

# CAREERS EDUCATION AND GUIDANCE POLICY

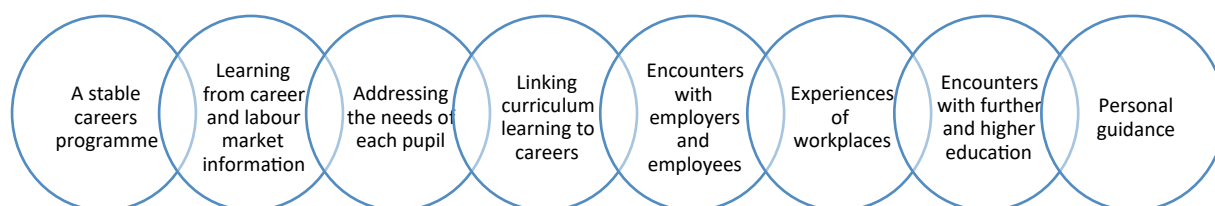
## KETTERING BUCCLEUCH ACADEMY

KBA Policy 2026/27

## 1. Introduction

The policy for Careers Education, Information, Advice and Guidance (CEIAG) supports and is itself underpinned by a range of key priorities and best practise including the eight Gatsby benchmarks, which were devised following a commission by the Gatsby Foundation to undertake an international survey to identify comparisons to international standards. This resulted in the [Good Career Guidance report](#). The Gatsby Benchmarks serve as a framework for world-class careers provision and have been adopted as part of the Government's [Careers strategy: making the most of everyone's skills and talents - GOV.UK](#) and statutory guidance for schools. The [Careers & Enterprise Company](#) supports the implementation of the Benchmarks in education with a national network of support, resources and targeted funding.

The eight Gatsby benchmarks are:



## 2. Rationale

CEIAG across Kettering Buccleuch Academy provides a foundation for students to move not only in to further or higher education, vocational training or employment, but to the next stage of their development as citizens. We wish our students to move onto their 'next steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

We focus on the student and what is best for them. Although our universities are world-class, it is not the only choice: in many cases, a college course or apprenticeship can offer better outcomes. At Kettering Buccleuch Academy, a high proportion of our Year 11 stay on to begin courses in the Sixth Form. They are joined by a number of students from other schools at the start of Year 12.

Kettering Buccleuch Academy is committed to providing high quality careers education and guidance as an integral part of every student's education. We seek to ensure that the provision is appropriate to the age, stage, ability and educational needs of every individual and is underpinned by equality of opportunity. The school is committed to providing a planned programme for all students in partnership with relevant external organisations.

By working with key stakeholders, our aim is for every child to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has

been developed. We are committed to providing a planned programme of high quality to all students and recognise the important role that careers education/work-related learning plays in:

- preparing and supporting young people to enter the world of work and achieve personal and economic wellbeing throughout their lives
- empowering young people to plan and manage their own futures
- contributing to strategies for raising achievement, especially by increasing motivation to engage
- raising aspirations and inspiring young people to achieve their full potential
- developing core competencies, such as communication, resilience, team working, problem solving, critical thinking and personal management
- promoting equality, diversity, social mobility and challenging stereotypes.

### 3. Aims & Objectives

The academy's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, the trust's CEIAG programme has three main aims:

- Self-development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a range of opportunities.
- Career exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information.
- Career management – developing skills enabling them to make and adjust plans, and to manage change and transitions.

The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students. The Academy's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner to enable each student to make well-informed decisions about their future.

### 4. Leadership and Management

Kettering Buccleuch Academy's CEIAG is planned, delivered, monitored and evaluated by the Careers Lead. The work is supported by the following staff:

- Assistant Principal with overall responsibility for CEIAG
- Heads of Year
- UCAS tutor
- Apprenticeship coordinator (6<sup>th</sup> form)
- SENDCO
- CEIAG link Governor
- Form tutors and subject teachers
- Qualified careers guidance provided by Shaw Trust two days per week

## 5. Provision

The CEIAG programme is designed to meet the needs of students at different stages of their schooling. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Curriculum areas also provide subject specific activities as appropriate.

Careers and employability lessons form a part of our PSHE programme. The programme is complemented through tutor time and distant learning tasks set through the Unifrog platform. Students' progress is monitored via their Unifrog profile and remains with them for their entire duration at Kettering Buccleuch Academy. The work is entirely personal and Unifrog logs all activities completed and skills gained.

The programme focuses on ensuring students are fully equipped to independently access the provision available to them and confidently go about engaging with them. Such activities include but are not limited to:

- CV writing
- Interview techniques
- UCAS support
- Interest profiling
- Social media branding
- Wellbeing development
- Managing change
- Aspirations and goal setting
- Preparing for change
- Student finance

The academy funds three days of qualified careers guidance delivered by [Shaw Trust](#) who are on site to deliver this support. Students also have access to three careers guidance drop-in sessions each week. All students are able to access this support, though the initial focus is upon those students who are at the imminent point of school transition i.e. year 11 and 13 students. Students can make a self-referral through their teachers and parents can also make a referral.

The academy hosts an annual careers fair, where local and national businesses, employers, training providers, colleges and universities are invited into the academy to meet with students.

Activities	Events	Curriculum	Guidance
<ul style="list-style-type: none"> <li>• Careers lessons (PSHE)</li> <li>• Tutor time activities</li> <li>• Assemblies</li> <li>• Online &amp; virtual programmes</li> <li>• Unifrog</li> <li>• Work related learning</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Careers Weeks – NCW and NAW</li> <li>• Trips and visits to various stakeholders</li> <li>• Experience of the world of work</li> <li>• Guest speakers and employer engagement opportunities</li> <li>• University and college visits</li> </ul>	<ul style="list-style-type: none"> <li>• Linking curriculum to future careers</li> <li>• Careers Champions</li> </ul>	<ul style="list-style-type: none"> <li>• One to one interview with an independent, impartial, Level 6 qualified professional Careers Advisor</li> </ul>

## 6. Resources

The academy has invested in the Unifrog careers platform, which all students from year 7-13 have access to and use on a regular basis. This provides up to date labour market guidance as well as access to university and apprenticeship applications. [Unifrog - The universal destinations platform.](#)

The academy works closely with [Uni Connect](#) who are able to provide additional funding for students whom live in postcodes where there has been historically a low number of students going on to study at a higher education establishment.

Funding is allocated in the annual budget. Sources of external funding are actively sought. Physical resources are updated annually as well as new digital resources purchased as and when required.

The [National Careers Service](#) provides information, advice and guidance to help students make decisions on learning, training and work opportunities. The service offers confidential and impartial advice and is supported by qualified careers advisers.

[icould](#) provides career inspiration and information for young people through free access to over 1000 personal video stories, detailed job information, plus practical tips, insight and advice.

The [National Apprenticeship Service](#) website offers guidance on how to apply for an apprenticeship as well as listing current local apprenticeship opportunities. More information on apprenticeships can be found at [Amazing Apprenticeships](#).

[Prospects](#) – who match skills and personality to over 400 different job profiles with information about jobs, work experience, applying for university and postgraduate study.

[UCAS](#) - is an online search and application tool for further and higher education.

[Your Game Plan](#) - provides students access to free and unlimited employability courses, tools and opportunities designed by leading UK employers.

## 7. Staff Development and CPD

Staff are given yearly training on how to use the Unifrog careers platform, which enables them to deliver careers activities and offer guidance to their tutees, as well as track their progress. The Careers Lead regularly attends careers meetings, networking events as well as industry specific events in order to ensure they are up to date with industry and labour market information.

Staff are expected to support resource delivery through events, visiting speakers and celebration weeks. Class tutors are also expected to be present during these events, to support their own understanding of labour market information, careers opportunities, and wider industry knowledge.

The Careers Lead regularly discusses careers education with all staff via the weekly staff briefing to increase awareness of careers and employability lessons and how they support us to adhere to the Gatsby Benchmarks.

## 8. Monitoring, review and evaluation

The Careers Lead is responsible for the monitoring, review and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. This draws information from a number of sources including:

- Student, parents and employer/training provider/Higher and Further Education surveys e.g. careers day evaluations
- Regular meetings with the external Careers Adviser
- Evaluation of activities as and when they happen for one off activities
- Evaluation of on-going activities at the end of the academic year
- Information on intended destinations for year 11, 12 and 13 learners
- NEET and destination data
- Compass+ tracking and evaluation
- Future Skills Questionnaires

Success will be reflected in higher numbers progressing into apprenticeships, universities, T-Levels and other positive destinations such as employment or further education college.

Reports are provided to the local governing board, who take an active interest and have appointed a Lead Governor for CIAEG – Andy Sawford.

## 9. Partnerships and Service Level Agreements

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers and other local organisations. CEIAG is delivered in partnership with [South Midlands Careers Hub](#), local employers, further and higher education providers such as Tresham, Moulton College and Northampton College and Prospects. Partnership agreements and service level agreements are reviewed annually.

## 10. Business Links

The academy is a member of the South Midlands Careers Hub, which is supported by [The Careers and Enterprise Company](#).

The academy has relationships with a wide range of businesses from different industries; these relationships are used to ensure CEIAG is relevant. These relationships are reviewed annually, and new partnerships are constantly sought.

Businesses that currently do not have a link with the academy but wish to form one, are encouraged to do so. For further information please contact the Careers Lead, Madeline Smith.

Students will be given opportunities to visit a variety of local and national employers from various industries to enable them to view careers in action. The academy works closely with South Midlands Careers Hub to engage in such opportunities.

## 11. Engaging Parents / Carers / Alumni

Parents/carers are vital to students' understanding of career choices and the decisions they make. We provide all parents/career with up-to-date information on opportunities to engage in support of students evaluating their options at KS4, KS5 and post 18. Information and opportunities are shared with parents/carers via the KBA newsletter.

The academy's Alumni Programme aims to create strong links with former students and staff to enable them to support careers provision in the future. If a former student or member of staff wishes to join the KBA Alumni Programme, please contact Madeline Smith, the Careers lead.

We encourage parents and carers to make use of the [Talking Futures](#) toolkit which supports parents to undertake informed and constructive conversations with their child about their future options.

We also encourage parents to sign up to [Unifrog](#) to make full use of the tools available. A sign-up code can be obtained from Kettering Buccleuch Academy's Careers Lead, Madeline Smith.

Document Control	
Date issued	April 2026
Review by Date	April 2027
Name of originator	Madeline Smith – Careers Lead
LGB Approval	Chloe Buckenham, Principal. Paul Clarke, Careers Governor.