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King's Academy
Prospect

Careers Education Information Guidance and Procedure

Review date: July 2028

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King's Academy Prospect Careers Education Guidance and Procedure

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. Introduction

King's Academy Prospect is committed to providing comprehensive Careers Education, Information, Advice, Guidance, and Work-Related Learning to all students through the curriculum, organised activities, and an independent, impartial IAG service. Our program is designed to meet the unique needs of each student, fostering self-awareness and personal development. We aim to offer timely and relevant information that empowers students to make informed decisions about their futures. This guidance will be delivered impartially and confidentially, specifically tailored to address the distinct requirements of each student.

2. Commitment and statutory requirements

King's Academy Prospect is committed to the DfE's "Careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff (January 2018)". In line with the Government Careers Strategy (December 2017), the Gatsby Charitable Foundation's Benchmarks have been used to develop and improve careers provision in the school.

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

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 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 pupils in years 7 to 13. For more details on these encounters, see our provider access policy statement, which you can find on our website www.kgaprospect.uk.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance 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 schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

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

We also act in line with our statutory duty under 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 www.kgapropsect.uk.

Updated DfE guidance includes new expectations for work experience. Schools should aim to provide one week of work experience for pupils in Year 10. With reforms from September 2025 to incorporate these aims. The current program has made operational changes to support this aim.

3. Aims

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all of our students:

Self-development – assessing their strengths and weaknesses to inform future learning and work choices, and developing positive self-esteem.

Career exploration through the provision of a wide range of resources: careers websites, careers software, books and leaflets, posters and access to impartial careers guidance.

Career Management through making informed choices at key transition periods.

Independent investigation through the use of media sources and employer engagement.

Progression planning for a better journey to work through the provision of Information, advice and Guidance (IAG) from the All Together Guidance Professional in the School.

Links to the curriculum through organised activities and events in association with local education providers and businesses.

An understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

This will be achieved through the following objectives.

The student is an individual.

Ensure that all students have access to the careers department information channels.

Help students identify their strengths, weaknesses, interests and values.

Help students recognise opportunities that are realistically open to them.

Ensure that each student has an individual action plan when seen by a qualified careers guidance professional.

Ensure that each student has opportunities available through special events and careers evenings.

In the curriculum.

Opportunities to develop decision-making skills.

Ensure that students gain an understanding of qualifications and career routes available.

Give students knowledge of the local labour market.

Establish clear learning outcomes for each session.

Ensure that enterprise education is available to students in parts of the school curriculum.

Support the teacher delivering careers.

Ensure that all relevant staff are involved in the planning of the programme.

Disseminate information to relevant staff regularly through school communication systems.

Have clear lesson plans that show relevance and progression.

Ensure that tutors have access to lesson plans and resources beforehand so that they are familiar with the topic.

Monitor and evaluate materials used in lessons and update as necessary.

4. Access to career information

It is important that students have easy access to career information and that there is a well-resourced library area for students and staff to visit. Further education prospectuses should be available both in the Year 12/13 common room and in the careers library. College prospectuses are also available in the careers library, and opportunities are disseminated through school assemblies.

There are several ways in which students are exposed to career information:

Interviews with a qualified careers guidance professional to develop a career plan.

Informal drop-in sessions.

Use of resources in the careers library.

Software on the network, e.g. Careers Pilot.

Information is given through worksheets and other resources in the PHSE programme.

Employer engagement opportunities, including mentoring.

Input into special event days and careers evenings.

We measure and assess the impact of the careers programme on students by using both formative and summative assessment methods. As well as participation, engagement and destination data. We also use the Compass evaluation tool to benchmark best practices.

5. Key Stage aims and objectives

Career-focused activities are delivered through the curriculum throughout the year, spanning all year groups. These are managed by the responsible Curriculum Lead and the All Together Guidance Professional. Participation in activities, both in school and off-site, provides employer contact and further information. The All Together Guidance Professional supports the delivery of Impartial Careers Advice and Guidance and is available to students and staff. Students will be consulted on the impact of the CEIAG programme through questionnaires following activities and an annual survey.

By the end of Key Stage 3, all students will have;

Experienced a general introduction to the world of work and the available career pathways.

Been supported in identifying their qualities and skills.

Attended a 'World of Careers Day', giving an insight into opportunities available in different employment sectors.

Developed the knowledge and skills to investigate career topics and job information with confidence.

Developed the ability to take into account a broad spectrum of opportunities, thus helping them to make relevant choices in their options.

Independent and impartial information, advice and guidance from an All Together Guidance Professional where required during the options process.

Introduction of action planning and interview support.

Awareness of local labour market information.

Accessed the 'Career Pilot' programme.

By the end of Key Stage 4, all students will have:

Reflected on their qualities and explored job skills and opportunities.

Received a personal guidance interview from an independent careers guidance professional.

Used information to develop their ideas and interests for future learning and career routes.

Understood different progression routes and skills needed to progress into employment.

Attended 'Progression Day' where experts represent and speak about different progression pathways.

They are supported in making decisions about their future and are encouraged to take ownership of their career and training opportunities.

Attended a careers evening, supported by various apprenticeship and education providers.

Key Stage 5

Year 12 students are offered a one-to-one interview with an All Together Guidance Professional.

A small careers library is kept in the 6th Form Common Room, which contains prospectuses from all the universities and colleges. Duplicates of all prospectuses are also kept in the main careers library in the LRC.

6. Roles and responsibilities

CEIAG will be delivered by;

- All Together Guidance Professional
- PSHE Co-ordinator
- Form Tutors
- SENCO
- Subject Tutors
- External agencies and businesses, where appropriate
- And supported through mentors, Governors and the Senior Leadership Team.

6.1 Careers Leader

Our careers leader is Siobhan Gallivan, and they can be contacted by emailing sgallivan@kgaprospect.uk. Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage career activities
- Manage the budget for the careers programme
- Support teachers to build careers, education, and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training 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 pupils 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 pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform career advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board.

6.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our 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 pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other career organisations

6.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils 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 pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

7. Professional Development

The All Together Guidance Professional holds the Level 7 Diploma in Career Guidance and Development. Being a registered professional, she ensures that registration requirements are met through regular recorded CPD.

8. Resources

King's Academy Prospect is committed to cultivating a strong and dynamic network with both local and national businesses. Before any engagements, we employ a straightforward questionnaire to ensure that employer presentations align with our objectives. We invite organisations into our school and, when appropriate, facilitate student visits to employer premises.

Acknowledging the significance of digital platforms in today's landscape, we continually update our online resources to ensure fair representation of all colleges and universities, prioritising student aspirations in our Careers Education, Information, and Guidance (CEIG) offerings. We actively encourage students to take part in open days at sixth forms, colleges, and universities.

Our approach is impartial, free from favouritism towards any specific institution. We have established rigorous protocols to ensure that the guidance provided is tailored to meet the individual needs of each student, considering their unique backgrounds and aspirations. Ultimately, our objective is to help every student achieve the best possible outcomes in alignment with their career goals.

9. Entitlement

Students are entitled to receive impartial and confidential careers education, information, advice, and guidance. This will be seamlessly integrated into their overall educational experience, fostering a partnership with students and their parents or carers. The program is designed to promote equality of opportunity, diversity, and inclusion, prioritising the best interests of the students.

Specifically, students at King's Academy Prospect can expect to receive:

- Clear information, advice, and guidance on all available options
- Assistance in determining their next steps after completing their education, including further learning, training, or employment
- A comprehensive CEIAG program aimed at developing the skills and knowledge necessary for making informed choices and successfully transitioning to work and learning
- Opportunities to engage in decision-making regarding matters that impact their education
- Insights into the world of work

Students and their parents/carers are informed of these entitlements through the School's website as well as diarised reminders.

10. Vulnerable Groups

Priority is given to those students identified as most vulnerable. These groups and factors contributing to vulnerable students include;

- Special Education Needs
- Looked after children
- High risk of NEET (RONIs)
- Students involved in the CAF process
- EAL students
- School refusers and persistent non-attenders
- Young carers
- Students from disadvantaged backgrounds

The school collaborates with the local authority (LA) to ensure that all students have the opportunity to engage in training or education. In June, the school submits information regarding students' intended destinations. The LA oversees the college lists and conducts data checks in September as part of its responsibilities. Additionally, the All Together Guidance Professional works closely with the pastoral team to ensure that vulnerable students receive appropriate referrals for specialised Information, Advice, and Guidance (IAG), as well as providing one-on-one support to parents and carers.

11. Referral

An individual collaborating with a student may recognise the need for specialised support from the All Together Guidance Professional. To initiate a referral, one can use a simple booking system and ask for HOY support to ensure the student attends. Throughout this process, the student will be informed, and their perspectives will be considered at all times. Confidentiality will be upheld whenever feasible.

12. One-to-one guidance

Each student will have the opportunity to participate in a personalised, one-on-one guidance session with a qualified careers guidance professional (Level 7) before the conclusion of Year 11, and again during the Sixth Form. In addition, students who have additional or special needs will receive tailored support to meet their specific requirements.

A comprehensive action plan will be developed, incorporating SMART objectives and defined outcomes. In alignment with career planning, students will be instructed on how to effectively research and plan their subsequent steps. This will encompass decision-making processes, access to labour market information, an understanding of diverse learning styles, and specific recommendations for future planning. Enhanced assistance if they have additional or special needs.

Students can expect the following assurances:

Equitable treatment, comparable to that of their peers, is fundamental to our approach to careers education. We are committed to providing each student with confidential and impartial discussions, tailored to their unique preferences and aspirations. To support this process, we will conduct a series of assessments. Students will have access to up-to-date and unbiased career information and guidance, empowering them to make informed decisions about their future pathways. Furthermore, we offer opportunities for students to seek additional information through face-to-face appointments or via email, ensuring that all students feel supported in their career-related inquiries.

13. Monitoring, Review and Evaluation

Compass is utilised to assess our programme against the eight benchmarks of best practice, known as the Gatsby Benchmarks. We evaluate our Careers Program on a termly basis as well as after key events through the following methods:

- Career Fair evaluation forms
- Student feedback and online surveys
- Focus groups
- Case studies
- Destination tracking
- Recording career interventions from Year 7 to 11

The school's careers leader, who possesses the CDI Careers Leader qualification, consistently quality checks the programme's impact and provides recommendations for adjustments based on current educational market trends, students' needs, and any legislative changes.

After conducting career interviews, aspirations, and work experience sessions, we measure and monitor data for effectiveness. Options selection for GCSE and A Level, along with patterns in destinations such as Sixth Form and university, are analysed to evaluate how well the careers program has helped students transition to the next stage of their education.- Respectful interactions from visitors to the school involved in the CEIAG programme

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14. Access arrangements: Further and HE providers, Links with the community, outside agencies and business

King's Academy Prospect is committed to cultivating a vibrant and effective network with local and national businesses. Before any engagement, we utilise a straightforward questionnaire to ensure that employer presentations align with our objectives. We invite organisations to our school and facilitate student visits to employer locations when appropriate.

Recognizing the significance of digital platforms in today's world, we continuously update our online resources to guarantee fair representation of all colleges and universities, keeping student aspirations central to our Careers Education, Information, and Guidance (CEIG) offerings. We actively encourage students to attend open days at sixth forms, colleges, and universities.

Our approach remains impartial, without bias toward any specific institution. We have implemented strict protocols to ensure that the guidance provided is tailored to meet the individual needs of each student, taking into consideration their unique differences. Ultimately, our goal is to help every student achieve the best possible outcomes in alignment with their career aspirations.

15. The Governing Body

There is a link to the CEIAG Governor, and the Governing Body maintains robust connections with local businesses and employers.

The governing body recognises that the careers policy and plan are aligned with the eight Gatsby Benchmarks.

The plan has been developed following the school's legal obligations.