported on, according to specific success criteria (vision and intent in section 1). This includes outcomes for specific cohorts, breadth of destinations, aspiration, NEET, etc. This is recorded on our website and used to assess the effectiveness of the Careers Programme.

## Appendix 1 – Gatsby Benchmark Provision Mapping

	Detail
<b>Benchmark 1 : A stable Careers Programme : 94</b>	
Is written down	This can be viewed on our website and in our Teams pages - every student, parent and member of staff can access this.
Is approved by the Trust Board	Approved by the Trust Board/Academy Committee
Has the explicit backing of senior leadership	Approved by SLT
Has resources allocated to it	Resources are available on the Website, Teams pages, Newsletter, Bulletins, PSHE, Lessons and via Unifrog
Has systematic monitoring in place	Every activity is tracked and marked on tracker
Has both strategic and operational elements	Yes
Is published on your school's website	Yes
Is on the school's website with information aimed specifically at: Students	Information is on there for students including links to resources
Is on the school's website with information aimed specifically at: Teachers	Information is on there for teachers including links to resources
Is on the school's website with information aimed specifically at: Employers	Information is on there for businesses including links to resources
Is on the school's website with information aimed specifically at: Parents/Carers	Information is on there for Parents including links to resources
Is evaluated for effectiveness at least every 3 years	Evaluated twice a year via the Staff and student audits carried out
Is evaluated using systematic feedback from: Students	Twice a year
Is evaluated using systematic feedback from: Teachers	Once a year via audit
Is evaluated using systematic feedback from: Employers	Option to feedback is on our website all year round

Is evaluated using systematic feedback from: Parents/Carers	Option to feedback is on our website all year round
Has an identified lead individual with strategic responsibility for overseeing the programme	VT is Careers Lead
<b>Benchmark 2 : Learning from career and labour market information : 40</b>	
Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions.	Included in PSHE lessons and information sent to staff via Bulletin for inclusion in lessons. Resources available on website and Newsletter
Encourages parents and carers to use career path and labour market information to aid the support given to their children.	Information on LMI on website and in Newsletter
<b>Benchmark 3 : Addressing the needs of each pupil : 100</b>	
Provides a careers programme that: Raises aspirations of all students	Career Programme is available to all students (parents, staff and businesses) via the website and meets student aspirations and offers a range of opportunities for all students across all years - most of the activity is fed from the student audits. Example of events include: Assemblies; After School Talks; PSHE; 1-2-1's; PAL events; ADA Lovelace Day for science; UCA Bus for Year 13 creatives; Career Fair etc.
Provides a careers programme that: Challenges stereotypical thinking (In terms of gender etc)	Career fairs, business talks, PSHE & subject lessons challenge the stereotypical job roles including Police, Fire Safety, Nurses, Midwifery etc. ADA Lovelace visit to Kent Science park to celebrate women in Science
Keeps systematic records on each pupils' experiences of career and enterprise activity	Currently recorded in Edulink, Excel & some via Unifrog
Enables pupils to access accurate record about their careers and enterprise experiences	Unifrog is used within the school. All career opportunities are communicated to students via Teams, Newsletter and via Form Tutors
Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school	This is recorded on Results Day, via UCAS applications and via open dialogues with students/parents post school. All former students are invited to Alumni community. All students are contacted a year after Year 13 for updates. This also forms our guest speaker / case history database for School Career Resources. Summary of destinations is also added to website

Shares above mentioned data with the local authority	This is submitted to Medway Council in September
Works pro-actively with the local authority and careers advisers to provide careers guidance to vulnerable pupils and special educational needs and disability (SEND) students.	Bespoke 1-2-1's are available Tuesdays to Thursdays with Careers Adviser and supported with SEND student Mentor if required. The Careers Programme is available and adapted to all our SEND students
<b>Benchmark 4 : Linking curriculum learning to careers : 81</b>	
All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of: English lessons	Careers features in the English lesson plans throughout the year. Students also have assemblies and PSHE lessons on Career pathways
All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of: Maths lessons	Careers features in the Maths lesson plan throughout the year. Students also have assemblies and PSHE lessons on Career pathways
All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of: Science lessons	Careers features in the Science lesson plan throughout the year. Students also have assemblies and PSHE lessons on Career pathways
All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of: PSHE lessons	Careers is a fixed lesson within the PSHE programme through DH and team
<b>Benchmark 5 : Encounters with employers and employees : 75</b>	
Have at least one meaningful encounter with an employer every year they are at your school	Year 7 : After School Business Careers Talks available for every student. KS 3 Career Day takin place in Term 6
	Year 8 : After School Business Careers Talks available for every student. KS 3 Career Day in planning in Term 6
	Year 9 : Whole Year Career Fair in Term 3. After School Business Career Talks available for all students
	Year 10 : BT Apprenticeship Talk; Work Experience, After School Business Careers Talks available for every student

	Year 11 : After School Business Careers Talks available for every student.
	Year 12 : WE in Term 3; Post 18 Day; After School Business Careers Talks available for every student.
	Year 13 : Clifford Chance Visit; After School Business Careers Talks available for every student.
<b>Benchmark 6 : Experiences of workplaces : 87</b>	
Have had a meaningful experience of a workplace by the end of year 11	Work Experience for all Year 10 students for 5 days
Have obtained a meaningful experience of a workplace during years 12 and 13	Work Experience for all Year 12's for 5 days
<b>Benchmark 7 : Encounters with further &amp; Higher Education : 91</b>	
Have had meaningful encounters with sixth form colleges	Year 11 & 12 Assembly from CXK, Year 13 Meet the Russell Group (RG) Webinars, Year 13 UK University & Apprenticeship Search Events, Unifrog UK University Fair. Assemblies throughout the year from 6th Form
Have been provided with information about the full range of apprenticeships, including higher level apprenticeship	Assembly from CXK, resources on website, newsletter and on Teams. Reinforced by displays, teachers and Form Tutors. Assemblies by Mid Kent and APP training providers
Have had meaningful encounters with general further education colleges	Assembly from CXK, presentations from Mid Kent
Have had meaningful encounters with independent training providers	Assembly from CXK and other apprenticeship providers as well as access via our website
Have had meaningful encounters with Higher Education Providers	Assembly from CXK, Presentation from Kent Uni, Oxford and UCA
Have had at least two meaningful visits to universities to meet staff and students	Open days to preferred choices organised with head of 6th Form
Have had at least two meaningful encounters with providers of apprenticeships and technical education during KS3 phase that meet the requirements of PAL	Assemblies arranged with 2 Apprenticeship Providers
Have had at least two meaningful encounters with providers of apprenticeships and technical education during KS4 phase that meet the requirements of PAL	Assemblies are booked with Apprenticeship Providers

Have had at least two meaningful encounters with providers of apprenticeships and technical education during KS5 phase that meet the requirements of PAL	CXK assembly taken place and other assemblies are booked with Apprenticeship Providers
Have attended at least two meaningful encounters with providers of apprenticeships and technical education during KS5 phase that meet the requirements of PAL	Attended assemblies and Talks.
Have had at least two encounters that met the requirements of PAL between 1st September in Year 8 and 28th February in Year 9	Assemblies arranged with 2 Apprenticeship Providers
Have had at least two encounters that met the requirements of PAL between 1st September in Year 10 and 28th February in Year 11	Assemblies arranged with 2 Apprenticeship Providers
Were offered at least two encounters that met the requirements of PAL between 1st September in Year 12 and 28th February in Year 13	CXK assembly taken place and other assemblies are booked with Apprenticeship Providers
<b>Benchmark 8 : Personal Guidance : 87</b>	
Have had an interview with a professional and impartial careers adviser by the end of year 11	All year 11 students have been invited to an interview with both an external careers adviser and internal Careers Adviser. SEND students were given priority bookings
Have had at least two interviews with a professional careers adviser by the end of year 13	All Y12 & 13 students are offered 1-2-1 career meetings with both CXK and Inhouse Career Coordinator

## Appendix 2 – Rainham Mark Grammar School - Provider Access Statement

### Introduction

This Policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### Student entitlement

All students in Years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

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). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

### Management of provider access requests

#### Procedure

A provider wishing to request access should contact the School Careers and Volunteering Co-ordinator.

Telephone: 01634 364151

Email: [ewilliams@rmet.org](mailto:ewilliams@rmet.org)

#### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. This can take the form of assemblies, lesson visits, online engagement or special events throughout the year.

Please speak to our Careers Coordinator to identify the most suitable opportunity for you.

#### Premises and facilities

The school will endeavour to provide suitable space and privacy for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist

equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Coordinator or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers Library, which is managed by the Careers Coordinator and is found in the Careers Office F1. Literature can also be found in the school library which is available to all pupils at the start of the school day and lunchtime.

### **Safeguarding**

Our Safeguarding and Child Protection policy can be found here:

<https://www.rmet.org/attachments/download.asp?file=425&type=pdf>

This outlines the school's procedure for checking the identity and suitability of visitors.

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

### **Complaints**

Any complaints with regards to provider access can be raised following the school complaints procedure.

<https://www.rmet.org/page/?title=Policies&pid=34>

*Updated November 24*

## Appendix 3 – Rainham Mark Grammar School – Career Programme

This programme can be accessed via our website:

<https://www.rainhammark.com/page/?title=Our+Careers+Provision+KS3%2C+KS4+%26amp%3B+KS5&pid=371&action=saved>

### **All secondary students:**

Will have access to Unifrog from Year 7 - 13.

Access to our Career 1-2-1 meetings with our Careers Adviser Mrs Williams from Tuesday to Thursday.

Access to Career resources and updates via our Website, Careers office, Teams, lessons and Form time and Assemblies

Every year has a nominated Career Champion to work with the Careers Lead on feedback, status and ideas for the Careers Programme.

Have one subject and one PSHE lesson per term which is Career specific.

Access to a programme of Talks after-school delivered by Businesses and Organisations on their Career Pathways and Industries.

### **Key Stage 3**

- Students partake in the STEM Roadshow in year 7, which we are particularly proud of.
- Year 7 & 8 students take part in a Careers Day in Term 5
- Some year 8 students attend the ADA Lovelace Day at Kent Science Park
- A Careers Fair takes place in Year 9. This is attended by businesses and institutions and takes place prior to GCSE option choices.
- Year 9 students partake in the National Enterprise Challenge.
- All year 9 students have a statutory careers interview with our in house careers adviser, who will give clear, impartial advice on careers and employability. This is to prepare them for their GCSE choices.
- Year 9 take part in the National Skills Challenge Day
- Two assemblies in each year from an Apprenticeship Provider

### **Key Stage 4**

- All year 10, & 11 students have a statutory careers interview with an external consultant from CXK. This is to ensure they make the correct decisions regarding A levels or apprenticeships.
- Year 10 take part in 5 days Work Experience
- Year 11 have an assembly from CXK on Career Pathways and options.
- Talks delivered by BT and Mid Kent College on Apprenticeships
- External Provider delivering advice to SEND students
- Two assemblies in each year from an Apprenticeship Provider

- Year 11 have an assembly from CXK around options and pathways

### **Key Stage 5**

- 6th Form students can visit the offices of Clifford Chance,
- Year 12 undertake 5 days Work Experience.
- Year 12 have assembly from CXK talking about career paths and options.
- Year 12 have Talks from Apprenticeship Providers including Kent Police
- Year 12 & 13 invited to Careers in Sport LIVE at American Express Stadium
- Year 12 are involved in the National Skills Challenge run by Inspirational Learning
- Year 12 attend the UCAS Exhibition.
- Fortnightly sessions on Unifrog to work on personal statements and applications
- Programme of Mock interviews
- Post 18 2 Day event for Year 12 students - which includes sessions from Coca Cola, Kent University and a programme of Talks from over 15 Businesses.
- Year 13 UCA Book a Bus event.
- Year 13 students have Talks from Cambridge and Oxford Liaisons.
- Tailored support around UCAS applications and submissions
- Year 13 have the opportunity to have face-to-face or virtual meetings with outreach universities.

OUR PROGRAMME IS REVIEWED AND ASSESSED ANNUALLY, USING A NUMBER OF SOURCES OF INFORMATION, SUCH AS PUPIL SURVEYS THROUGH MICROSOFT TEAMS, NUMBER OF NEETS (THOSE NOT IN EDUCATION OR EMPLOYMENT) AND LOOKING AT ONWARD DESTINATIONS (APPRENTICESHIPS, UNIVERSITIES, JOBS).

## Appendix 4 – Rainham Mark Grammar School – PSHE curriculum map

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Living in the wider world	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition to secondary</b> Transition to secondary school, new friendships, and respecting others	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Health and puberty</b> Healthy routines, risks of caffeine, influences on health, puberty, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries, inc unwanted touching	<b>Staying Safe</b> Recognising danger, first aid, and staying safe
Year 8	<b>Substance misuse and vaping</b> Caffeine, alcohol, and tobacco misuse and the pressures surrounding their use.	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, sharing intimate photos, and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, scams, media reliability, and gambling hooks
Year 9	<b>Drug use</b> Use of drugs and their effects.	<b>Respectful relationships</b> Healthy and unhealthy relationships and friendships, peer pressure, and dangers of gangs, CSE	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>A changing world</b> AI, Cryptocurrency, and preparing for the future
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change (including grief)	<b>Addressing bullying, extremism and radicalisation</b> Communities, belonging, bullying, and challenging extremism	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Careers</b> CV and cover letter writing, applying to colleges and 6 <sup>th</sup> forms
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities- application to colleges and 6 <sup>th</sup> forms	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<b>The world of work</b> Wages, National Insurance, PAYE, careers opportunities, apprenticeships	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	