



## KGA CAREERS VISION AND STRATEGY

### Challenge - Aspire - Network

#### Students CAN:

- **Challenge** and be challenged to develop employability skills, courage and confidence through our integrated careers programme.
- **Aspire** to a bright future that is well-informed and transcends barriers by accessing up-to-date LMI, career-planning tools and advice and well-developed career plans.
- Increase and utilise their **network** effectively by meeting a diverse range of employers and education providers and discerning the range of pathways on offer from this.

#### GATSBY BENCHMARK ASSESSMENT

No.	Benchmark	September 2025
1	A stable careers programme	100%
2	Learning from career and labour market information	100%
3	Addressing the needs of each pupil	100%
4	Linking curriculum learning to careers	100%
5	Encounters with employers and employees	100%
6	Experiences of workplaces	100%
7	Encounters with further and higher education	100%
8	Personal guidance	100%

**KGA CAREERS FRAMEWORK**

Year	Strategy	Aims	Measurable Outcomes
7	CHALLENGE	<p>Students expand their experiences and develop their skills through school and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>Students completed <b>Skills Builder modules</b> every Friday in Week A during tutor time.</li> <li>Students develop their skills and gain experience of work through challenges set by employers</li> </ul>
	ASPIRE	<p>Students describe themselves, their strengths and preferences recognising where their interests lie and what future opportunities and pathways sounds appealing, regardless of their background.</p>	<ul style="list-style-type: none"> <li>Students attend a <b>Year 7 Careers Assembly</b><sup>1</sup>, highlighting the importance of ‘doing stuff’, aspiring high, gaining skills and understanding the future pathways that are available whilst also hearing from student ambassadors and understanding what sixth form is all about.</li> <li>Students attend <b>3 Careers Lessons</b> where they complete the Future Skills Questionnaire and are introduced to Careerpilot as the careers tool they will use over the next 5 – 7 years, learning about Jobs of the Future and Green Jobs, understanding how it can support their future career planning and developing and reflecting on their essential skills.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times</b><sup>2</sup>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> </ul>
	NETWORK	<p>Students find out about different kinds of organisations and careers/jobs, meet role models and understand why people might move jobs and careers many times throughout their working life.</p>	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> and speak to numerous employers and education providers and gain an insight into their business and opportunities available</li> <li>Students are encouraged to attend <b>Careers Insights</b> and have the opportunity to ask questions and listen to the industry professional’s experiences.</li> <li>Students take part in a <b>mini interview</b> where they practice talking positively about themselves to someone they have not met before to increase their confidence in networking and to enable them to hear about others’ career paths</li> </ul>

<sup>1</sup> To take place in Term 1 or 2 during a Year Group Assembly slot

<sup>2</sup> To take place early in Term 1 before the week leading up to the Careers Fair

**Monitoring and Evaluation:**

1. Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
2. Pupils complete the Future Skills Questionnaire in Term 1 which asks questions related to career knowledge and the essential skills for life and work. This will be compared to the results of the same questionnaire repeated the following year in Term 1 to monitor annual progression.
3. Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.

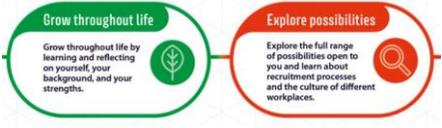
Year	Strategy	Aims	Measurable Outcomes
8	CHALLENGE	<p>Students recognise the employability skills and where they are used in the work place, aiming to develop these, particularly in the areas they find most challenging.</p>	<ul style="list-style-type: none"> <li>Students attend <b>3 Careers Lessons</b> where they complete the Future Skills Questionnaire and use Careerpilot to focus on their own skills and skills required for jobs, learning how to speak positively about themselves, creating their first skills profile, choosing their key areas for development and setting goals.</li> <li>Students completed <b>Skills Builder modules</b> every Friday in Week A during tutor time.</li> <li>Students update their <b>Record of Achievements</b> on the last Wednesday of each term during tutor time, reflecting on their achievements and future goals.</li> </ul>
	ASPIRE	<p>Students develop their career planning and decision-making by discovering a range of careers linked to the subjects they study and through understanding how careers and lifestyles go together.</p>	<ul style="list-style-type: none"> <li>Students attend a <b>Year 8 Careers Assembly</b><sup>3</sup> recapping the importance of extra-curricular activities, aspiring high, gaining skills and understanding the future pathways that are available whilst also hearing from student ambassadors and understanding what sixth form is all about.</li> <li>Students attend a <b>Year 8 Apprenticeship assembly</b>, learning about the apprenticeship pathway, meeting an alumni apprentice and receiving information required by Provider Access Legislation</li> <li>Students gain an experience of work through completing a <b>Challenge Day</b> where they develop their essential skills whilst solving a problem set by industry professionals.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models. Students prepare for the Careers Fair during <b>3 consecutive Tutor Times</b><sup>4</sup>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> <li>Selected students attend <b>STEM Events</b> to inspire and challenge them to consider continuing with these subjects.</li> </ul>
	NETWORK	<p>Students continue to meet role models and identify their personal networks, understand different organisational networks and become aware of labour market information and how it can be useful.</p>	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> and speak to numerous employers and education providers and gain an insight into their business and opportunities available</li> <li>Students are encouraged to attend <b>Careers Insights</b> and have the opportunity to ask questions and listen to the industry professional's experiences.</li> <li>Students take part in <b>Career Detectives</b> where they build on their networking skills, meeting industry professionals and using their communication skills to discover what jobs they do and what future opportunities are available</li> <li>Selected students are given the opportunity to engage in an additional <b>experience of work</b></li> </ul>

<sup>3</sup> To take place in Term 1 or 2 during a Year Group Assembly slot

<sup>4</sup> To take place early in Term 1 before the week leading up to the Careers Fair

**Monitoring and Evaluation:**

1. Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
2. Pupils complete the Future Skills Questionnaire in Term 1 which asks questions related to career knowledge and the essential skills for life and work. This will be compared to the results of the same questionnaire repeated the following year in Term 1 to monitor annual progression.
3. Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.

Year	Strategy	Aims	Measurable Outcomes
9	CHALLENGE	<p>Students can identify and systematically explore the options available to them giving them the courage and confidence to make informed GCSE choices that will stretch and challenge them.</p> 	<ul style="list-style-type: none"> <li>Students attend a motivating <b>Year 9 Careers Assembly</b><sup>5</sup> that explains the KS4 options, the pathways that are available and where these could lead to.</li> <li>Students attend <b>3 Careers Lessons</b><sup>6</sup> where they complete the Future Skills Questionnaire and use Careerpivot to focus on what their options are, their preferences, skills and strengths, how to research different qualifications and requirements for different jobs/careers plus demystifying stereotypes and discrimination in the workplace</li> <li>Students completed <b>Skills Builder modules</b> every Friday in Week A during tutor time.</li> <li>Students and parents/carers have an opportunity to meet with the Careers Team at <b>Options and Parents Evenings</b>, where they are introduced to the pathways and Careerpivot as a trusted career planning support website</li> <li>Students and parents/carers are invited to attend the <b>#TogetherWeHelp Futures course</b> to understand GCSE options</li> <li>Students update their <b>Record of Achievements</b> on the last Wednesday of each term during tutor time, reflecting on their achievements and future goals.</li> </ul>
	ASPIRE	<p>Students understand the link between hard work, achievements and the future and how to stand up to stereotyping and discrimination in the work place.</p> 	<ul style="list-style-type: none"> <li>Students attend a <b>Year 9 T Levels assembly</b>, learning about the Technical pathway, meeting an alumni doing a T Level and receiving information required by Provider Access Legislation</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models. Students prepare for the Careers Fair during <b>3 consecutive Tutor Times</b><sup>7</sup>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> <li>Students attend an <b>Employer Assembly</b> that addresses workplace stereotypes</li> </ul>
	NETWORK	<p>Students can prepare and present themselves appropriately whilst being positive, flexible and well-prepared for transition points and change.</p> 	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> and speak to numerous employers and education providers and gain an insight into their business and opportunities available</li> <li>Selected students attend <b>Mentoring Programmes</b> with local business mentors to increase their professional network and build their confidence, self-determination and employability skills.</li> <li>Students are encouraged to attend <b>Careers Insights</b> and have the opportunity to ask questions and listen to the industry professional's experiences.</li> <li>Students attend a <b>Work Experience Day</b> in school, where they meet employees from an organisation and complete tasks and a project for them.</li> </ul>

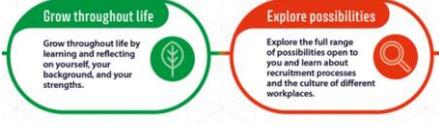
<sup>5</sup> To take place in Term 1 or 2, ahead of the Careerpivot lessons and well ahead of the options deadline

<sup>6</sup> To take place in Term 2, ahead of the options deadline

<sup>7</sup> To take place early in Term 1 before the week leading up to the Careers Fair

**Monitoring and Evaluation:**

1. Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
2. Pupils complete the Future Skills Questionnaire in Term 1 which asks questions related to career knowledge and the essential skills for life and work. This will be compared to the results of the same questionnaire repeated the following year in Term 1 to monitor annual progression.
3. Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.
4. Students will complete a short survey after the university trip to assess the impact on their aspirations

Year	Strategy	Aims	Measurable Outcomes
10	CHALLENGE	<p>Students can research the diverse range of post-16 options, being enterprising in the way they learn, work and manage their career including finding a work experience placement (WEX) and reflecting on the benefits of career preparation.</p> 	<ul style="list-style-type: none"> <li>Students attend <b>5 Careers lessons</b> where they complete the Future Skills Questionnaire, develop their understanding of CVs and applications, produce their own CV and tailored covering email, gain support with their career decision-making (aided with the use of trusted websites), develop their ability to talk positively about themselves (including preparing for a mock interview) and begin the process of finding a suitable WEX placement.</li> <li>Students attend <b>Sixth Form and College Assemblies</b> and an <b>ASK Apprenticeship Assembly</b> to clarify the post-16 options available to them and receiving information required by Provider Access Legislation.</li> <li>Students attend a <b>Budgeting Workshop</b> ran by a local employer to help them consider their finances and financial decisions they will need to make related to education, training and employment choices.</li> <li>Students attend a <b>Stress Management and Revision Techniques workshop</b> to ensure they are prepared for their GCSE years.</li> <li>Students and parents/carers are invited to attend a <b>Work Experience webinar</b> and <b>#TogetherWeHelp Futures webinar</b> in Term 1 plus additional <b>ALT Careers Webinars</b> to understand Post 16 and Post 18 options</li> </ul>
	ASPIRE	<p>Students manage their wellbeing, progress and achievements through telling their story in a positive way and making the most of the wide range of careers information, advice and guidance.</p> 	<ul style="list-style-type: none"> <li>Students prepare for and attend a <b>Mock Interview</b> with an employer, confidently showcasing their skills, experiences and aspirations and graciously receiving constructive feedback.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times<sup>8</sup></b>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students attend a <b>University Visit<sup>9</sup></b>, attending lectures and experiencing life as a university student and the opportunities this opens up</li> </ul>
	NETWORK	<p>Students gain an insight into organisational structures and how work and working life is changing whilst developing their skills and personal values alongside business employees.</p> 	<ul style="list-style-type: none"> <li>Students experience a <b>Work Placement</b> with an organisation and complete the Barclays Life Skills work experience log book to assess their skills and personal values.</li> <li>Students attend the <b>KGA Annual Careers Fair</b> and speak to numerous employers and education providers and gain an insight into their business and opportunities available</li> <li>Students are encouraged to attend <b>Careers Insights</b> and have the opportunity to ask questions and listen to the industry professional's experiences.</li> </ul>

<sup>8</sup> To take place early in Term 1 before the week leading up to the Careers Fair

<sup>9</sup> This could take place during a PSHE day and involves a trip to a University and a trip to a College & University Centre

**Monitoring and Evaluation:**

1. Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
2. Pupils complete the Future Skills Questionnaire in Term 1 which asks questions related to career knowledge and the essential skills for life and work. This will be compared to the results of the same questionnaire repeated the following year in Term 1 to monitor annual progression.
3. Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.
4. Students evaluate their progress on Work Experience using their Barclays Life Skills WEX logs and receive employer and teacher feedback

Year	Strategy	Aims	Measurable Outcomes
11	CHALLENGE	<p>Students make informed post-16 pathway decisions and complete their applications, having researched their post-18 preferences thoroughly and also taken financial issues into consideration.</p> 	<ul style="list-style-type: none"> <li>Students attend a <b>121 Personal Guidance Meeting<sup>10</sup></b> and are prioritised again if more support is required.</li> <li>Students attend and <b>ASK Apprenticeship Assembly</b> followed by <b>Sixth form Open Evening</b> to clarify the post-16 options available to them.</li> <li>Students and parents/carers are invited to attend <b>ALT Careers Webinars</b> including an <b>ASK Apprenticeships webinar</b> to understand Post 16 and Post 18 options</li> <li>Students attend <b>3 Careers lessons</b> where they complete the Future Skills Questionnaire and further develop their understanding of future pathways, labour market information, employability, CVs and applications, interviews and career decision-making, aided with the use of trusted websites.</li> </ul>
	ASPIRE	<p>Students use their career management tools to maintain their wellbeing, motivation, determination and ability to achieve and aim high.</p> 	<ul style="list-style-type: none"> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times<sup>11</sup></b>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> <li>Students attend a <b>College Assembly</b> recapping the course types, application process, deadlines and interviews and receiving information required by Provider Access Legislation</li> <li>Students attend a <b>Higher Education Assembly</b>, focusing on Higher Technical Qualifications (HTQs) and receiving information required by Provider Access Legislation</li> </ul>
	NETWORK	<p>Students network with a more targeted approach, connecting with contacts that will support their progression in their preferred pathway and understanding their responsibilities and strategies to use to improve their chance of success.</p> 	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> focusing in on the education providers and/or businesses that they are interested in to find out more specific information about the opportunities available and application deadlines.</li> <li>Students are encouraged to attend <b>Careers Insights</b> and have the opportunity to ask questions and listen to the industry professional's experiences.</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.</li> <li>Pupils complete the Future Skills Questionnaire in Term 1 which asks questions related to career knowledge and the essential skills for life and work. This will be compared to the results of the same questionnaire repeated the following year in Term 1 to monitor annual progression.</li> </ul>			

<sup>10</sup> Two thirds provided by an external Level 6 Careers Adviser and one third by our Level 6 qualified Careers Leader

<sup>11</sup> To take place early in Term 1 before the week leading up to the Careers Fair

- Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.
- Students complete the Careerpilot Pathway Planner before and after their personal guidance meeting so the impact of the support can be analysed.

Year	Strategy	Aims	Measurable Outcomes
12	CHALLENGE	<p>Students evaluate progression pathways, considering the factors that impact work and working life and utilising labour market information to make informed and aspirational career decisions, ready to begin their application preparation.</p> 	<ul style="list-style-type: none"> <li>Students attend a <b>Pathways Assembly</b> about the post-18 options and revisit trusted careers websites and planning tools that can help with their career planning and understanding of labour market information e.g. Careerpivot, UCAS and Prospects.</li> <li>Students complete the <b>Future Skills Questionnaire</b>, which is a tool to measure learners' career-readiness, and feedback on key knowledge, skills and attitudes that are important for successful transitions</li> <li>Students attend a <b>UCAS and Personal Statement Workshop</b> ran by a university to support high quality applications.</li> <li>Students attend a <b>CV Writing and Letter of Application Workshop</b> to gain support with updating their CV.</li> <li>Students attend a presentation from a creditable company supporting <b>Gap Year experiences</b> and how to make this a valuable experience that will enhance your employability</li> <li>Students can request <b>121 Personal Guidance Meetings</b> and are invited to tailored group guidance sessions where appropriate.</li> <li>Students and parents/carers are invited to attend <b>ALT Careers Webinars</b> to understand Post 18 options.</li> <li>Parents Futures Evening – Feb.</li> <li>Students complete the <b>Careerpivot Pathway Planner</b> in the summer term in readiness for Careers Appointments in Year 13.</li> </ul>
	ASPIRE	<p>Students take a more proactive approach to their career planning, taking part in employability and enterprise activities and matching and honing their skills, interests and values to opportunities and entry requirements they aspire to achieve in learning and work.</p> 	<ul style="list-style-type: none"> <li>Students attend an <b>Apprenticeship Assembly</b> and those keen are invited to an <b>Apprenticeship Workshop</b> to understand the process and application requirements further.</li> <li>Students attend a <b>Work Experience launch assembly</b> to outline the expectations around finding opportunities to develop their skills and insight of the workplace.</li> <li>Students attend a <b>University Visit</b> to learn about university life and see the facilities and students interested in the apprenticeship pathway are invited to attend an <b>Apprenticeship Fair</b>.</li> <li>Students are invited to attend an <b>Oxbridge Application Support Workshop</b> to ensure they have the information and support required to make a strong application.</li> <li>Students attend a <b>Mock Assessment Day</b> with an employer, including group tasks, an in-tray experience and an interview.</li> <li>Students carry out an <b>Experience of Work</b> with at least one organisation, completing a diary to reflect on their skills, interests and aspirations.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during an allocated <b>Tutor Time</b>, using the Careers Fair booklet to research the organisations and prepare questions for the employers.</li> </ul>
	NETWORK	<p>Students develop and make the most of their networks of support and show they are proactive and discerning users of</p>	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> building their contacts in the areas they are interested in and finding out more specific information about the opportunities available and application deadlines.</li> <li>Students are encouraged to attend <b>Careers Insights</b> and have the opportunity to ask questions and listen to the industry professional's experiences.</li> </ul>

		<p>impartial face-to-face and digital careers information, advice and guidance.</p> 	<ul style="list-style-type: none"> <li>Selected students attend <b>Workplace Mentoring experiences</b> to develop their essential skills and networking with support from business mentors with the aim to become work ready (e.g. National Literacy Trust, Talent Foundry, Zero Gravity)</li> <li>Students attend the <b>WIN Steps Into HE Workshop Programme</b> to support with their preparation and readiness for higher education, including information on student finance and budgeting.</li> <li><b>Alumni</b> are invited to give first hand experiences of post-18 pathway choices.</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>Sixth Form record activities connected futures and careers onto Compass+ so attendance can be monitored to check that the majority (76-100%) are receiving their entitlement.</li> <li>Pupils complete the Future Skills Questionnaire in Term 1/2 which asks questions related to career knowledge and the essential skills for life and work. This will be compared to the results of the same questionnaire repeated the following year in Term 1 to monitor annual progression.</li> <li>Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.</li> <li>Students complete the Careerpilot Pathway Planner before and after their personal guidance meeting so the impact of the support can be analysed.</li> </ul>			

Year	Strategy	Aims	Measurable Outcomes
13	CHALLENGE	<p>Students make realistic, aspirational choices for their post-18 futures and use their career management experience, employability skills and confidence to make strong applications, tell their story in a positive and ambitious way and are prepared to navigate life's challenges.</p>	<ul style="list-style-type: none"> <li>Students attend a <b>Pathways Assembly</b> about the post-18 options and revisit trusted careers websites and planning tools that can help with their career planning and understanding of labour market information e.g. Careerpilot, UCAS and Prospects.</li> <li>Students complete the <b>Future Skills Questionnaire</b>, which is a tool to measure learners' career-readiness, and feedback on key knowledge, skills and attitudes that are important for successful transitions</li> <li>Students attend a <b>UCAS and Personal Statement Workshop</b> ran by a university to support high quality applications.</li> <li>Students attend a <b>Results Day Session</b> to understand what to do when they get their results and explore various scenarios.</li> <li>Students attend a <b>121 Personal Guidance Meeting</b> and are prioritised again if more support is required.</li> <li>Students and parents/carers are invited to attend <b>ALT Careers Webinars</b> to understand Post 18 options</li> <li><b>Transition to Uni</b> assembly.</li> <li>Students attend a <b>Student Finance and Budgeting workshop</b> which provides a visual guide to the student finance and repayment process, plus impartial advice on budgeting as a university student.</li> </ul>
	ASPIRE	<p>Students complete high quality applications to transition into the next stage of their bright futures, through having fully researched and understood the requirements and opportunities in future learning and work.</p>	<ul style="list-style-type: none"> <li>Students attend an <b>Apprenticeship Assembly</b> and those keen are invited to an <b>Apprenticeship Workshop</b> to understand the process and application requirements further.</li> <li>Students are encouraged to complete a free <b>Online Course</b> (MOOC/Future Learn) connected to a subject they are passionate about to enhance their applications and experience learning at a higher level.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during an allocated <b>Tutor Time</b>, using the Careers Fair booklet to research the organisations and prepare questions for the employers.</li> </ul>
	NETWORK	<p>Students show initiative and enterprise in building and widening their networks, using their contacts to help evaluate progression pathways, financial challenges and return on investment for higher and further education.</p>	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> building their contacts in the areas they are interested in and finding out more specific information about the opportunities available and application deadlines.</li> <li>Students are encouraged to attend <b>Careers Insights</b> and have the opportunity to ask questions and listen to the industry professional's experiences.</li> <li><b>Alumni</b> are invited to give first hand experiences of post-18 pathway choices.</li> <li>Students continue gaining <b>experiences of work</b>, such as part-time jobs, shadowing and volunteering.</li> </ul>

**Monitoring and Evaluation:**

- Sixth Form record activities connected futures and careers onto Compass+ so attendance can be monitored to check that the majority (76-100%) are receiving their entitlement.

- Pupils complete the Future Skills Questionnaire in Term 1/2 which asks questions related to career knowledge and the essential skills for life and work. This will be compared to the results of the same questionnaire repeated the following year in Term 1 to monitor annual progression.
- Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.
- Students complete the Careerpilot Pathway Planner before and after their personal guidance meeting so the impact of the support can be analysed.