



KINGSTONE ACADEMY TRUST

APPROVED DOCUMENT

Careers Guidance Policy	
Relevant School/s:	KHS
Policy Officer:	R Finch
Approval:	Delegated
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Next Review:	Annual
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1. Introduction and Context

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all students to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

Careers education is provided to all students, and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

2. Definition

Careers Education - helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work, Further Education or Higher Education.

Careers Guidance - enables young people to use the knowledge and skills they develop to make informed decisions about learning and work.

3. Statutory Requirements

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all students in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for students from year 7 (instead of from year 8, previously)

- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how students, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website.

This policy complies with our funding agreement and articles of association.

4. Roles and Responsibilities

Careers Guidance will be available to students in the following ways:

- Careers Curriculum – a fortnightly, dedicated slot for all students following a recognised careers curriculum
- Careers material available from the careers office and their library
- Extra support where appropriate: students in Year 9, Year 10 and Year 11 who require additional help are targeted by the SENCO and the Heads of Year
- Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters and at open evenings. Your Child's Future questionnaire published on the Careers section of the school website and included in termly Parent Newsletters
- All staff contribute to CEG through their roles as tutors and subject teachers.

4.1 The Board of Trustees

The Board of Trustees will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented

impartially, includes a range of educational or training options and promotes the best interests of students

- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

4.2 Head of School

The Head of School will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to students by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

4.3 Senior Leadership Team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to students, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

4.4 Careers Leader

Our careers leader is Mrs Rachel Finch, Assistant Headteacher, and they can be contacted by phoning 01981 250224 or emailing careers@kingstoneacademy.co.uk Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations

- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- 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 students 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 to:
 - Make sure they know which students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting students' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Review our school's provider access policy statement at least annually, in agreement with our governing board

4.5 Careers Adviser

Our careers adviser is Mrs Charlene Husband. They can be contacted by phoning 01981 250224 or emailing careers@kingstoneacademy.co.uk They will:

- Support students to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of students with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

5. Our Careers Programme

Our school has a fortnightly, careers curriculum for all years that covers age-appropriate topics and builds on prior learning. Subject curriculums are embedding and supporting the careers programme through their explicit teaching of the 8 Essential Skills to help students understand, demonstrate and value these skills which enhance their academic achievements. Subjects also aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the student to whom the career guidance is given.

It is structured in a way that will build upon previous years, and the overarching aim is to encourage students to think appropriately about their future. We provide aims, objectives and activities for each year group.

5.1 How we meet our requirements

All subjects link curriculum learning with careers through the explicit teaching of the 8 Essential Skills. Additionally, our SPHERE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Information about personal guidance support, and how to access it, will be communicated to students, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

A comprehensive careers curriculum will be delivered to all KS3 which forms a clear basis of information and guidance. This will then be built upon year on year to ensure that students leaving Kingstone have the necessary information and support to make informed choices. careers, work related learning and enterprise programme will be delivered during tutor time

All years will have access to a number of career opportunities as part of the assembly rota and extra careers programme that allow them to research into the labour market and their expectations of job availability and salary, and the training required.

Year 9, in addition, will also be supported with a clear programme for planning and choosing their KS4 curriculum. This support will focus on the collective and the individual in making informed, individual career paths.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9

Key Stage 4

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- Careers curriculum that focuses on specific age-appropriate resources
- Assemblies – a range to allow impartial decision making
- Open Days
- University visits
- Personal statement writing
- CV writing
- Application writing
- Mock Interview event
- Future You event – afternoon and evening careers event

Other events and activities are planned and organised separately throughout the year.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11
- 1 week's worth of work experience placement – Year 10

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, and individual learning activities.

5.2 Students with special educational needs or disabilities (SEND)

All students with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of students with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

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

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to students without SEND that is not also offered to our students with SEND.

5.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how students, parents and carers, teachers and employers can access information about the careers programme.

Students, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting Mrs Charlene Husband chusband@kingstoneacademy.co.uk

5.4 Access to pupil participation records

We measure the progress of students and keep records as they move through the Key Stages.

We 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. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Students have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at the school website.

5.5 Assessing the impact on students

Our careers programme is designed so students and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Staff Voice questionnaires
- From 2026, using the Your Child's Future questionnaire
- From 2026, student voice questionnaire
- Termly Compass + Review with key staff and link Trustee
- Yearly Internal Leadership Review
- Peer-to- Peer Review (yearly) with Fairfield and Wigmore High School

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all students.

6. Links to other Policies

This policy links to the following policies:

Provider Access policy statement

Safeguarding & Child Protection policy

Curriculum policy

Data protection policy

7. Monitoring and Review

This policy, the information included, and its implementation will be monitored by the Quality and Standards Committee of the Board of Trustees and reviewed annually by the Careers Lead.

As a student of Kingstone High School you are entitled to receive a programme of careers education, advice, information and guidance

Your CIEAG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Write a CV
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons
- Collapsed timetable activities
- Guided tutor time
- Access to careers information: books, videos, leaflets and websites - ask for help
- Interviews with the Careers Advisor
- Interviews with College and Business Personnel
- Other subject lessons linked to careers

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the careers programme
- Given extra help if you have special needs