

BORDEN GRAMMAR SCHOOL



CEIAG Policy

Careers Education, Information, Advice & Guidance

Review Responsibility:	Careers Lead
Frequency of Review:	1 year
Date Approved:	Mar 26
Approved By:	Board of Trustees
Next Review Due By:	Mar 27

Contents

1. School Vision & Intent	2
2. Statutory Requirements	2
3. Roles & Responsibilities	3
3.1 School Responsibilities	3
3.2 Careers Leadership	3
3.3 Senior Leadership Team	4
3.4 All Teachers & Subject Staff	4
3.5 Board of Trustees	4
4. Our Careers Programme (Careers Learning Journey)	5
Careers Learning Outcomes	6
Minimum Entitlement in CEIAG for a student at Borden Grammar School	8
4.1 Learners with Special Educational Needs or Disabilities (SEND)	9
4.2 Access to our Careers Programme Information	10
5. Monitoring, Evaluation and Review	10
6. Links to Other Policies & Documents	11
Appendix 1 - The Gatsby Benchmarks	12
Appendix 2 - Provider Access Legislation Statement	17
Appendix 3 - Careers Learning Journey	18
Appendix 4 - Personal Development Curriculum Map	19

1. School Vision & Intent

Borden Grammar School strives to foster a supportive and inclusive academic environment for all students. We nurture our students to become courageous, creative and resilient in their response to challenge and to be respectful and kind to others. Our ethos develops a drive for achievement and personal development, allowing our young people to grow; reaching their full potential and so leading the way to a better future.

The Board of Trustees have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

High-quality careers guidance is important for our learners' 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 learners 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.
- Facilitate opportunities for a variety of quality work experiences in different industries to support career planning.
- Develop learners' awareness of the variety of education, training and careers opportunities available to them.
- Help learners to understand routes to careers that they're interested in, and to make informed and aspirational choices about their next steps to make effective and sustained transitions.
- Promote a culture of high aspirations and equality of opportunity.
- Support parents and carers in navigating the world of careers.

2. Statutory Requirements

This policy is based on the Department for Education's (DfE's) Statutory guidance:

Careers guidance and access for education and training providers updated 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 1 January 2023.

For Schools:

It explains that our school must provide a minimum of 6 encounters with technical education and apprenticeships to all learners 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 Statement detailed within this policy.

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

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

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

3. Roles & Responsibilities

All members of staff at Borden Grammar School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Team (KLC, CB, MB).

It is important therefore, that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make decisions about their own life. They should be prepared for the transition from full-time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

Staff responsibilities:

- Mrs Cameron, Head of Careers (Years 7-11)
- Mr Brinn, Assistant Head - Sixth Form
- Mrs Brooker, Assistant Head - Safeguarding & Inclusion
- Antonia Robinson, Careers Advisor, CXK
- Paul Churcher, Careers Link Trustee

3.1 School Responsibilities

The school has a series of statutory duties:

- All registered pupils at the school receive careers guidance in Years 7 to 13.
- This careers guidance is impartial, showing no bias towards a particular institution, education or work option. This advice covers a range of education or training options. This guidance is in the best interests of the pupil.
- We provide opportunities for education and training providers to access pupils in Year 8 – Year 13 in order to inform them about apprenticeships. See Appendix 2: Provider Access Statement.
- The school 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 regularly measure and analyse its CEIAG offer to inform evaluation, reporting and continuous improvement of the careers provision.
- Where learners have EHCPs, their annual reviews from Year 9 onwards include a focus on preparing for adulthood, including employment.
- The school keeps 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.
- We ensure all learners gain meaningful workplace experiences to explore career options and build networks — at least one by age 16 and another by age 18.

3.2 Careers Leadership

Our Careers Leaders are 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 and Unifrog, the online destinations platform we subscribe to.

Our Careers Leaders:

- embed a programme of careers education and guidance, structured around the eight Gatsby Benchmarks, that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies. This information is 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 learners
- 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 learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- work with our school's designated staff member for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required
- plan and manage the delivery of PAL-compliant encounters to learners and review our school's Provider Access Policy statement at least annually, in agreement with our Trustees
- quality assure the Careers Programme, along with the Leadership Group, to ensure continuous improvement; this should include regular evaluation from stakeholders including learners, staff, parents and carers and employers, alongside reviewing progression data. This quality assurance from April 2026 will include the completion of the CEC Internal Leadership Review.
- manage and deliver the CEC Future Skills Questionnaire to all students at key transitions points throughout their school journey. Use the data to support the improvement of the Careers Learner Journey, targeting support to groups and individuals where knowledge gaps are found
- manage the budget for the Careers Provision
- work towards the strengthened Gatsby Benchmark 6 to ensure learners access multiple experiences of the workplace
- work with the Kent & Medway Careers Hub to support continuous improvement using the free digital tools to self-evaluate (Compass Evaluation and Internal Leadership Review)

3.3 Senior Leadership Team

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

3.4 All Teachers & Subject Staff

- Proactively seek opportunities to link curriculum content to relevant careers, regardless of whether the course is explicitly occupation-focused.
- Consistently seek to 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.
- Our goal is that each academic year, every pupil in every subject receives opportunities to explore how their learning supports career readiness and workplace effectiveness and we continually reflect on our provision and make plans to tailor our careers offer to meet the needs of our students.
- Both throughout the academic and pastoral curriculum, we strive to embed discussions of employability and transferable skills as part of regular teaching and learning practices across the curriculum.

3.5 Board of Trustees

The Trustees must ensure that:

- independent careers guidance is provided to all learners throughout their secondary education (for all 11 - 18 year olds)
- learners 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/trustees:

- appointed a member of the board of trustees who takes a strategic interest in careers education and encourages employer engagement
- undergo appropriate training via the CEC Learning Academy and other available training, such as the Governor Hub
- oversee the development and clear communication of the school's Careers Education, Information, Advice and Guidance and that it is clearly communicated to all stakeholders
- ensure independent careers guidance is provided to all learners throughout their education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- support the arrangements that allow a range of education and training providers to access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships. The Provider Access Legislation Statement is included in this policy (Appendix 2).
- monitor and uphold compliance by ensuring the school's careers webpages are accurate, up-to-date, and meet statutory requirements
- champion the implementation of systems to measure, assess, and evaluate the impact of the Careers Provision to drive ongoing improvement.

4. Our Careers Programme (Careers Learning Journey)

Our school has an embedded Careers Programme, see Appendix 3, that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory careers guidance to learners throughout their education.

Our Careers Programme:

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

Our Careers Programme is delivered via several methods:

- Personal Development lessons focussed on Careers (outlined in our PD Curriculum Map Appendix 4)
- 1 to 1 meetings with a Careers Advisor from CXK
- Work Experience (Year 10)
- Work Shadowing (Year 12)
- Student receptionists (Year 8) (pilot scheme November-December 2025)
- Visits from outside speakers focussed on Apprenticeships, T Levels, Universities and Employment
- Our annual Futures Fair
- Termly form time sessions dedicated to Careers for all year groups

- Whole School and Parent access to Unifrog
- Careers Padlet for Students
- Careers Padlet for Parents and Carers
- Careers section in the Library
- Careers displays throughout the school in curriculum areas and classrooms
- Results day support for GCSE and A Level students

Careers Learning Outcomes

At Borden our Careers and Personal Development programme is designed to support our students to achieve their full potential and our shared community aims of support, aspire, and achieve shape our offer both in and out of the classroom.

We aim to foster a sense of informed ambition, where students pursue paths aligned with their interests, strengths and values and that they feel empowered with the skills, knowledge and tools they need to navigate the ever-evolving landscape beyond our school gates.

Careers education is not a 'bolt-on', but is instead embedded within the school throughout both the academic, personal development and pastoral curricula, as well as through visiting speakers, work experience, drop-down days, visits and more.

Below are the main experiences that a student in each year group can expect to have. Some of the events are targeted for specific students or subject areas, but most are universal and apply to the whole year group.

Year 7: Inspire and Inform

The main aim at the start of the Borden Career Education Programme is to raise awareness of the huge range of jobs and career areas available and to set the tone for their educational journey here, which strives to broaden their horizons and raise their aspirations.

We want students to be inspired to investigate areas of interest, whilst developing transferable skills across the curriculum that will be both academically, professionally and personally useful for their futures.

The introduction of Unifrog (our online careers platform) in Year 7 enables us to upskill our students in exploring potential career journeys and pathways throughout their time with us and beyond.

Activities include:

- Open Evening for prospective students
- Open Mornings
- Transition Day
- Personal Development lessons on career exploration
 - Introduction to Careers: MyPath
 - Unifrog 101
 - What is a Career? (Individual Project)
 - Creativity: MyPath
- Termly Careers Form Time Focus
- Meaningful encounters: DS Smith and Kent Fire and Rescue Service

Year 8: Explore and Inform

Building on the Careers foundation laid in Year 7, students explore the importance of professional relationships, communication skills and teamwork. A key focus of this year is about how to keep their options open and recognise the support and choices they have available to them.

Activities include:

- Personal Development lessons on Careers
 - Building relationships: MyPath
 - Communication: MyPath
 - Careers Portfolio (Individual Project)
 - Teamwork: MyPath
 - Apprenticeships: MyPath

- Labour Market Information: MyPath
- Choosing Options: MyPath
- Termly Careers Form Time Focus
- Meaningful encounter: Employers: DS Smith
- Student Receptionists

Year 9: Inform and Decide

Year 9 provides an opportunity for students to make their GCSE options choices and post-16 and 18 pathways are the guiding principle behind discussions, decisions and encounters. This will involve tracking backwards from their career aspiration to appreciate the qualifications and entry requirements necessary so that they can aim appropriately in their GCSE results. Many students will not have a clear idea of their ultimate career goal and so will be advised on how to plan with that in mind, keeping routes open.

Activities include:

- Year 9 Expectations Evening
- Futures Fair (all invited)
- Options Evening
- Personal Development lessons on Careers
 - Apprenticeships: The Nine to Five with Stacey Dooley
 - Unifrog 101 revisited
 - Step into the NHS (Individual Project)
 - Is University right for me? MyPath
- Termly Careers Form Time Focus
- Duke of Edinburgh Bronze Award volunteering (some students)
- Work Experience Launch Assembly
- T-Levels and Apprenticeships talk from CXK
- Meaningful encounters: Employers: Kier, Jackson

Year 10: Inform and Encounter

Students will utilise the Careers knowledge and skills acquired through Years 7-9, and alongside their core and options teachers will begin to plan possible progression routes for their post-Year 11 studies.

Activities include:

- Year 10 Information Evening
- Futures Fair (all invited)
- Personal Development lessons on Careers
 - Apprenticeships: MyPath
 - Labour Market Information: MyPath
 - Balancing Life and Work: MyPath
 - Is University right for me?: MyPath
 - Work Experience: Preparation, Completion (4 days) and Review
- Termly Careers Form Time Focus
- Duke of Edinburgh Silver Award volunteering (some students)
- Meaningful encounters: Employers: Work Experience, Kier
- Swale District Careers Fair visit (invited students)

Year 11: Inform and Decide

Throughout Year 11 students will utilise all of the knowledge, skills and experiences to date to make an informed decision about what their next steps are, whether that be with us completing A Level Studies, studying at one of our partnership schools, moving to a college, embarking on another training programme or an apprenticeship.

Students will be taken through the application process for their chosen route through Kent Choices, their CVs and revisit their plans to ensure that they are on track to get the grades they need to move into the next phase of their education.

Activities include:

- One-to-one guidance interviews with CXK
- Futures Fair (all attend)
- 6th Form Open Evening
- Personal Development lessons on Careers
 - Me: So far and now what? SWOT analysis
 - Is University right for me?: MyPath
 - CV Writing: MyPath
 - Recruitment Practices: MyPath

Year 12 and 13: Reflect, Inform and Empower

For those new to Borden, their careers education journey may start here. This year is a time for students to reflect on their pathways and what direction they might take and seek a range of opportunities to assist them in that. Students will consider and review their chosen career path and options available to them.

Activities include:

- Hearing from a range of guest speakers, including a number of alumni
- Visit to the UK Universities and Apprenticeships fair at the University of Kent
- Enrichment lessons (Personal Development and Careers)
- Targeted interview skills sessions
- Higher education evening
- One-to-one careers guidance interviews for all
- Targeted mentoring
- Targeted opportunities shared through Google Classroom and email
- Unifrog software careers exploration
- Writing personal statements
- Drop down UCAS Day

Year 13: Specialise

Students are fully prepared and supported in Year 13 to move onto one of three main areas – university, degree apprenticeships or work/apprenticeships. Whether students arrived in Year 12 or went through the complete Borden careers programme, they will have a clear idea of which route they are planning to take and what they need to do to give them the best possible chance of being able to pursue that path.

Activities include:

- Hearing from a range of guest speakers, including a number of alumni
- Enrichment lessons (Personal Development and Careers)
- Targeted interview skills sessions
- Oxbridge preparation
- One-to-one careers guidance interviews for all
- Targeted mentoring
- Targeted opportunities shared through Google Classroom and email
- Unifrog software careers exploration
- Personal statement workshop: University of Reading

Minimum Entitlement in CEIAG for a student at Borden Grammar School

By the time a student reaches the end of Year 11, they can expect the following input relating to CEIAG:

- At least 6 meaningful employer encounters

- Unifrog (Online Careers Platform) access
- One formal mock interview
- To be offered at least one Careers Guidance interview
- Support via the pastoral curriculum and team in form time
- To attend at least one careers fair
- Kent Choices log in

Students who leave us at the end of Year 13 will

Self-awareness	<ul style="list-style-type: none"> ● Be aware of their passions, skills, and work preferences and understand how these could inform their career choices. ● Be inspired and motivated by career opportunities, which they may not have otherwise considered. ● Be able to articulate and demonstrate what they have learnt throughout their career learning journey.
Career knowledge and decision-making	<ul style="list-style-type: none"> ● Have a broad knowledge of a range of career opportunities, which enable informed decision-making. ● Have a deeper level of knowledge and understanding about the roles, responsibilities, and pathways of careers in their areas of interest. ● Understand how the local and national labour market is changing and what this might mean for their career choices. ● Be able to evaluate the risks and rewards of the full range of pathways available at key transition points. ● Be able to evaluate the risks and rewards of different types of employment and working environments. ● Be able to make links between their curriculum to skills, pathways, and to the world of work. ● Be able to identify and make effective use of available support systems. ● Be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them. ● Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals.
Recruitment and workplace readiness	<ul style="list-style-type: none"> ● Have developed essential skills which will support them to transition to the workplace. ● Understand how recruitment and selection processes work (including interviews and assessment centres) and what they need to do to succeed in them. ● Understand the expectations, behaviours, and cultures of a range of workplaces. ● Be able to evidence when they have applied their knowledge and skills within the workplace. ● Be able to articulate their knowledge and skills to potential employers. ● Be able to use their work experiences to make informed career decisions.

4.1 Learners with Special Educational Needs or Disabilities (SEND)

- As a selective school we expect that the majority of learners with SEND will follow the same careers programme that meets the Gatsby Benchmarks, with adjustments and personalised additional support as needed.
- Our Careers Leaders work with staff and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may

include meetings with learners and their families to discuss education, training and employment opportunities, supported internships, transition plans into higher education or preparing for adulthood.

4.2 Access to our Careers Programme Information

- A summary of our school's Careers Programme for students is published on our website (Appendix 3), providing details on how learners, 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 offer 3 parent/carer Careers drop-in sessions per year which are tailored to the needs and stage of the parents/carers and their children.
- Learners, parents/carers, staff and employers can request any additional information about the Careers Programme by contacting one of the careers team.
- For learners with special educational needs or disabilities, there is bespoke provision and supported encounters with specialist provisions that the school have identified as suitable for those learners.

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 Statement (Appendix 2)

5. Monitoring, Evaluation and Review

The Board of Trustees of Borden Grammar School will review this policy every one year.

Impact Statement

The effectiveness and reach of our Careers Education, Information, Advice, and Guidance (CEIAG) programme are subject to a rigorous and continuous cycle of evaluation, ensuring the provision remains high-quality, relevant, and compliant with statutory requirements, particularly the eight Gatsby Benchmarks. Our approach to measuring impact is comprehensive, gathering both quantitative and qualitative data from all key stakeholders: students, parents, teachers, and employers.

Our primary tool for strategic evaluation is the Compass+ framework, which we complete three times annually, in collaboration with our Careers Consultant from Kent and Medway Careers Hub. This process allows us to systematically benchmark our progress against best practice, providing an evidence-based roadmap for development. This is complemented by the annual Future Skills Questionnaire (FSQ), which is administered to students in key transition years. The FSQ provides critical insights into students' career readiness, their understanding of the Labour Market Information (LMI), and their confidence in articulating their skills, thereby directly informing the content and focus of our CEIAG curriculum.

We further measure the long-term success of our provision through the tracking of destination data for both post-Key Stage 4 and post-Key Stage 5. This quantitative outcome data is essential for assessing the efficacy of our guidance and for ensuring our students progress to sustained, high-quality pathways, including competitive university courses, Higher and Degree Apprenticeships, and employment. In addition, we utilise bespoke Google Forms created in-house to gather immediate, specific feedback on discrete activities and events (eg Future Fair evaluation, Work Experience feedback etc). These forms allow for rapid, tailored evaluation of employer encounters, guidance interviews etc, capturing real-time stakeholder opinion and experience.

Crucially, all meaningful careers encounters and activities are recorded and tracked using our school-wide online destinations platform, Unifrog. This system provides a clear, verifiable log of engagement for the entire school cohort, ensuring equitable access to opportunities and facilitating an easy audit of our provision against Gatsby Benchmarks 5 (Encounters with Employers and Employees) and 7 (Encounters with Further and Higher Education). By collecting, cross-referencing, and acting upon data from Compass+, the FSQ, destination outcomes, and stakeholder feedback

forms, we ensure our CEIAG programme is not static, but is continuously evolved to meet the nuanced needs and high aspirations of our selective cohort of students.

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

Our school systematically measures and assesses the impact and quality of our provision as part of the whole school annual review in line with the development of the School Improvement Plan, through:

- **Recording:** The school systematically records careers activities and events using Unifrog and Compass+. Up-to-date information from recording systems and related data on all learners is used by the Careers Leaders and senior leaders to measure impact of the Careers programme and to inform continuous improvement and planning of careers.
- **Feedback:** All relevant stakeholder voices are evaluated by the Careers Leaders to inform impact evaluation, strategic development planning of careers and whole-school development planning, impact evaluation and reporting. Learners' perception of their career readiness is measured through the Future Skills Questionnaire and considered by the Careers Leaders and senior leaders to inform whole-school development planning, impact evaluation and reporting.
- **Evaluation against Learning Objectives:** The school conducts an annual evaluation of the careers programme against defined learning objectives for each year group. These objectives guide assessment of learners' progress in acquiring key knowledge, skills, and behaviours, and inform the ongoing review and refinement of activities to align with programme intent and enhance impact on career readiness.
- **Destination data:** Destinations data (including intended and actual destinations) is collected, analysed and reported on.
- **Monitoring and Quality Assurance:** The school annually completes the Careers Impact System- Internal Leadership Review to continuously measure and develop the quality of the Careers Programme. The provision is structured with reference to relevant frameworks, policies, and statutory guidance (e.g. Gatsby Benchmarks, Careers Strategy, Provider Access Legislation, etc.). The provision and compliance is reviewed within internal (learning walks, trustee visits etc.) and external quality assurance processes with our Kent and Medway Careers Hub Careers Consultant.
- **Sharing evaluation data:** provide information to parents and other relevant stakeholders on the strengths and development areas of the Careers Provision highlighted from the monitoring, reviewing and evaluation processes.

6. Links to Other Policies & Documents

This policy links to the following policies:

- Safeguarding & Child Protection Policy
- Curriculum Policy

Appendix 1 - The Gatsby Benchmarks

<p>1. A stable careers programme: 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>KLC and MB completed Careers Induction training Term 2 November 2025</p> <p>Termly week in pastoral curriculum and feature of enrichment lessons for Yr 12 and 13</p> <p>Student voice - students meet with Careers Trustee three times a year,. Student voice also collected after meaningful encounters, work experience and through FSQ.</p>
<p>2. Learning from career and labour market information: 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 (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<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>School makes good use of My Path, Unifrog, Kent Choices</p> <p>Careers is built into PD curriculum and mapped to be appropriate to age and stage</p> <p>Parental engagement sessions x three a year (one hosted 7.11.25, second scheduled for 30.01.26)</p> <p>Padlet on website designated specifically for parents and carers.</p> <p>Futures Fair (Sept 25) draws upon local expertise and industry to promote the LMI and engage parents</p>

<p>3. Addressing the needs of each young person:</p> <p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> - 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>Use of FSQ data</p> <p>Unifrog used to collate records</p> <p>Revamped admin form for in-year student transfers from other schools to BordenData held on destinations of leavers from Borden at Yr 11 end and Yr 13 end.</p> <p>CXK appointments - most vulnerable prioritised</p> <p>Strong alumni connections collated by KLC (use of LinkedIn Summer 2026)</p>
<p>4. Linking curriculum learning to careers:</p> <p>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. <ul style="list-style-type: none"> ● 	<p>PD curriculum map</p> <p>Meaningful encounters with range of speakers</p> <p>Staff development for teachers - SDD 28.10.25 and 05.01.26. All staff have Unifrog login</p> <p>Displays in subject areas around the school</p>

<p>5. Encounters with employers and employees:</p> <p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> - 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>Meaningful encounters with a number of local employers from a range of sectors</p> <p>Futures Fair</p> <p>Visits to universities and colleges</p> <p>Support with writing CVs (Year 11 Term 1) and application forms for 6th form (Term 1)</p> <p>Work experience for Yr 10 - 5-8th May 2026</p> <p>Work shadowing for Yr 12 July 2026</p> <p>Unifrog to capture own paid employment and any visits undertaken to universities or colleges, apprenticeships</p> <p>Yr 8 Receptionists trialled/introduced Term 2, 2025</p>
<p>6. Experiences of workplaces:</p> <p>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 	<p>All students in Year 10 and 12 complete work experience</p> <p>Year 8 student receptionists introduced 2025</p>

	<p>employer or to produce a piece of work relevant to that workplace</p> <ul style="list-style-type: none"> - 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 academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</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 learners. <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>All Year 11s attend our Futures Fair where we invite a range of providers including local colleges, Universities from around the UK as well as local and national employers. Years 9-13 are invited to attend.</p>
<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</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. 	

<p>staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<p>- 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>	
---	--	--

Appendix 2 - Provider Access Legislation Statement

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at Borden Grammar 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.

Pupil Entitlement

All pupils in years 7-13 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.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful Provider Encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist provided by The Careers and Enterprise Company https://resources.careersandenterprise.co.uk/sites/default/files/2022-07/1207_-_meaningful_encounters_checklist_1.pdf

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact Mrs K Cameron (Years 7-11) or Mr C Brinn (Years 12-13) Telephone: 01795 424192

Email: kcameron@bordengrammar.kent.sch.uk or cbrinn@bordengrammar.kent.sch.uk

Opportunities for Access

Borden Grammar School offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the school website and within this policy.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with Mrs K Cameron (for Years 7-11) or Mr C Brinn (for Years 12-13). Providers are welcome to leave a copy of their prospectus or other relevant course literature with main reception marked for the attention of Mrs K Cameron or Mr C Brinn, so that they can be displayed in the Careers Section of the school library.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Appendix 4 - Personal Development Curriculum Map

Values	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1					
E n g l i s h	Who am I? (H1, R3, L1)	Healthy relationships: Families: Roles and Responsibilities (H2, H10, R1, R14, R35, R36)	Sex and relationships and Contraception 1 (H20, H21, H35, H36, R12, R31, R32)	Consent 1 (H26, H29, R1, R3, R7, R18, R20)	Me: So far and now what? (L2, L3)
	My values, our values (R3, L2)	Families: Commitment and Marriage (H2, H10, R6, R10, R14, R23, R36)			
	What are British Values? 1 (R3, L2)	Families: Changing attitudes to roles and responsibilities (H2, R7, R14, R36)	Contraception 2 (H20, H21, H35, H36, R32, R9 KS4)	Consent 2 (H26, H29, R1, R3, R7, R18, R20)	Is University right for me? My Path (R9, L4, L5, L6)
	What are British Values? 2 (R3, L2)	Building Relationships: My Path (H2, H10, R14)			
	Right and wrong (L2)	The UK Today	STIs and STDs (H20, H21, H35, H36, R33)	Consent and Neurodiversity (H26, H29, R1, R3, R7, R1, R18, R20)	CV Writing: My Path (L1, L10, L23)
	Why is the Rule of Law important? (L2)	Stereotypes, Discrimination and Prejudice (R38, R39, R40, R41)			
Careers: Introduction to Careers - My Path (L3, L4, L5, L6, L7, L8, L9, L10, L11, L12)	Equality and Protected Characteristics (R5, R38, R39, R40, R41)	Consent (H35, R24, R25, R26, R27, R28, R33)	Pregnancy and miscarriage (H30, H31, H32)	Pornography and Revenge Porn (R8, R16, R19)	
Term 2					
R e l i g i o u s	Careers: Introduction to Unifrog (L3, L4, L5, L6, L7, L8, L9, L10, L11, L12)	Neurodivergence 1	Consent (H35, R24, R25, R26, R27, R28, R33)	Pregnancy and miscarriage (H30, H31, H32)	Pornography and Revenge Porn (R8, R16, R19)
	Human Rights 1 (R3)	Neurodivergence 2	Teenage Pregnancy: Impact (H35, R33, R34)	Miscarriage and me (H30, H31, H32)	Mock Exams
	Human Rights 2 (R3)	Respecting Boundaries (R24)			
	Rule of Law 2 (L2)	Sexting and upskirting (R29, R30)			
	Healthy relationships 1 (H2, H10, R1, R2, R9, R10, R13, R14, R22, R23)	Communication: My Path (L3, L4, L5, L6, L7, L8, L9, L10, L11, L12)	Careers Nine to 5 with Stacey Dooley 1	Abortion (H33, R24, R26, R27)	Emily Attack: Asking for it (R14, R15, R16, R19)
	Healthy relationships 2 (H2, H10, R1, R9, R10, R13, R14, R22, R23)	First Aid: Bleeding (H33)	Careers Nine to 5 with Stacey Dooley 2	Testicular Health (H14, H16, H30, H31)	David Baddiel: Social media, anger and me (H3, H6, H7, H8, H9, H10, R16, L24)
Respect 1 (R3)	Flexi lesson				
Term 3					
K e y s t o n e	Respect 2 (R3)	Inside out 1: Emotional Intelligence and Well-being (H2, H6, H12, H34)	Careers: Unifrog	Gambling (H18, H21, L19, L20)	Disordered eating (H3, H5, H6, H7, H8, H9, H10, H13, H14)
	Road Safety 1	Inside out 2: Emotional Intelligence and Well-being (H2, H6, H12, H34)			
	Road Safety 2	Inside out 3: Emotional Intelligence and Well-being (H2, H6, H12, H34)			
	E-safety (H13, H30, R13, R17, R42)	Careers Portfolio 1 (L3, L4, L5, L6, L7, L8, L9, L10, L11, L12)	Careers: Step into the NHS 1	Apprenticeships: My Path	Roman Kemp: Our Silent Emergency (H5, H6, H7, H8, H9, H10, H14, H22, R17)
	Puberty 1 (H34)	Careers Portfolio 2 (L3, L4, L5, L6, L7, L8, L9, L10, L11, L12)	Careers: Step into the NHS 2	Labour Market Information: My Path	Recruitment Practices: My Path (L1, L2, L3, L4, L5, L6, L7, L8)
	Puberty 2 including Testicular Torsion and Hygiene including Dental Hygiene (H19, H20, H21)	Careers Portfolio 3 (L3, L4, L5, L6, L7, L8, L9, L10, L11, L12)			
Term 4					
C o n s c i e n c e	Individual Liberty 1 (L2)	Money and me: Savings (L15, L16, L17, L18)	Mental Health (H6, H7, H8, H9)	Balancing Life and Work: My Path	Mocks 2
	Individual Liberty 2 (L2)	Money and me: Spending (L15, L16, L17, L18)			
	Healthy eating 1 (H17, H18)	Money and me: Borrowing (L15, L16, L17, L18)	Healthy and unhealthy relationships: Domestic Abuse (R19, R20, R37, K54 R28, R29, R30, R31, R32)	Is University right for me? My Path	First Aid: Recap 1 (H24)
	Healthy eating 2: Food and Mood (H2, H10, H17, H18)	Money and me: Risk and Reward (L15, L16, L17, L18, L19)	Alcohol, Tobacco, Vaping, Drugs - The Law and Impact 1 (H24, H25, H26, H27, H28, H29, H30, H31, R20)	First Aid: Recap and Shock and Chest Pain	First Aid: Recap 2 (H24)
	Mental Health (H2, H3, H7, H8, H10, H12, H13, H34)	Money and me: Security and Fraud (L15, L16, L17, L18, L19)			
	Sleep (H7, H13, H15, H34)	Revision techniques			
Term 5					
R e l i g i o u s	Revision techniques	Teamwork: My Path (R15)	Alcohol, Tobacco, Vaping, Drugs - The Law and Impact 2 (H24, H25, H26, H27, H28, H29, H30, H31, R20)	Work Experience: Preparation (L6, L8, L9, L13, L14)	Coping with Pressure
	Democracy and How does democracy link to our values? (L2)	Apprenticeships: My Path			
	How does Democracy impact on you? (L2)	Labour Market Information: My Path	Vaping (H25, H26, H27, H28, H29, H30, H31, R20)	Work Experience: Review	Flexi lesson
	What is a Career? project 1 (L3, L4, L5, L6, L7, L8, L9, L10, L11, L12)	Coping with pressure 1 (H3, H4, H5, H6, H7, H8, H10, H11, H12, R42)			
	What is a Career? project 2 (L3, L4, L5, L6, L7, L8, L9, L10, L11, L12)	Coping with pressure 2 (H3, H4, H5, H6, H7, H8, H10, H11, H12, R42)	Is University right for me? My Path	Gareth Thomas vs Homophobia	GCSE Exams
	Summer exams	Summer exams			
Term 6					
C r e a t i v e	Careers project presentations (L1, L3)	First Aid: Asthma and allergies (H33)	Unhealthy behaviours: Wasted by Weed (H24, H25, H26, H27, H28, H29, H30, H31, R20)	Consent and Uncovering Rape Culture (R8, R19)	
	Why is resilience important? How can we become more resilient? (H4, H9, L2)	First Aid: Choking and Head Injuries (H33)			
	How does mental health link to resilience? (H4, H9, L2)	Online and Real Life 1 (H30, R17, R37, R42, R43, R44, L20, L21, L22, L23, L24, L25, L27, K54 L24, L27)	Unhealthy behaviours: Wasted by Alcohol (H24, H25, H26, H27, H28, H29, H30, H31, R20)	Health eating: Healthy me 1 (H11, H13)	
	Letters to Primary School	Online and Real Life 2 (H30, R8, R17, R37, R42, L20, L21, L22, L23, L24, L25, L27, K54 L24, L27)	Unhealthy behaviours: Drinking to Oblivion (H24, H25, H26, H27, H28, H29, H30, H31, R20)	Health eating: Healthy me 2 (H11, H13)	
	Creativity: My Path	Choosing Options: My Path (L3)			
	How can we show our creativity?	Option Thinking - Subject keys 1			
First Aid: Basic Life Support (H33)	Option Thinking - Subject keys 2				
Flexi lesson	Flexi lesson				
Summer Holiday					