

Sir Roger Manwood's School



Careers Education Information, Advice and
Guidance Policy

Date of Approval: June 2025

Next Review: June 2028

Vision & Intent

Sir Roger Manwood's School, herein thereafter referred to as SRMS, is committed to career learning and development and it intends to fulfil its statutory obligations. Careers Education Information Advice and Guidance (CEIAG) provision supports SRMS's overall vision and is linked to the School Development Plan. Governors and Senior Leaders have a key role in developing and approving the policy and this process ensures a secure place for CEIAG and is prioritised within the school curriculum. This policy is linked to other policies including Equalities and Health & Safety.

High-quality careers guidance is important for our students' futures, which supports young people to move through their education and on to the next stage of their life and equips them to manage their future progression through learning and work. To do this, our provision aims to:

- 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 meaningful career encounters
- 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
- Challenging stereotypes.

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 8th 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 1st 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 ([Careers Provider Access Policy](#)).

As a maintained school 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 pupils about technical education and apprenticeships.

This policy accepts the eight 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 eight Gatsby Benchmarks.

Roles and responsibilities

Mr B. Pennells, SLT with Careers responsibility: Careers@srms.kent.sch.uk

Miss K. Borg, Careers Lead: K.Borg@srms.kent.sch.uk

Ms T. Afroza-Islam, Careers Link Governor: t.afroza-islam@srms.kent.sch.uk

1. School Responsibilities

The school has a series of statutory duties:

All registered pupils at the school must receive careers guidance.

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 pupil.

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 pupils; (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 to inform them about approved technical qualifications and apprenticeships. The school must have a clear policy setting out the way providers will be given access to pupils **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 students gain meaningful workplace experiences to explore career options and build networks — at least one by age 16 and another by age 18.

1.2 Careers Leader

The 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](#).

The 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 learner 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 (AEND) 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 students, 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 (delete if you are not using Compass+ or created your own version of the FSQ)
- manage the budget for the Careers Provision
- work towards the strengthened Gatsby Benchmark 6 to ensure students 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)

Leadership:

- Leading the team of teachers, administrators, external partners and others who deliver career guidance
- Advising SLT on policy, strategy and resources for careers guidance and showing how they meet the Gatsby Benchmarks
- Reporting to SLT and Governors
- Reviewing and evaluating careers guidance and providing information for school development planning, Ofsted and other purposes
- Creating a vision for careers guidance in the school/college and getting this endorsed by the senior leadership and governors
- Preparing, and leading the implementation of, a careers guidance development plan/strategic plan
- Ensuring compliance with the legal requirements to provide independent careers guidance and give access to pupils to the providers of technical education or apprenticeships.

Management:

- Planning the programme of activity in career guidance
- Briefing and supporting teachers and tutors involved in career guidance
- Monitoring delivery of career guidance across the eight Gatsby Benchmarks, using the Compass review tool
- Supporting tutors, providing initial information and advice
- Managing the work of others, e.g. Careers Adviser, administrative and other staff involved in the delivery of career guidance
- Monitoring access to, and take-up of, personal career guidance (by a qualified, L6 or above, Careers Adviser)
- Ensuring that universities, colleges and apprenticeship providers have access to students to share information on opportunities
- Managing the careers budget as appropriate
- Managing their own CPD and supporting the ongoing CPD of colleagues in the careers team.

Co-ordination:

- Managing the provision of careers and labour market information
- Managing the careers section of the school's website, ensuring that information is accurate and up to date
- Liaising with the PSHCE Programme leader and other subject/course leaders to plan their contributions to careers guidance
- Referring students to the Careers Adviser
- Co-ordinating encounters with employers and work experience
- Communicating with students and their parents

Networking:

- Establishing and developing links with FE colleges, apprenticeship providers, University Technical College's and Universities
- Establishing and developing links with employers
- Working alongside the local authority for support for vulnerable young people, as appropriate
- Commissioning careers guidance services where appropriate
- Managing links with the Local Enterprise Partnership (LEP), Careers Hub and other external organisations
- Securing funding for careers related projects
- Building a network of alumni who can help with the careers guidance programme

1.3 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's Strategic Development Plan
- 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 students 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.

1.4 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 pupil 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.

1.5 The Governing Board

Every institution should have a member of their Governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. The CEC's "[Understanding how to create a strategic careers plan](#)" supports careers leaders to ensure that the careers provision has explicit backing of governors and leaders, and that it is linked to the whole school, special school or college development plan.

The Governors will ensure:

- 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 Governors will:

- appoint a member of the governing board 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 CEIAG 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 in **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.

Our Careers Programme

SRMS is committed to providing all its students with a planned programme of careers education activities throughout their school journey, with opportunities at key transition points enabling students to access impartial information and expert advice and guidance.

It is also committed to maximising the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers, and other local agencies.

SRMS students regularly receive information about different career opportunities and how to apply for them. Students can find out about different areas of work through visiting speakers, assemblies, PSHCE lessons, a structured work experience programme and the opportunity to visit different workplaces.

SRMS respects all students' decisions to choose the progression pathway they wish to follow and is committed to ensuring that students have necessary independent and impartial information advice and guidance to allow them to reflect and make good decisions.

SRMS is committed to providing all students with the ability to make excellent career choices and inspire them to be the best that they can be through the provision of a planned programme of careers education activities that will enable them to achieve their maximum potential.

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 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 to ensure it is accessible, engaging, and impactful for all students. These include dedicated careers education lessons within the PSHCE and tutor time curriculum, one-to-one guidance interviews with a qualified Careers Adviser, and bespoke careers workshops targeting key transition points such as Year 9 options, post-16, and post-18 planning. Students benefit from a range of meaningful encounters with employers, apprenticeship providers, and higher and further education institutions through careers fairs, workplace visits, guest speakers, and mock interviews. We also embed careers learning across the wider curriculum, enabling subject teachers to highlight career relevance in their disciplines. Online platforms, such as Unifrog, are used to support independent research and build students' digital career portfolios. This blended delivery ensures that our Careers Programme is inclusive, aspirational, and tailored to meet the diverse needs of all students.

2. Students with additional educational needs or disabilities (AEND)

We expect that the majority of students with AEND 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 AEND 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 experience in this field to visit and share their experience and advice.

3. 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.

Students, 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 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. See our Provider Access Legislation Policy **Appendix 2**

Monitoring, Review and Evaluation:

The school is committed to continually improving its Careers Provision through a robust system of monitoring and evaluation. Careers activities and outcomes are reviewed termly by the Careers Leader in consultation with SLT and Governors. Feedback is gathered from students including the Future Skills Questionnaire, staff, parents, and external partners through surveys, focus groups, and

event evaluations to ensure the programme remains relevant and impactful. Destinations data is collected annually and analysed to assess the effectiveness of student transitions into further education, training or employment. The school uses the Gatsby Benchmarks and the Compass+ evaluation tool on a termly basis to assess progress and identify areas for development. The Careers Provision is formally reviewed each academic year, with key findings informing the next year's action plan and strategic priorities.

This policy links to the following policies:

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

Appendix 1 - The Gatsby Benchmarks

<p>1. <u>A stable careers programme:</u> 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"> - 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. - 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. - 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. - 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. 	
<p>2. <u>Learning from career and labour market information:</u> 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 educational needs and disabilities (AEND) and their</p>	<ul style="list-style-type: none"> - 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. - 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. 	

<p>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>3. <u>Addressing the needs of each young person:</u> 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 AEND and those who are absent.</p>	<ul style="list-style-type: none"> - A school’s careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. - 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. - 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. - 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. - 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. - Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme. 	

<p>4. <u>Linking curriculum learning to careers:</u> As part of the school's programme of careers education, all teachers should link curriculum learning with 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>	<ul style="list-style-type: none"> - 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. - Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils. 	
<p>5. <u>Encounters with employers and employees:</u> 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</p>	<ul style="list-style-type: none"> - Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. <p>A meaningful encounter will:</p> <ul style="list-style-type: none"> - have a clear purpose, which is shared with the employer and the young person - be underpinned by learning outcomes that are appropriate to the needs of the young person - have opportunities for two-way interactions between the young person and the employer - be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter 	

<p>part-time employment where it exists.</p>		
<p>6. <u>Experiences of workplaces:</u> 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"> - By the age of 16, every pupil should have had meaningful experiences of workplaces. - By the age of 18, every pupil should have had at least one further meaningful experience. <p>A meaningful experience will:</p> <ul style="list-style-type: none"> - have a clear purpose, which is shared with the employer and the young person - be underpinned by learning outcomes that are appropriate to the needs of the young person - involve extensive two-way interactions between the young person and employees - include opportunities for young people to meet a range of different people from the workplace - include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace - include the employer providing feedback to the young person about their work - be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience 	
<p>7. <u>Encounters with further and higher education:</u> All pupils should understand the full range of learning opportunities that are available to them, including</p>	<ul style="list-style-type: none"> - 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. - 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 students. 	

<p>academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<p>A meaningful encounter will:</p> <ul style="list-style-type: none"> - have a clear purpose, which is shared with the provider and the young person - be underpinned by learning outcomes that are appropriate to the needs of the young person - involve a two-way interaction between the young person and the provider - include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to - describe what learning or training with the provider is like - be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter. 	
<p>8. <u>Personal guidance:</u> 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</p>	<ul style="list-style-type: none"> - 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. - Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website. 	

<p>careers leader should work closely with the careers adviser, AEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>		
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Appendix 2:

[Careers Provider Access Policy](#)

Appendix 3:

[Parental Learning Journey](#)

[Parental Engagement: Parental Journey/roadmap | CEC Resource Directory](#)

Appendix 4:

The following list, though not exhaustive, highlights numerous ways SRMS prepares students to become well-rounded individuals equipped for the world of work. All students benefit from: tailored careers lessons as part of the PSHCE program; participation in the whole-school careers fair held every other year; bespoke careers talks from external providers; and apprenticeship opportunities aligned with the Baker Clause. Each department integrates career-related learning into its curriculum, tailored to the needs and year groups of students. Additionally, students complete the Future Skills Questionnaire (FSQ) to identify areas for improvement within the career's strategy. They also have access to resources such as Unifrog and the SRMS Careers Booklet.

Year Group	Activity (in addition to the above)
Y7	Computer Science lessons: How to deliver an effective presentation Visit by a published author French trip Introduction to T Levels & Apprenticeships with an External Employer Guest Speaker External presentation Introduction to STEM – BAE Systems in 2024/25 Accelerator Careers Talk with EKC Guest Speaker All subjects link their curriculum to careers Careers Fair (held biennial)
Y8	D&T visit to Monkton Nature Reserve French trip Combined Cadet Force Sandwich Bird Observatory Visit Introduction to T Levels & Apprenticeships with an External Employer Guest Speaker External presentation Introduction to STEM – BAE Systems in 2024/25 Accelerator Careers Talk with EKC Guest Speaker All subjects link their curriculum to careers Careers Fair (held biennial)
Y9	Introduction to the Careers Advisor History Trip – Careers in History Bronze Duke of Edinburgh Award GCSE Options Evening

	<p>Opportunity to see the Independent Careers Advisor at Parents Evening</p> <p>Combined Cadet Force</p> <p>All subjects link their curriculum to careers</p> <p>Careers Fair (held biennial)</p>
Y10	<p>Overseas trips to Barcelona, Naples, and Paris or Enrichment Week</p> <p>Individual meetings with the independent Careers Adviser for all students</p> <p>Silver Duke of Edinburgh Award including extensive volunteering practise</p> <p>Introduction to T Levels & Apprenticeships</p> <p>Assembly 'Post GCSE Options'</p> <p>All subjects link their curriculum to careers</p> <p>Introduction to Kent Choices and Next Steps</p> <p>Careers Fair (held biennial)</p>
Y11	<p>Individual meetings with the independent Careers Adviser for all students</p> <p>Attendance of independent Careers Adviser to Y11 Parents' Evening</p> <p>Individual meetings post mocks with a member of SLT</p> <p>A Level options evening</p> <p>Subject specific trips</p> <p>Gold Duke of Edinburgh Award</p> <p>Combined Cadet Force</p> <p>Advertisement of careers/job fairs in local area</p> <p>Presentations on apprenticeships by local providers</p> <p>Arkwright Scholarship programme for D&T students</p> <p>Apprenticeships, Higher Technical Qualifications and T Levels</p> <p>Podcast by The Educational People for Post 16 options</p> <p>Extensive information for Post 16 options including Kent Choices</p> <p>All subjects link their curriculum to careers</p> <p>Careers Fair (held biennial)</p>
Y12 Y13	<p>Individual meetings with the independent Careers Adviser</p> <p>Enrichment lessons: how to write a CV and covering letter, frequent questions at interview; practice interview, how to write a personal statement, student finance</p> <p>Gold Duke of Edinburgh Award</p> <p>Teaching at our partner schools the Gambia</p> <p>UCAS Application Day and information sessions</p> <p>Oxbridge information session</p> <p>Mock interviews</p> <p>Clubs and societies e.g. debating, dissection</p> <p>Sports Leaders' Award</p> <p>Language Leaders' Award</p> <p>Combined Cadet Force</p> <p>Extended Project Qualification</p> <p>Alternatives to University</p> <p>Weekly Sixth Form Lecture with a Guest Speaker</p> <p>Bank of England visit for A Level Business Studies & Economics</p> <p>One week mandatory work experience</p> <p>Careers Fair (held biennial)</p>
Careers Speakers from 2024/25	<p>Academia, Archaeology, Architecture, Army, Accountancy, BAE Systems, Borderforce, Conveyancing, Creative Arts, Ecology and Conservation, Engineering, Cyber Security, Dover Port, History, Law, Mathematics, Medicine, Osteopathy, Physiotherapy, Politics, Psychology, Public Services, Travel & Tourism, STEM, Wind Farms and Sustainable Careers.</p>

