



Careers Education Policy

Member of Staff Responsible	Deputy Head - Pastoral
Date of Policy	September 2026
Date for review	September 2027
Approved By Governors	N/A
Distribution:	All teaching staff

Rationale

Rokeby ('the School') is committed to a broad all-round education from which our pupils may develop into successful, collaborative members of the workforce. A suitably challenging academic curriculum is combined with a wide range of co-curricular activities. Alongside this, we recognise that skills for employment are crucial for equipping our students for the diverse, ever-changing and interconnected world.

The Careers work is closely associated with the PSHE curriculum. There is close cooperation between the Head of PSHE, the Deputy Head Pastoral, Deputy Head Academic and the Head of Middle School.

We consider the Gatsby Benchmarks of Good Careers Guidance in our planning (please see the appendix).

Aims

Careers education at the school has the following aims:

- To raise/broaden the aspirations of all pupils
- To ensure that pupils make appropriate, informed decisions about the future of their education and their progress into the world of work.
- To allow them to consider a broad range of career options
- To encourage pupils to achieve their potential and fulfilment through work in their adult lives

Careers Education Programme

Age-appropriate careers education is mapped into the PSHE curriculum strand of Money and Work. The school is committed to providing a planned programme of careers education for all pupils, including age-appropriate information about different jobs and career paths.

The school is committed to providing a planned programme of activities, advice and academic support to enable boys to make the most of the opportunities afforded to them after they leave Rokeby. This could be in the setting of a senior school, or in setting them on a path to a specific career through a programme of visiting speakers from a range of different professional backgrounds as part of our Future Skills program. In addition, the school will work to include careers education and guidance within other subjects across the curriculum, for example, in Year 7, all boys complete a Bronze Arts Award, which includes a section requiring them to research a person who has a career in the Arts. Opportunities to discuss careers within lessons are covered within departmental schemes of work.

We invite visitors to the school to share their career experiences, with the aim that these role models will inform and inspire the pupils. A variety of visitors will be sought to help pupils better understand the wide choice of careers available to them. This provision is particularly targeted at our Year 7 and 8 boys, which may also include visits to places of work or career-themed activities.

The careers education and guidance provided are impartial, showing no bias or favouritism towards a particular institution, education or work option.

The programme will promote equality of opportunity and inclusion. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Monitoring and review

This policy will be reviewed on an annual basis.

Appendix: Gatsby Benchmarks

The below benchmarks are designed to guide the careers provision and progression in secondary-

aged pupils. At Rokeby, this equates to our Year 7 and 8 boys.

The Eight Benchmarks

- 1) **A stable careers programme:** Secondary schools must have an embedded plan that students, parents, and teachers understand.
- 2) **Learning from career and labor market information:** Every student needs access to good data on future jobs and study options.
- 3) **Addressing the needs of each pupil:** Guidance must match individual student needs, equality, and diversity.
- 4) **Linking curriculum learning to careers:** Teachers must show how class subjects connect to real jobs.
- 5) **Encounters with employers and employees:** Students need regular talks and links with working professionals.
- 6) **Experiences of workplaces:** Students should experience real work environments through visits or work experience.
- 7) **Encounters with further and higher education:** Learners must see options like universities, colleges, and training providers.
- 8) **Personal guidance:** Every pupil should have personal meetings with a trained career adviser.