



**Rugeley
John Taylor
School**

Careers Programme
September 2025

Rugeley John Taylor School Careers Strategy

What we will do:

Develop an approach to careers provision which meets the Gatsby 8 benchmarks so that our learners leave our school well prepared for their next stage of education, employment or training, in order to become confident citizens. We will endeavour to provide high quality inclusive careers provision for all our learners throughout all key stages ensuring the highest possible standards pervade our culture and ethos and our offer is accessible to all. An entitlement to impartial high-quality careers advice and guidance will inform learners about the exciting progression routes into Further Education, Higher Education and employment. All learners will be supported to ensure that they successfully navigate their way through the important transition points.

We will endeavour to maximise the number of work-related learning experiences for all our learners including work exposure and virtual work experiences which will be key elements of our programme.

We will work collaboratively with professional partners including the Staffordshire Careers Hub who will support and challenge our practice. Our Careers Leader will work collaboratively with relevant agencies to ensure the Gatsby 8 benchmarks are met using the Compass plus tool. Our Careers Leader will continually strive to add depth to the benchmarks as the school grows in order to enrich our learners to a higher level.

The name of our Careers Leader is: Claire Powell

The name of our Link Governor is: (TBC)

Validation and Evaluation of our Careers programme

Our careers programme will be evaluated, analysed and reviewed using a variety of methods:

- Compass audit tool
- One to one career guidance interviews
- Group discussions (during tutor time and through leadership groups)
- Staff and learner feedback and questionnaires
- Provider feedback
- Parent/Carer questionnaires
- (Year 11 intended destination questionnaire and review)
- (Destinations data)

Careers Standard Framework

Education (CDI, Career Development Institute 2015) Careers development framework (New framework 2021)		Eight Gatsby Benchmarks of Good Career Guidance
Please note the numbered items below relate to the 17 areas of learning for Careers as listed by the Career Development Institute (CDI)		Please note the numbered items below relate to the 8 Gatsby Benchmarks
Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths. 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner 8. Valuing equality, diversity and inclusion 10. Making the most of careers information, advice & guidance (CEIAG) 	Manage career Manage your career actively, make the most of opportunities and learn from setbacks. 4. Exploring careers and career development 11. Preparing for employability 15. Planning and deciding 17. Managing changes and transitions 	 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with Further and Higher Education 8. Personal guidance
Explore possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces. 7. Investigating jobs and labour market information (LMI) 10. Making the most of careers information, advice and guidance (CEIAG) 16. Handling applications and interviews 	Create opportunities Create opportunities by being proactive and building positive relationships with others. 12. Showing initiative and enterprise 14. Identifying choices and opportunities 	
Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community. 9. Learning about safe working practices and environments 13. Developing personal financial capability 	See the big picture Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces. 5. Investigating work and working life 6. Understanding business and industry 	

Our careers programme is delivered through a variety of methods:

Activity	Details	Impact	17 Areas of learning for Careers	Gatsby Benchmark
Displays	Career based displays including subject specific information will be placed around our school and in key areas.	Increased awareness of career options, provoking interest and imparting information.	1,10,14	2,4
Visiting Speakers	Careers focused visiting speakers will be arranged throughout the course of the academic year. These will take place in a variety of formats to ensure wider and specific needs are met.	Learners will have an improved awareness of the variety of jobs and careers available. They will also have gained knowledge of the skills and qualifications required and the realities of the current labour market.	1,4,5,6,9,14	2,3,4,5,6,7,8
<i>(University, College, Post 16 and Apprenticeship information visits)</i>	<i>(Access to Post 16, university and apprenticeship information visits and events will be provided.)</i>	<i>(Learners will be enriched with information and experiences which will support a more informed decision-making process and widen aspirations.)</i>	<i>1,2,3,4,8,10,14, 15,17</i>	<i>2,3,7,8</i>
Aspiration assemblies and activities	Our Careers Leaders and other staff will work collaboratively on resources and work-related learning opportunities to develop aspirant learners.	To encourage all learners to aspire, identify their interests, skills and strengths to develop a Post 16 career pathway through informed choice.	1,2,3,4,5,11,14	2,3,4,5,6,7,8
Learner Voice	Learner voice (formal and informal) will be used to gather learners' views and understanding of careers.	Learners will be offered the opportunity to join a leadership group where they will receive leadership training and take part in feedback activities which informs future planning.	1,2,3,8,12,15,17	3,5,7
Extra-curricular activities	Enriching our learners with visits and clubs to include STEM, sport, performing arts and academic opportunities (this list is not exhaustive).	Fosters confidence, enhances teamwork, promotes networking, increases academic performance and develop skills and interests in preparation for transition and the world of work.	1,2,3,4,8,9,11, 12,14,15,17	3,5,8
Futures Hub	Creation and development of a careers and futures base within our school.	Designated area where learners can access career information, complete application forms and learn more about their opportunities. Learners are aware of their CEIAG entitlement.	1,10,11,14,15, 16,17	2,3,8

Curriculum to Careers	Information, advice and guidance including displays highlighting specific career links to subject areas.	Widen knowledge and interest in specific subject career related jobs.	2,3,4	4,5,7,14
Unifrog	Engage in the careers related platform to complete activities and tasks.	Supports personal profiling, strengths, skills and interests.	2,3,4,8	1,3,4,5,6,7,10,11,12,14,15
Parent/Carer Engagement	Engagement via meetings, school website and newsletters at key points throughout the academic year. Invitations to careers events where appropriate.	Increased parent/carers awareness of the variety of careers available within the local area, nationally and within key areas.	5,10	2,5,7

Key Stage 3 overview:

Activity	Impact	17 Areas of learning for Careers	Gatsby Benchmark
Virtual Work Experience	Opportunity to learn and engage with professionals from a variety of backgrounds, supporting aspirations and curiosity.	1,2,3,4,5,6,7,8,9,10,11	2,3,4,5,7
Careers guidance and interviews	Exploring work related learning opportunities. Advice and guidance to support personal interests.	1,2,3,4,5,6,7,8,9,10,11	2,3,4,5,7
Year 9 Options Process	A thorough and inclusive options process to support informed decision making and widen aspirations	1,2,4,5,7,10,14,15	2,3,4,7,8
Year 9 Options Evening	Opportunity to share options with parents and families who are armed with information and also support their children with the decision-making process.	1,2,3,4,10,11,14,15,16,17	3,6,7,8
National Careers Week	Activities further completed with Form Tutors using resources from National Careers Week.	1,2,3,4,5,6,7,8,10,11,14,15	2,3,4,5,7
National Careers Service Lesson Plan: 2	Local Labour Market and STEM Employers considers different ways of working in starter activity. Learners explore employment opportunities, particularly looking at STEM jobs.	4,5,6,7,11	2,3,4,5,7
Employer Expectations	Department of work and pensions - Jobs matching to learner's skills and starting out in the Local Labour Market raising awareness of some of the apprenticeship and job opportunities.	1,2,3,4,5,6,7,8,9,10,11	2,3,4,5,7
Business Breakfasts	Improved skills in employment readiness, e.g. communication (written and verbal), reasoning skills, etc. Learners will also receive early experience of businesses and job information from talking to and interviewing various professionals.	4,10,11,12,15	3,5,7
Careers Fairs	Learners and parents/carers will have the opportunity to access high quality information relating to futures at key points in Key Stage 3, 4 and 5.	1,2,3,4,10,11,14,15,16,17	3,6,7,8

Key Stage 4 overview:

Activity	Impact	17 Areas of learning for Careers	Gatsby Benchmark
Careers Week	Future careers assemblies: Activities completed with Form Tutors using resources from National Careers Week.	1,2,3,4,5,6,7,8,10,11,14,15	2,3,4
Careers Guidance and Bespoke Interviews	Exploring work related learning opportunities and accessing one to one career interviews to support informed and aspirational decisions.	1,2,3,4,5,6,7,8,9,10,11	2,3,4,5,7
Work experience virtual and external placements	Learners have the chance to learn and explore career choices and gain experience in a variety of situations whilst giving them an insight into full time work.	1,2,3,4,5,6,7,8,9,10,11,14,15	2,3,4,5,7
Duke of Edinburgh.	Duke of Edinburgh Award Scheme helps to develop employability and personal skills as well as volunteering in the local community.	1,2,3,8,12,13,	6
Business Breakfasts, Guest Speakers	An opportunity to learn from professionals in a small social and interactive environment.	1,2,3,4,5,6,7,8,9,10,11	2,3,4,5,7
Careers Assemblies	Careers information assemblies which include presentations by Post 16 providers including apprenticeships and T Levels.	1,2,3,4,5,6,7,10,11,12	2,3,4,5,7
University, College and Apprenticeship Visits	Inspiring learners to experience university and college life and have a wealth of information regarding apprenticeship pathways.	1,2,3,4,8,10,14,15,17	2,3,7,8
Linking Curriculum to Careers	Linking curriculum learning outcomes to career pathways and employability skills with a focus on STEM subjects.	2,3,4,8	1,3,4,5,6,7,10,11,12,14, 15
National University and Apprenticeship Show	Learners will be given opportunities to attend impartial, independently organised futures events to broaden their knowledge and understanding of their Post 16 and Post 18 options.	1,2,3,4,8,10,14,15,17	2,3
University Visits	Learners will visit local universities to experience what it's like to study at a university. These visits will look at all aspects of university life, from studying to finances and campus life.	1,2,3,4,8,10,14,15,17	2,3
Careers Fairs	Learners and parents/carers will have the opportunity to access high quality information relating to futures at key points in Key Stage 3, 4 and 5.	1,2,3,4,10,11,14,15,16,17	3,6,7,8

Rugeley John Taylor School (Draft) Careers Programme

Term	GATSBY	CDI LEARNING AREA	Year 7	Year 8	Year 9	Year 10	Year 11
1A	2 3 8	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Who am I?	What are my interests?	What are my skills?	Reflecting on my career journey: past, present and future	What are my employability skills?
1B	2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Exploring possibilities: dream jobs	Job applications: superhero CVs	What comes after school: the main learning pathways	Exploring employer profiles	Post 16 – Choices, Choices
2A	2 7 8	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	What is a career?	Challenges and rewards of work	Decision making: choosing what to study at KS4	What type of career is best for me?	Decision making: choosing your post-16 pathway
2B	2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	What is an entrepreneur?	Creating the life you want: making a vision board	Taking control of your career journey	Preparing to go on work experience	Researching volunteering and paid work
3A	2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	What is a work-life balance?	What does success mean to me?	Working and earning: managing your money	Wellbeing in the workplace	Money talks: apprenticeships vs. higher education
3B	2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.	Careers and the future	Careers and the climate	What is the labour market and why is it important?	In person, hybrid, and remote: what works best?	

**CDI Learning Aims for each scheme of learning can be viewed on the RJTS Careers Curriculum Overview document.*