

The Norton Knatchbull Careers Programme 2025-2027

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 (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>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</p> | <ul style="list-style-type: none"> - A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, highlight 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. |

| | |
|---|--|
| <p>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"> - 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 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>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 |

| | |
|--|--|
| | <p>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>8. <u>Personal guidance:</u> Every pupil should have opportunities for guidance meetings with a career's 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 careers leader should work closely with the career's adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p> | <ul style="list-style-type: none"> - Every pupil should have at least one personal guidance meeting, with a career's 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, parents, and carers, including through the school website. |

Year 7

| Careers Education | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------|---|--------|--|--|--------|---|
| | | | National Apprenticeship Week NAW2026 - Amazing Apprenticeships dedicated talks and links to apprenticeships The Education People (TEP) to deliver an assembly. | National Careers Week Welcome - National Careers Week Bespoke activities during form time Employer talks /Alumni talks | | Enrichment week opportunity to explore a wide range of activities to learn new skills |
| Personal Development | | | | Personal Development covering a range of topics to include: Introduction to careers, Target setting, Global Perspectives and Unifrog | | |
| Cross curriculum | Cross curricular links made to careers and opportunities discussed throughout each topic area as appropriate and using resources such as Speakers for schools, Unifrog, STEM and local businesses and providers | | | | | |

Year 8

| Careers Education | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------|---|--|--|---|---|---|
| | | Employer encounters/Alumni talks - subject lead activities | National Apprenticeship Week NAW2026 - Amazing Apprenticeships dedicated talks and links to apprenticeships The Education People to deliver an assembly. | National Careers Week Welcome - National Careers Week Bespoke activities during form time Employer talks /Alumni talk Employer encounters/Alumni talks - subject lead activities | Careers Fair held in school to include employers, higher education and training providers | Enrichment week-opportunity to explore a wide range of activities to learn new skills |
| PD | | | | | | Personal Development lessons including: Life skills, career's supported by Unifrog, taxes and public services |
| Cross curriculum | Cross curricular links made to careers and opportunities discussed throughout each topic area as appropriate and using resources such as Speakers for schools, Unifrog, STEM and local businesses and providers | | | | | |

Year 9

| Careers Education | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------|---|--|--|--|--|--|
| | <p>Parent information evening – Careers Leader to provide information on GCSE option choices and 1-2-1's offered as requested from Term 3 onwards</p> | <p>Employer encounters/ Alumni talks optional.</p> | <p>National Apprenticeship week NAW2026 - Amazing Apprenticeships dedicated talks with links to apprenticeships The Education People to deliver an assembly.</p> <p>GCSE option choice subject assemblies</p> <p>Career 1-2-1 discussions as requested with the in-house career's advisor.</p> <p>Options evening</p> | <p>National Careers Week Welcome - National Careers Week Bespoke activities during form time Employer talks /Alumni talks</p> | <p>Careers Fair held in school to include employers, higher education and training providers</p> <p>GCSE options confirmed</p> | <p>Enrichment week-opportunity to explore a wide range of activities to learn new skills</p> |
| PD | | | <p>Personal Development Option choices for KS4 (GCSE) explored completing the Morrisby Profile, Post 16</p> | | | |

| | | | | | | |
|------------------|---|--|--|--|--|--|
| | | | options to include different pathways such as A levels, technical qualifications, T Levels, apprenticeships and Employment | | | |
| Cross curriculum | Cross curricular links made to careers and opportunities discussed throughout each topic area as appropriate and using resources such as Speakers for schools, Unifrog, STEM and local businesses and providers | | | | | |

Year 10

| Careers Education | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------|--|--|--|--|--|--|
| | Parent information evening Careers Leader to provide information to all parents/carers on Careers related activities in Year 10 to include Mock Interview and Work Experience | Employer encounters/Alumni talks Launch Work Experience through an assembly and ongoing | National Apprenticeship Week NAW2026 - Amazing Apprenticeships dedicated talks and links to apprenticeships The Education People to deliver an assembly. | National Careers Week Welcome - National Careers Week Bespoke activities during form time Employer talks /Alumni talks | Careers Fair held in school to include employers, higher education and training providers. Career 1-2-1 discussions as requested with the in-house career's advisor. Oxbridge Launch | Work experience Week Programme of support in place for all SEND students Career 1-2-1 discussions as requested with the in-house career's advisor. |

| | | | | | | |
|------------------|---|--|--|--|--|---|
| | | | | Mock Interview 18 th March 2026 Preparation and support provided through PD lessons in term 3 | | |
| PD | | | Personal Development CV writing, Cover Letters, Preparation for work, mock interview preparation all supported using Unifrog | | | Personal Development Work experience Preparation, Launch Kent Choices |
| Cross curriculum | Cross curricular links made to careers and opportunities discussed throughout each topic area as appropriate and using resources such as Speakers for schools, Unifrog, STEM and local businesses and providers | | | | | |

Year 11

| Careers Education | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------|--|---|--|---|--------|--------|
| | <p>Parent information evening – Careers Leader to resend information on Careers support available in Year 11</p> <p>1-2-1 Conversations offered to all with the inhouse Careers Advisor SEND Students offered alternative methods for discussion as required</p> | <p>Employer encounters Alumni talks.</p> <p>1-2-1 conversations continue</p> <p>Post 16 Option open mornings-evenings begin – information shared on Kent Choices.</p> | <p>Sixth Form Open Evening NKS January 15th 2026</p> <p>National Apprenticeship week NAW2026 - Amazing Apprenticeships dedicated talks and links to apprenticeships The Education People to deliver an assembly.</p> | <p>National Careers Week Welcome - National Careers Week Bespoke activities during form time Employer talks /Alumni talks Employer encounters/Alumni talks.</p> <p>Student and parent questionnaire</p> | Exams | Exams |
| PD | | Personal Development Options post 16/18 explored | Personal Development Options post 16/18 explored via Unifrog, | | | |

| | | | | | | |
|------------------|---|---|---|--|--|--|
| | | via Unifrog, Morrisby Careers and Kent Choices | Morrisby Careers and launch Kent Choices | | | |
| Cross curriculum | Cross curricular links made to careers and opportunities discussed throughout each topic area as appropriate and using resources such as Speakers for schools, Unifrog, STEM and local businesses and providers | | | | | |

Year 12

| Careers Education | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------|--|--|---|---|---|--|
| | <p>Parent information evening – Careers Leader to provide information on Careers Support during sixth form.</p> <p>1-2-1 meetings with the CA (Careers Advisor) As required.</p> | Employer encounters/ Alumni talks. | <p>National Apprenticeship week NAW2026 - Amazing Apprenticeships dedicated talks and links to apprenticeships The Education People to deliver an assembly.</p> | <p>National Careers Week Welcome - National Careers Week Bespoke activities during form time Employer talks /Alumni talks Employer encounters/Alumni talks. Student and parent questionnaire Launch Paul Bromfield Law Bursery</p> | <p>Careers and Apprenticeship Fair in school Higher Education trip to Royal Holloway University University Life/ What’s on offer Higher Education Conference</p> | <p>Work Experience supported by CL and form tutors. Focus Day on Life after NKS Options post 18 explored 1-2-1 meetings with the CA (Careers Advisor) Student and parent questionnaire Oxbridge mock interviews</p> |
| Form Time | Full programme of personal development topics to include careers | Full programme of personal development | Full programme of personal development topics to | Full programme of personal development | Full programme of personal development | Full programme of personal development |

| | | | | | | |
|------------------|---|---|---|---|---|---|
| | education throughout the year | topics to include careers education throughout the year | include careers education throughout the year | topics to include careers education throughout the year | topics to include careers education throughout the year | topics to include careers education throughout the year |
| Cross curriculum | Cross curricular links made to careers and opportunities discussed throughout each topic area as appropriate and using resources such as Speakers for schools, Unifrog, STEM and local businesses and providers | | | | | |

Year 13

| Careers Education | Term 1 | Term 2 | Term 3 | Term 4 | | |
|-------------------|---|--|--|--|--|--|
| | Parent information evening – Careers Leader to provide information on Careers Support for options post 18. Higher education visits 1-2-1 meetings with the CA (Careers Advisor) As required. Morrisby Profile offered to support options Oxbridge mock interviews | Employer encounters/ Alumni talks. 1-2-1 meetings with the CA (Careers Advisor) | National Apprenticeship week NAW2026 - Amazing Apprenticeships dedicated talks and links to apprenticeships The Education People to deliver an assembly. 1-2-1 meetings with the CA (Careers Advisor) | National Careers Week 3rd – 8th March 2025 Welcome - National Careers Week Bespoke activities during form time Employer talks /Alumni talks Employer encounters/Alumni talks. Student and parent questionnaire | | |

| | | | | | | |
|------------------|---|--|--|--|--|--|
| Form Time | Full programme of personal development topics to include careers education throughout the year | Full programme of personal development topics to include careers education throughout the year | Full programme of personal development topics to include careers education throughout the year | Full programme of personal development topics to include careers education throughout the year | | |
| Cross curriculum | Cross curricular links made to careers and opportunities discussed throughout each topic area as appropriate and using resources such as Speakers for schools, Unifrog, STEM and local businesses and providers | | | | | |