



Careers Policy

Chair of Governors signature

Headteacher's signature

Ratified: subject to ratification

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Person responsible for overseeing the implementation: Laura Nussey, Deputy Headteacher



Stowe Valley

MULTI ACADEMY TRUST
Stowe Valley Multi Academy Trust

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Careers Education, Information, Advice and Guidance Policy

1. Introduction

- 1.1 Kineton High School is committed to providing Careers Education, Information, Advice and Guidance (CEIAG) to all students through the curriculum and organised activities. We are presently working towards the 'Prospects Quality Award in CEIAG' to demonstrate the provision of a high quality and impartial service.
- 1.2 Careers guidance will focus on the specific needs of the individual students to promote self-awareness and personal development. We aim to provide current and relevant information to enable each student to make informed decisions about their future. CEIAG is presented in an impartial manner and differentiated and personalised to suit the requirements of each individual student.

2. Statutory Duty

- 2.1 The statutory duty (DfES March 2015) requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 8 to year 13.
- 2.2 The governing body must ensure that the independent careers guidance provided:
 - Is presented in an impartial manner
 - Includes information on the range of education or training options, including apprenticeships, vocational and technical qualifications
 - Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

3. Aims

- 3.1 CEIAG at Kineton High School promote the following in all students:
 - Self-development – assessing strengths and weaknesses to inform future learning, work choices and the development of positive self-esteem. Students will understand themselves and the influences on them.
 - Career exploration through the provision of a wide range of resources: employer engagement, websites, Books, leaflets, posters and access to impartial careers guidance.
 - Work place experience through the Year 10 and Year 12 Work Experience programmes.
 - Independent investigation through the use of suggested websites and other resources.
 - Progression planning through the provision of CEIAG from external careers advisors, support across the curriculum, organised progression activities, events and association with local colleges, universities and businesses.
 - Development of understanding of the changing nature of work, learning and career choices, including the full range of post-16 and post-18 education or training options, including apprenticeships, vocational and technical education qualifications.

4. Commitment

- 4.1 Kineton High School is committed to providing a planned programme of careers education, information, advice and guidance for all students, in all years, in partnership with external agencies. All students will leave the school, having secured a placement on a suitable pathway, with the skills and knowledge required to support their entry to further education or employment. Kineton High School actively promotes parent/carer involvement through events, information evenings and communication of information throughout the year.

5. Entitlement

- 5.1 Students are entitled to careers education and guidance that is impartial and timely. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given.

6. Provision

- 6.1 CEIAG is overseen and managed by the Careers Leader. Regular meetings with the careers advisor and external careers professionals ensure a planned provision is in place.
- 6.2 Careers resources, available in the schools' careers office and Sixth Form Library for all students, are relevant and up- dated regularly. Access to careers research tools and the internet are easily available outside of lesson times.
- 6.3 The Character and Culture (C&C) programme includes careers schemes of work, in each year group, from year 7 through to Year 10. The programme content covers self-development through careers and work-related education, careers exploration and careers management. The schemes of work are positioned within the academic year to ensure that students receive timely and supportive CEIAG at key transition points. This includes support with the Options process in Year 8, preparing for work experience and post 16 and post 18 pathway choices. All year 10 students will participate in our Work Experience Programme and Business and Enterprise Activities day. Careers events and outside speakers will be arranged according to the needs of individuals or targeted groups of students.
- 6.4 Alternative provision and extra support will be provided for identified students through opportunities provided by local colleges. These students will receive further support from our Student Support Team as appropriate to help them make a productive transition to post 16 pathways.
- 6.5 All Key Stage Four students will receive one or more one to one careers interviews to help support them in their post-16 pathway choices. All students in Key Stages 3 and 4 have the opportunity to request individual careers interviews. Tutors can also request an interview for students for whom they think it would be beneficial. At risk students are given priority.
- 6.6 As a part of the year 12 and 13 Study Programmes, students receive CEIAG through timetabled lessons, once per fortnight, delivered by their tutors. Here they will explore the full range of options and opportunities open to them, continue with self-development through careers and work related learning and develop their knowledge and understanding of careers management. Students are supported throughout Sixth Form by their tutors and all have the opportunity to request one to one

careers guidance meetings. Support is given for applications to University or other pathways via individual expert guidance. There is a dedicated tutor responsible for guiding students through the UCAS system.

6.7 The Careers Leader is responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required.

6.8 Key Stage 3 Provision

- Curriculum support in all subjects promoting related job advice
- The Allotted time through the C&C programme for self-development focusing on lifestyle and progression
- Access to careers software via C&C lessons and tutor time
- Yr8 parents and students are invited to attend two evenings, one to discuss progress with the students' teachers and one to receive advice and guidance on the Options process, this will include the opportunity to speak with the schools' careers advisor. Students also embark on a C&C Programme to assist them in their choices
- An introduction to careers resources
- Events that promote the wide range of career opportunities available
- Assemblies and other information on KS4 options including vocational and technical qualifications and apprenticeships.
- Opportunity to request an individual careers guidance interview.

6.8.1 By the end of Stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options, and prepared target setting that sets broad learning goals for the 14-19 phases.

6.9 Key Stage 4 Provision

- Allotted time through C&C lessons for self-development focusing on careers and progression
- Access to careers software via C&C lessons and tutor time
- One week work experience placement which focuses on students' future career aspirations, allowing learning about work through the experience of work
- Presentations by providers, including college Open Days and Apprenticeship opportunities
- Careers interviews for every Year 10/11 student
- Information on College Open days and apprenticeship vacancies
- Support with completing application forms and access to computers for on-line registration
- CV writing and letters of application writing skills
- Mock Interviews

- Parent information evenings
- Close monitoring of vulnerable students.

6.9.1 By the end of stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the World of Work through a work placement
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves
- Offers of other activities such as NCS

6.10 Key Stage 5 Provision:

- Minimum of one week's work experience
- Presentations by employers, universities, apprenticeship providers, alumni and offers of other opportunities such as NCS
- Careers interviews where appropriate
- Information on College and university Open dates
- Information on opportunities for apprenticeships/work placements/internships/ a year in industry etc.
- Support with completing application forms, including UCAS and access computers or online registration
- Supported CV and Personal Statement sessions
- Parent evenings
- Close monitoring of vulnerable students by Sixth Form Coordinator.

6.10.1 By the end of stage 5, all students will have:

- Further developed their self-knowledge, career management and employability skills
- Used a range of websites, ICT software and other sources of advice to investigate post 18 pathways and potential career choices
- Gained further experience of the world of work through work placements
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-18 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Secured a place in education, employment or training.

7. Equal Opportunities

- 7.1 We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching and guidance strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full provision.

8. Monitoring and evaluation

- 8.1 The Careers Leader will monitor the planning, teaching and learning of CEIAG regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. Teachers will report on progress, attitude and effort of students termly and this will be monitored and reviewed by the Assistant Head. The schemes of work and policy will also be reviewed according to the review cycle.

9. Confidentiality

- 9.1 All teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

10. Providers Access Policy Statement

10.1 Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

10.2 Pupil entitlement

All pupils in years 8 to 13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils 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 pupils to attend.

10.3 Management of provider access requests

Procedure:

A provider wishing to request access should contact; Mrs Laura Nussey, Deputy Headteacher
Nussey.l@stowevalley.com

Opportunities for access:

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

11. Links with other policies

11.1 This policy recognises and is applied in accordance with Kineton High School's policies for Teaching and Learning; Personal, Social, & Health Education and Citizenship; Equal Opportunities; Health and Safety; Students with SEN and Disabilities; and Supporting Looked after Children.

11.2 This policy is written to reflect DfES statutory guidance and best practice within CEIAG.

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APPENDIX

Summary of Careers Programme at Kineton High School

Year Group	Programme/Provision	When this takes place....
7	<ul style="list-style-type: none"> • Introduction to Careers. • Meaningful encounters at annual careers fair with employers/universities/colleges/ apprenticeship providers • Self-awareness and self-development. • How to seek further information about possible career pathways. • How to ensure as many options as possible are open. • How our values and beliefs help open or force closed options. • Enrichment week; meaningful encounters with external employers 	Autumn Term Spring Term Summer Term
8	<ul style="list-style-type: none"> • Introduction to apprenticeships and vocational qualifications via assembly talks/presentations from external organisations • Developing self-awareness of personal skills and qualities. Exploring how the skills developed in each subject contribute to making one more EMPLOYABLE. • Exploring the current workplace and the potential workplace of the future. • The Options process – choosing subjects that maximize future employability • YEAR 8 OPTIONS • Meaningful encounters at annual careers fair with employers/universities/colleges/ apprenticeship providers • Enrichment week; meaningful encounters with external employers 	Autumn Term Spring Term Summer Term
Year 9	<ul style="list-style-type: none"> • Preparing for the future. How employable am I currently? What targets must I set to become more employable? • Reviewing progress so far – how are my career aspirations looking in the light of this? • Options guidance • Meaningful encounters at annual careers fair with employers/universities/colleges/ apprenticeship providers • Enrichment week; meaningful encounters with external employers 	Autumn Term Spring Term Summer Term

Year 10	<ul style="list-style-type: none"> • Pathways – what providers can offer in terms of post 16 options. • Careers – one-to-one interviews to explore options and establish an action plan. • Enterprise Day – developing team building skills in an enterprise scenario. • Introduction to apprenticeships and technical (T-Levels) and vocational qualifications via assembly talks/presentations from external organisations • Meaningful encounters at annual careers fair with employers/universities/colleges/apprenticeship providers • The world of work – gaining a greater insight, culminating in WORK EXPERIENCE 	Autumn Term Spring Term Summer Term
Year 11	<ul style="list-style-type: none"> • One to One Interviews for students needing further guidance. • CV writing and Cover letter writing skills • Interview techniques including mock interviews by external organisations • Introduction to apprenticeships and technical (T-Levels) and vocational qualifications via assembly talks/presentations from external organisations • Meaningful encounters at annual careers fair with employers/universities/colleges/apprenticeship providers • Preparation for Sixth Form (for some) • Post 16 destination confirmations 	Ongoing from September Autumn Term Spring Term Summer Term
Year 12	<ul style="list-style-type: none"> • A number of presentations and external visits around the theme of life after sixth form, including finance and next steps • Talks by Apprenticeship and alternative HE options; vocational opportunities/colleges • Interviews for students not certain of university route with Action Plans established • Meaningful encounters at annual careers fair with employers/universities/colleges/apprenticeship providers 	Autumn Term Spring Term
Year 13	<ul style="list-style-type: none"> • University applications • Meaningful encounters at annual careers fair with employers/universities/colleges/apprenticeship providers • Post 18 support and guidance 	Autumn Term Spring Term Ongoing from September