

# **Weald of Kent Grammar School**

## **Careers Education, Information, Advice and Guidance (CEIAG) Policy**

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### **Contents**

1. Vision and intent
2. Statutory requirements
3. Roles and responsibilities
4. Our Careers Programme
5. Measuring & assessing impact, monitoring and evaluation
6. Links to other policies
7. Appendix

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

## **1. Vision & Intent**

To provide every student with a career journey that develops employability skills, curiosity, understanding and meaningful connections between personal learning and work opportunities.

At Weald of Kent Grammar School, high-quality careers guidance is an integral part of preparing students to move through their education and onto the next stage of their life. It equips students to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of an international society and to instil life-long learning, resilience and grit. To do this, our provision aims to:

- Help students be more self-aware about their own skills, aptitudes, values, aspirations and potential
- Help students prepare for the workplace by building the knowledge, skills 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 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 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 is based on the Department for Education's (DfE's) Statutory guidance: Careers guidance and access for education and training providers updated 8<sup>th</sup> May 2025

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 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 and apprenticeships to all students in years 8 to 13, acting impartially and not showing bias towards any route. For more detail on these encounters, see our Provider Access Legislation Policy (Appendix 2).

As an academy in England, we must have regard to the Statutory Guidance when carrying out our duty to ensure that a range of providers are able to access and inform our students about technical education and apprenticeships.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks (updated and published Nov 2024) as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

Definition - 'Careers guidance' covers the full range of activity delivered under the 8 Gatsby Benchmarks.

### **3. Roles and responsibilities**

Careers Leader: Amanda Wehrle

Careers Manager: Sara Swanton

SLT with Careers responsibility: Rachael Northcote

Careers Adviser: Lynn Bayliss (Bayliss Careers and Consultancy)

Careers Link Governor: Gautam Sehgal

#### **3.1 School Responsibilities:**

##### **The school has a series of statutory duties:**

- All registered students at the school must receive careers guidance in Years 7 to 13.
- This careers guidance 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 student.
- Schools 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, staff and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on students; (d) the date of the school's next review of the information.
- There must be opportunities for education and training providers to access pupils in Year 8 – Year 13 in order to inform them about approved technical qualifications and apprenticeships. Cf. Section 6 of this policy. The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 2. This policy and these arrangements must be published on the school's website.
- The school will base its Careers Programme around the 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 regularly measure and analyse its CEIAG offer to inform evaluation, reporting and continuous improvement of the careers provision.
- Where students have EHCPs, their annual reviews from Year 9 onwards must include a focus on preparing for adulthood, including employment.
- The school should keep parents and carers informed at key decision points, help them understand the importance of their role, and ensure their diverse needs are considered throughout the learner's journey. See Appendix 3.
- Ensure all learners gain meaningful workplace experiences to explore career options and build networks — at least one by age 16 and another by age 18.

### 3.2 Careers Leader

Our Careers Leader is appropriately trained to develop and direct the Careers Programme in line with the Gatsby Benchmarks. Ongoing CPD to support the continuous development of the Careers Leader is accessed through the CEC Academy.

#### Our Careers Leader will:

- embed a programme of careers education and guidance, structured around the eight Gatsby Benchmarks, that is known and understood by students, parents and carers, staff, those in governance roles, employers and other agencies. This information will be available on the school website
- ensure that careers education is embedded within the institution's ongoing staff development programme, including training for teachers, subject staff, and all staff who support students
- support teaching staff to highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths
- plan and manage the Careers Learning Journey and ensure it is progressive and responsive to student need
- plan and manage a strategy for how to engage with parents and carers throughout the Careers Learning Journey
- take responsibility for the leading, managing, co-ordinating and networking to develop the Careers Programme
- 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 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 staff member for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required
- plan and manage the delivery of PAL compliant encounters to students and review our school's Provider Access Policy statement at least annually, in agreement with our Governing Board/Trustees
- quality assure the Careers Programme, along with SLT, to ensure continuous improvement; this should include regular evaluation from stakeholders including learners, staff, parents and carers and employers, alongside reviewing progression data. This quality assurance includes the completion of the CEC Internal Leadership Review
- manage and deliver the CEC Future Skills Questionnaire to all students. Use the data to support the improvement of the Careers Learner Journey, targeting support to groups and individuals where knowledge gaps are found
- manage the budget for the Careers Provision
- work towards the strengthened Gatsby Benchmark 6 to ensure learners access multiple experiences of the workplace
- 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)

### **3.3 Senior Leadership Team**

- Undergo appropriate training via fully funded learning providers and CEC Learning Academy
- Support strategic careers planning embedding it across whole-school development planning that is in-line with the school.
- Measure and analyse impact evaluation and quality assurance to inform continuous improvement in line with the vision, intent and priorities of the Careers Provision and share this information with governance and wider school staff.
- Ensure the school's Careers Leader is allocated sufficient capacity, appropriate training and budget to deliver a strategic Careers Provision and regularly meet to review progress and provide ongoing support.
- Support the delivery of whole-school CPD to equip all staff — including teachers, subject specialists, and learner support roles — with the knowledge and confidence to understand and apply impartial careers guidance, as part of the school's integrated Careers Provision.
- Allow providers access to talk to learners in years 8 to 13 about technical qualification and apprenticeships and set out arrangements for this in the school's Provider Access Policy.
- Network with employers, education and training providers, and other careers organisations.

### **3.4 All teachers and subject staff**

- Proactively link curriculum content to relevant careers, regardless of whether the course is explicitly occupation focused.
- Consistently highlight how subject-specific knowledge and skills apply to a broad range of future career pathways.
- Communicate clear progression routes within the subject, including further education, training, and employment opportunities.
- Ensure that, each academic year, every student in every subject receives opportunities to explore how their learning supports career readiness and workplace effectiveness.
- Embed discussions of employability and transferable skills as part of regular teaching and learning practices across the curriculum.

### **3.5 The Board of Trustees**

#### **The trustees must ensure that:**

- independent careers guidance is provided to all students throughout their secondary education (for all 11 - 18 year olds), students aged up to 25 with an EHCP
- students in years 8 to 13 receive at least 6 encounters with a provider of technical education or apprenticeships.

#### Careers guidance should:

- be impartial, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options, including apprenticeships and technical education routes
- consider the best interests of the students to whom it is given.

**The trustees will:**

- appoint a member of the board of trustees who will take a strategic interest in careers education and encourage employer engagement
- undergo appropriate training via the CEC Learning Academy and other available training, such as the Governor Hub
- oversee the development and clear communication of the school's Careers Education, Information, Advice and Guidance and that it is clearly communicated to all stakeholders
- ensure independent careers guidance is provided to all students throughout their education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- support the arrangements that allow 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. The Provider Access Legislation policy can be found Cf. Section 6 and Appendix 2
- monitor and uphold compliance by ensuring the school's careers webpages are accurate, up-to-date, and meet statutory requirements
- champion the implementation of systems to measure, assess, and evaluate the impact of the Careers Provision to drive ongoing improvement.

**4. Our Careers Programme (Careers Learning journey)**

Our school has an embedded Careers Programme, see Appendix 4, that aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory careers guidance to students throughout their education.

Our Careers Programme:

- has been developed to meet the expectations outlined in the Gatsby Benchmarks, see Appendix 1
- does not show bias towards any particular career path and promotes a full range of technical and academic options for students
- delivers aims, objectives and careers related activities appropriate for each year group
- is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future.

Our Careers Programme is delivered via several methods:

- across all key stages it is delivered as part of a separately timetabled PSHE programme. Careers lessons are part of the PSHE programme. Other focused events and lessons are provided from time to time.
- extra-curricular clubs and trips support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs is available on the school website.
- it is delivered through off timetable, enrichment specific events.
- it is delivered through cross-curricular work within all school departments.
- it is delivered in partnership with CEC, Bayliss Career Services and Consultancy, local employers and other outside agencies.
- the Careers Lead and Careers Manager coordinate the careers programme and work closely with the Heads of Years and Deputy Head Teacher (Quality of Care).
- careers information is provided in the Careers Library and is maintained by the Careers Manager.

- impartial face-to-face, one-to-one careers advice is provided by an external Careers Advisor for students in KS4 and KS5.
- vulnerable students are identified by tutors and Heads of Year; CEIAG is integrated through pastoral support programmes, especially in KS4 and KS5.
- CEIAG is delivered through, and closely linked to, student curriculum choices for GCSE and post-16. Students are supported to make informed decisions regarding their pathway on leaving the school, including further learning, training, employment, apprenticeships, entrepreneurialism or other vocational routes alongside traditional A Level, college and university routes.
- the school encourages all Sixth Form students to access a range of university open days and HE exhibitions.
- the school also invites into school a range of motivational speakers, alumni and representatives of key organisations such as gap year providers, colleges, universities, InvestIN, The Education People, apprenticeships, admissions tutors and employees of local companies.
- the school uses Unifrog which introduces students to different career choices and education pathways, including technical routes and apprenticeships. It is used to record student's careers interactions and help them to make informed decisions about what to do after school.
- we are proud to be a Skills Builder Bronze Award School, which recognises our commitment to developing essential life skills in our students through embedding the Skills Builder framework. Our aim is ensuring that every child builds the eight essential skills—Listening, Speaking, Problem Solving, Creativity, Planning, Adapting, Leadership, and Teamwork. Through high-quality teaching and real-world experiences, we equip our students with the tools they need to succeed in education and beyond.
- virtual access to a wider range of careers partners is offered to all students.
- work experience opportunities are encouraged by the school for those students who require this to support their future career aspirations.
- work experience is encouraged and supported for all students throughout their education.
- a work shadow day is encouraged and supported for all students from Year 8.
- students in Year 8, experience the role of a Student Receptionist and carry out daily school-related admin tasks.
- a weekly Careers Newsletter is put together by the Careers Manager. This is shared directly with students, staff, parents and carers. It is shared with KS5 form tutors to deliver the information with students during form time. The newsletter is also communicated with parents and carers each week.
- 'Career of the Week' is distributed to KS3, KS4 and KS5 form tutors to allow discussions surrounding various careers.
- students will complete a Future Skills Questionnaire (FSQ) at various times throughout their Careers journey. The FSQ is a tool to measure students' career-readiness and supports the Careers Leader to evaluate the careers programme by gathering data on students' career knowledge and skills.
- students in Year 10 have the opportunity to participate in the Morrisby Test which is an interactive app that assesses aptitudes, aspirations, personality and priorities through the use of psychometric tests and assessments. The information is analysed and makes career and education suggestions based on the results.

### Key Stage 3

Our Careers Programme includes modules on self-development, time management, decision-making, personal strengths for employment, and career exploration, in addition to embedding the eight essential skills. Students also discuss GCSE Options in Year 9 and making careers choices based on GCSE options. Students have talks from a university and on

apprenticeships. Students in Year 8 have the option to attend a day of work shadowing. Students in Year 9 have the opportunity to take part in the Bronze Duke of Edinburgh's Award, to help them develop employability skills such as communication, commitment, leadership and teamwork.

#### Key Stage 4

Students will have the opportunity to take a psychometric assessment and explore their own personal skills and qualities. They will gain information on a wide range of all Post-16 qualifications, compare post-16 progression routes and then prepare and complete their Applica application. This includes CV production and writing a personal statement. They will also look at Employability Skills and listen to a talk from an external provider on employability skills. Students have access to an independent Careers Advisor. Year 10 students have the opportunity to take part in the Duke of Edinburgh's Silver Award to help them further develop life skills and equip students to recognise achievements and succeed in life. Year 11 students undertake Work Experience in which they receive extensive application support with key opportunities advertised.

#### Key Stage 5

The programme focuses on preparation for post-18 pathways. This includes modules on subjects and careers, one-to-one careers guidance and interview skills. There is a range of visiting speakers such as ex-students, gap year providers, local colleges, admissions tutors and employees of local companies. Students are fully supported in their UCAS applications, including extensive work on how to write their Personal Statements and making appropriate choices. Students in the Sixth Form are encouraged to visit university open days, masterclasses, super-curricular events, taster course and summer schools at a variety of universities, to develop their application profile. Students in Year 12 attend a UCAS Exhibition and Apprenticeship Fair. Students are given whole cohort advice and guidance as well as bespoke individual guidance to access school leaver programmes, apprenticeships, Further Education and Higher Education courses. Students in Year 12 undertake Work Experience in which they receive extensive application support with key opportunities advertised.

#### **4.1 Learners with special educational needs or disabilities (SEND)**

We expect that the majority of students with SEND will follow the same careers programme that meets the

Gatsby Benchmarks, with adjustments and additional support as needed.

Our Careers Leader will work with staff 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, transition plans into higher education or preparing for adulthood.

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

## 4.2 Access to our Careers Programme information

A summary of our school's Careers Programme is published on our website, providing details on how students, parents, staff, and employers can access information, resources, and opportunities to support and engage with the programme. To further support parents and carers in guiding their child through key careers education milestones, we have also published a Parent/Carer Careers Roadmap, see Appendix 3, which outlines important decision points and the support available to help them effectively support their child's journey.

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

For students 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 students.

Our Careers Programme meets the Provider Access Legislation:

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students 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 students to attend. See our Provider Access Legislation Policy Cf. Section 6 and Appendix 2

## 5. Monitoring, Review and Evaluation:

Institutions should ensure the quality assurance and continuous improvement of their Careers Programme; we do this by:

Our 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 Improvement/Development Plan, through:

- **Recording:** The school systematically records careers activities and events using Unifrog and Compass+. Up-to-date information from recording systems and related data on all students 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 development planning, impact evaluation and reporting. Students' perception of their career readiness is measured through the Future Skills Questionnaire and considered by the Careers Leader and senior leaders to inform whole school development planning, impact evaluation and reporting.
- **Evaluation against Learning Objectives:** The school conducts an annual evaluation of the careers programme against defined learning objectives for each year group. These objectives guide assessment of students' progress in acquiring key knowledge, skills, and

behaviours, and inform the ongoing review and refinement of activities to align with programme intent and enhance impact on career readiness.

- **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, alignment to labour market, NEET, etc.
- **Monitoring and Quality Assurance:** The school aims to annually complete the Careers Impact System- Internal Leadership Review to continuously measure and develop the quality of the Careers Programme. 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.
- **Sharing evaluation data:** provide information to parents and other relevant stakeholders on the strengths and development areas of the Careers Provision highlighted from the monitoring, reviewing and evaluation processes.

## 6. Links to other policies and documents

This policy links to the following policies:

- Provider Access Legislation policy
- Child Protection policy
- Curriculum policy

Authors:	Amanda Wehrle	Reviewed:	November 2025
Link Trustee/s:	FTB	Next Review Date:	November 2028
Ratified by Trustees: 2 December 2025 FTB			

## Appendix 1 - The Gatsby Benchmarks

<p>1. <b><u>A stable careers programme:</u></b> Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</li> <li>• The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</li> <li>• The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.</li> <li>• - The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.</li> </ul>	<p>The school has a stable, structured careers programme that has the appropriate explicit backing from stakeholders and an appropriately trained careers leader responsible for it.</p> <p>The careers programme is tailored to meet the needs of all students and is linked to the whole school development plan. It sets out how parents and carers will be engaged throughout.</p> <p>The careers programme is published on the school website and is communicated in various ways to all stakeholders.</p> <p>The programme is regularly evaluated using feedback from all stakeholders to increase its impact.</p> <p>Students complete the FSQ throughout key transition points in their education to help evaluate the careers programme.</p>
<p>2. <b><u>Learning from career and labour market information:</u></b> All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special</p>	<ul style="list-style-type: none"> <li>• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</li> <li>• Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</li> </ul>	<p>Through subject lessons, PSHE lessons, guest speakers, careers events, etc students gain quality information about future study options and labour market information and opportunities.</p> <p>Parents and carers have access to Unifrog. There is information for parents and carers on the school</p>

<p>educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>		<p>website, in addition to a weekly careers newsletter.</p> <p>Students in Years 11-13 have access to an external careers advisor who shares LMI.</p>
<p><b>3.</b> <b><u>Addressing the needs of each young person:</u></b> Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li> <li>• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</li> <li>• For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</li> <li>• Schools should 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.</li> <li>• - Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</li> </ul>	<p>The careers programme aims to raise aspirations in addition to challenge stereotypical thinking and embed equality and diversity considerations.</p> <p>Students in Years 10-13 can access careers advice from our external advisor. We keep systematic records of individual advice which students also receive as a follow up to each appointment.</p> <p>We collect and maintain data on student destinations.</p> <p>Alumni data is collected and recorded and is used to support the careers programme by inviting alumni to talk to students at careers fairs, lesson and assemblies, etc.</p>
<p><b>4.</b> <b><u>Linking curriculum learning to careers:</u></b> As part of the school's programme of careers education, all teachers should link curriculum learning with</p>	<ul style="list-style-type: none"> <li>• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>• Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</li> </ul>	<p>Careers is embedded across all subjects to ensure students learn how the knowledge and skills are developed in each subject.</p> <p>Subject Careers Champions support the linking of curriculum learning with careers.</p>

<p>careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>		<p>Essential skills through the Skills Builder Partnership programme enables students to learn and develop their essential skills within the curriculum.</p> <p>Careers is part of the School Development Plan and forms part of the school's ongoing staff development programme.</p> <p>Careers is linked to trips and visits to ensure that students are learning how educational visits form part of careers learning and development.</p> <p>'Career of the Week' is advertised in the Student Bulletin, showcasing a wide-range of careers.</p>
<p><b>5.</b> <b><u>Encounters with employers and employees:</u></b> Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</li> <li>• A meaningful encounter will: <ul style="list-style-type: none"> <li>- have a clear purpose, which is shared with the employer and the young person</li> <li>- be underpinned by learning outcomes that are appropriate to the needs of the young person</li> <li>- have opportunities for two-way interactions between the young person and the employer</li> <li>- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter</li> </ul> </li> </ul>	<p>Students in all year groups have the opportunity to participate in a meaningful encounter during National Apprenticeship Week.</p> <p>We host an annual Careers Fair with Industry Expert talks where students are exposed to a wide variety of employers and businesses.</p> <p>We have a range of speakers offering their expertise and advice for various year groups. These take place during assemblies, PSHE, subjects lessons, enrichment days and extra-curricular.</p> <p>Year 12 students have taken part in a successful Mock Interview Day where they were interviewed by a wide variety of employers.</p>

<p><b>6.</b> <b><u>Experiences of workplaces:</u></b> Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had meaningful experiences of workplaces.</li> <li>• By the age of 18, every pupil should have had at least one further meaningful experience.</li> <li>• A meaningful experience will: <ul style="list-style-type: none"> <li>- have a clear purpose, which is shared with the employer and the young person</li> <li>- be underpinned by learning outcomes that are appropriate to the needs of the young person</li> <li>- involve extensive two-way interactions between the young person and employees</li> <li>- include opportunities for young people to meet a range of different people from the workplace</li> <li>- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace</li> <li>- include the employer providing feedback to the young person about their work</li> <li>- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience</li> </ul> </li> </ul>	<p>Year 8 and Year 10 students have the opportunity to take part in a Work Shadow Day. Students reflect on their experience.</p> <p>Year 8 students experience being a Student Receptionist for the day, where they carry out school-related admin tasks.</p> <p>Year 11 and Year 12 students take part in a week-long Work Experience. This could be made up of in-person WEX or Virtual WEX, or both.</p> <p>We offer a Peer Mentoring Scheme.</p> <p>Students reflect on the WEX and the knowledge and skills gained from the experience.</p> <p>Students are asked to share their WEX insights to younger students.</p> <p>Unifrog is used to track and monitor uptake for Year 11 and 12 WEX.</p>
<p><b>7.</b> <b><u>Encounters with further and higher education:</u></b> All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</li> <li>• By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.</li> <li>• A meaningful encounter will: <ul style="list-style-type: none"> <li>- have a clear purpose, which is shared with the provider and the young person</li> <li>- be underpinned by learning outcomes that are appropriate to the needs of the young person</li> <li>- involve a two-way interaction between the young person and the</li> </ul> </li> </ul>	<p>We have various guest speakers during assemblies and PSHE discussing higher education routes.</p> <p>Year 10 have a talk by external company, InvestIN.</p> <p>Year 12 have a talk regarding Personal Statement writing and what higher education institutions look for.</p> <p>Annual Careers Fair has representatives from further and higher</p>

<p>(ITPs), universities and in the workplace.</p>	<p>provider</p> <ul style="list-style-type: none"> <li>- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to</li> <li>- describe what learning or training with the provider is like</li> <li>- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.</li> </ul>	<p>education institutes, in addition to apprenticeship and College routes.</p> <p>We have guest speakers from North Kent College and other apprenticeship providers during National Apprenticeship Week.</p> <p>Students are encouraged to visit colleges and universities.</p>
<p><b>8.</b> <b><u>Personal guidance:</u></b> Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.</li> <li>• Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.</li> </ul>	<p>Students in Years 11-13 are able to book appointments with Lynn Bayliss, our external careers advisor.</p> <p>Parents and carers of Year 11 are communicated with on how to book an appointment on their child's behalf.</p> <p>Students with SEND are automatically booked an appointment and may attend with a designated adult.</p> <p>Information on how to book an appointment is on the school website.</p> <p>Students are provided with individual feedback following their careers appointment.</p> <p>Students may book a further appointment if required.</p>

Appendix 2: Careers Learning Journey



# My Career Journey at Weald of Kent

