



King's Group Academies

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY (CEIAG)

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1. Vision

King's Academy aspires to deliver an outstanding standard of Careers Education, Information, Advice and Guidance (CEIAG) across all of our unique communities. We believe that everyone who interacts with our pupils plays a vital role in their career development. By working closely with organisations and employers, we aim to provide a relevant, effective and transformational careers programme for all pupils and their families across the trust.

We are committed to empowering our pupils through meaningful Information, Advice and Guidance (IAG) delivered in diverse learning environments. Through strong departmental support, high-quality work experience, and opportunities to engage with positive role models, we ensure that every pupil's IAG journey nurtures their personal growth, confidence, and wellbeing.

2. Rationale

The Berkshire/Portsmouth/Gosport region offers a varied labour market with opportunities across small, medium, and large businesses. A significant proportion of jobs and apprenticeships are with multinational companies, particularly within the STEM sector and the armed forces. It is therefore essential that our schools work collaboratively with employers to explore these opportunities and inspire pupils to make informed career choices.

Pupils must have access to accurate, impartial, and objective advice to make informed decisions at all stages of their education. The school is responsible for supporting all pupils—regardless of ability—to understand future pathways and opportunities.

The Careers Programme ensures that Information, Advice and Guidance (IAG):

- Empowers young people to plan and manage their future pathways.
- Responds to the needs of each learner.
- Provides appropriate, accessible and practical information and advice.
- Raises aspirations.
- Promotes equality of opportunity and challenges stereotypes.
- Provides effective Labour Market Information (LMI).
- Is delivered in line with the Gatsby Benchmarks.

The Trust is committed to providing pupils in Years 7–13 with a careers programme embedded within the curriculum and supported through enrichment opportunities. This programme aligns with the Department for Education's Statutory Guidance (2018).

3. The Gatsby Benchmarks

Adhering to the Gatsby Benchmarks ensures that King's Academy provides a high-quality, evidence-based careers programme. Success against these benchmarks will be completed through completing a Compass Tracker evaluation in line with the Careers Enterprise Company expectations.

This offers a clear framework to guarantee consistency, fairness, and excellence across all schools. Following them helps ensure pupils receive meaningful employer encounters, accurate labour market information, and personalised guidance—ultimately improving their career readiness, raising aspirations, and supporting successful transitions into further education, training, or employment.

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.



4. Aims

Effective IAG will provide opportunities for pupils to:

- Investigate and consider appropriate career and post-16/post-18 pathways.
- Experience the working world through personalised opportunities.
- Develop the skills, knowledge and attitudes needed to make realistic, informed decisions.
- Understand how their educational achievements link to future opportunities.
- Plan future choices and know how to access support to improve life chances.
- Develop the essential skills and attitudes required for adult and working life.

Through rich and varied activities, we will also:

- Encourage the highest possible achievement for all pupils.
- Help pupils make meaningful connections across their learning.
- Promote creativity, adaptability and problem-solving.
- Build independence and collaboration skills.
- Support pupils to respond positively to opportunities and challenges.
- Equip pupils with a broad range of transferable skills and knowledge.
- Provide up-to-date information to parents about further education, work experience and LMI.

5. Responsibilities of the Careers Leader

The Careers Leader will ensure that:

- Annual careers audits are completed in line with the Gatsby Benchmarks.
- Pupil progress in careers education is monitored and evaluated.
- Pupils have access to a dedicated careers week, employer encounters and curriculum-based activities.
- Long-term careers and IAG plans are updated on the school website.
- Pupils in Years 10, 11 and 12 have opportunities for impartial guidance interviews.
- Staff receive relevant updates to maintain Gatsby-aligned provision.
- Careers education is embedded and relevant across all year groups.
- Pupils from Years 7–13 engage with a variety of employers and workplaces.
- FE providers have appropriate access to pupils in Years 10–13 to explain courses, qualifications and pathways.

6. Responsibilities of the Trust Board

Under Section 42A of the Education Act 1997, the Trust Board must ensure all pupils from Year 7 to Year 13 receive independent careers guidance. This guidance must:

- Be impartial and free from institutional bias.
- Cover a wide range of education and training options, including apprenticeships and technical routes.
- Promote the best interests of each pupil.

The Trust Board will receive regular reports on CEIAG provision through Local Governing Body monitoring, and liaison between the Link Careers Trustee and the Trust-Wide Careers Forum to monitor the effectiveness and safety of all careers-related activities.

7. Arrangements for Monitoring and Evaluation

Evaluation is essential to ensure the programme meets pupil needs and reflects the aims of the Gatsby Benchmarks. The academy will conduct ongoing and cyclical evaluation using:

- Audit results.
- parent and staff feedback.
- Employer and training provider evaluations.
- Surveys, questionnaires and discussions.

Findings will inform future planning and continuous improvement of CEIAG provision.