



KINGSDOWN SCHOOL

Careers Education, Information, Advice and Guidance 2025

Last reviewed on:	December 2025
Next review due by:	December 2027

1. Rationale:

A Career is a personal journey through an assortment of opportunities that include learning, working and career breaks.

Careers Education, Information Advice and Guidance (CEIAG) is about helping young people to build knowledge and develop self-help skills that will enable them to maximise the opportunities available to them throughout their lives. The programme will emphasise the links between living, learning and earning, and the effect a decision in one of these elements has on the others. This will include managing change and dealing with success, disappointment and the unexpected. Young people need to be aware that they are entering an adult world where situations frequently change, so they need to be flexible.

2. Introduction

The programme at Kingsdown School reflects the latest National Guidance for CEIAG and draws upon the following references in particular:

2.1 Legislation and guidance

Careers guidance and access for education and training providers:

[Statutory guidance for governing bodies, school leaders and school staff](#)
[CDI Code of Ethics](#)

3. Procedures and practice

The careers programme is aligned to the Wheel of Excellence - the foundation that underpins everything, ensuring that 'We know our students', 'We teach them well' and 'We have high expectations'. Aligning with the school mission statement: 'We champion each and every student' and the Kingsdown Beats, PRIDE, AMBITION, STRETCH, CHALLENGE, RESPECT, RESPONSIBILITY and incorporating the development of key transferable skills. It is designed to meet the 8 Gatsby Benchmarks:

(Information about the programme is published on the school website)

Benchmark 1: A stable careers programme

Benchmark 2: Learning from career and labour market information

Benchmark 3: Addressing the needs of each pupil

Targeted support for vulnerable and disadvantaged young people

Information sharing

Benchmark 4: Linking curriculum learning to careers

Benchmark 5: Encounters with employers and employees

Benchmark 6: Experiences of workplaces

Benchmark 7: Encounters with further and higher education

New legal duty: access to providers of technical education and apprenticeships

Benchmark 8: Personal guidance

3.1 Entitlement

Students are entitled to CEIAG, which meets professional standards of practice and is both

personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The school recognises the important role that parents have in their child's career development. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity. The school recognises the importance of basing the approach to teaching, learning and assessment on evidence of what works in career education and guidance. emphasise the importance of creating rich learning environments and designing compelling learning experiences for students.

The careers programme is designed to meet the individual needs of the students at Kingsdown School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training.

Teachers in Kingsdown school and qualified career professionals will support students' career development in a number of ways, including:

- Access to broad and balanced curriculum provision • Have the opportunity to learn the different STEM subjects to help them gain entry to, and be more effective workers within, a wide range of careers (by the age of 14)
- By the age of 16, every student will have had meaningful experiences of workplaces additional to any part-time jobs they may have (by the age of 16) both virtually and in person.
- To have meaningful encounters with local employers, employees and the self employed through talk, workshops both virtually and in person.
- To engage with a range of providers about the opportunities they offer, including technical education and apprenticeships, through careers events, career fairs, assemblies and group discussions and aspirations week.
- Understand how to make applications for the full range of academic and technical courses available.
- Information and discussion in lessons, drop-down mornings and assemblies to help students make informed decisions about their future
- Access to our level 6 careers adviser in a variety of ways, including individual meetings, drop-in sessions, workshops, career fairs, enrichment activities, parents evenings and on results days
- Careers information and I.T based careers programmes such as Career Pilot, Unifrog and Springpod.
- Information and updates on notice boards, plasma screens and the school website
- Identifying the needs of all students to target students who require early or additional support in their transition

Parent/Carer entitlement

Parents can access careers support for their child in a variety of ways including:

- Individual meetings, drop-in sessions, evening careers events, parent evenings and on results days

- Careers information and computer-based careers programmes
- Information and updates through the careers bulletin on the parent portal and social media.

Equality and Diversity

All students, regardless of their race, class, gender, faith or special educational needs, have the same access to our resources, wherever possible.

The careers programme is monitored and reviewed through recordkeeping, tracking and observation. Each element of the programme is evaluated and reported on to SLT and Governors.

The school has strong partnerships with employers, Further and Higher Education and training providers, Study Higher, Swindon & Wiltshire Careers Hub – Enterprise Coordinators and Enterprise Advisers and the Gloucestershire & Wiltshire Partnership (for the ASK - The Apprenticeship Support and Knowledge for Schools and Colleges Programme).

The Alumni network is in development to enhance the school community and to further enhance the career-related learning opportunities for students.

3.2 The Wider Contribution of CEIAG:

Literacy: Careers Education will help learners to develop skills in accessing, selecting and understanding information, research, careers-related vocabulary, recording their ideas and information and their communication in 1 to 1 and small group settings (speaking and listening).

STEM subjects: The careers champion collaborates with the Science, Maths and Technology departments to provide learners with experiences linked to STEM subjects. This experience is organised in conjunction with external partners and companies, giving students experience of the workplace.

ICT: Learners are encouraged to use ICT. Appropriate use of the internet, and dedicated software programmes (There are direct links to information, local further education, higher education, and job finding skills sites).

Special Educational Needs:

The Careers Co-ordinator will identify students in most need of support through liaison with the SENCO and Year 10 and 11 offices.

Key Skills: Elements of the CEIAG programme will raise learners' awareness of employability skills and their relevance to future working life.

3.3 Implementation: Management

Responsibilities are spread between the Assistant Headteacher with oversight of CEIAG and the Careers Co-ordinator. They plan, coordinate and evaluate the careers programme.

Heads of departments and progress leaders are consulted to ensure appropriate coverage of careers themes in the PD programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is coordinated through the work of the Careers Co-ordinator and prioritised through the School Improvement Plan.

4. Staff roles:

The Careers Co-ordinator will

- provide individual careers guidance and support, and is responsible for updating careers information.
- help young people apply the knowledge and skills they have learnt to make realistic decisions.
- to work with parents to support students with additional needs to transition to post 16.
- profile their work through assemblies, tutor time and Personal Development lessons.
- Use the careers guidance room to complete detailed 1:1 sessions.

Teachers of personal development deliver the careers units in lessons. Including developing aspirations, making students aware of different careers and pathways into post-16 and post-18 possibilities.

Tutors champion their tutees; they have important conversations about post-16 options as well as linking progress in lessons to future careers.

Subject teachers, support staff, other adults (relate other elements of their lives to career decisions). All staff and education partners are expected to:

- to have regard to the 2019 code of ethics of the Career Development Institute.
- contribute to the career learning and development of students in their different roles.

SLT and the Careers Link Governors have responsibility for the strategic overview of the policy, CAEIG programme and School Improvement plan.

5. Action planning, monitoring and review

The KDS Careers Education, Information and Guidance Strategy has been introduced to ensure our high-quality CEIAG provision continues. This is updated yearly. Within this, we have 4 strategic objectives for the next two years. These are:

Strategic Objective 1:

- To continue to broaden the aspirations of all students regardless of need or ability.

Strategic Objective 2:

- To provide opportunities for all students to see the relationship between what they learn within the formal curriculum and the wider world of work - Linking the curriculum learning to careers.

Strategic Objective 3:

- To actively encourage parental engagement in an appropriate and effective careers programme.

Strategic Objective 4:

- To provide opportunities for all students to have meaningful encounters with employers and the workplace in all years.

The plan and policy are aligned with the School Improvement Plan.

In Year 9, all those learners who are on the SEND register or are identified as Disadvantaged or have particular problems preventing them from participating fully in the school curriculum will have a guidance interview to support their option choices.

In Year 10, a focus group of learners in most need of guidance from the Careers Coordinator is identified with help from tutors using pre-agreed criteria. These learners will be seen by the Careers Co-ordinator in the latter part of Year 10.

All Year 11 learners will be given a careers interview to provide guidance and support in decision-making and applications to post-16 provision.

Information: comprehensive, reliable and up-to-date information is available to all students in the Careers Resource Centre. Information is available on a full range of occupational areas as well as for choosing courses, relationships, finance, health issues, and wider interests. The Careers Resource Centre is maintained by the Careers Champion. The careers online blog is kept up to date by the Careers Champion, in conjunction with the school's ICT support team.

Action planning, academic tutoring, recording of achievement: learners review their progress and set targets with their tutors termly in their champion record.

Assessment: learning outcomes are linked to the Gatsby Benchmarks. Students' experience of the Benchmarks is tracked by the Careers Co-ordinator.

Resources: CEIAG is funded through an annual allowance. Sources of external funding are applied for when they are available.

Staff Development: The Careers Co-ordinator will update the school on the latest developments through training courses on a regular basis. They, in turn, organise in-house training and updates with all appropriate staff. Training needs of the Careers Coordinator, tutors and careers teachers are reviewed annually.

Monitoring, review and evaluation An annual cycle of planning and review is undertaken. Annual Improvement and Maintenance Plans have to be submitted for consideration in September for the following academic year; review of the previous year's plans takes place in the Autumn Term with the Headteacher. Review takes place through student feedback (focus groups), student questionnaire, tutor team meetings, careers steering group meetings, annual review meetings and informally.

Signed by :
Emma Leigh-Bennett
Headteacher

Signed by :
Luke Walduck
Chair of Governors

Date :

Date :