



King's College

TAUNTON

Futures Policy

Policy Date: September 2025

Responsibility

Individuals: Head of Futures
Deputy Head Academic
Careers Governor

Review Cycle: (Annual)

Next scheduled review: September 2026

Last interim review: September 2025



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1. Our Vision

At King's we deliver high-quality careers education and guidance that is essential to shaping young people's futures. Our aim is to equip students with a clear understanding of the world of work, the pathways to fulfilling careers, and the skills required to thrive in a rapidly evolving employment landscape.

Through our comprehensive Futures Programme, we support students in developing the self-awareness, confidence, and career management skills necessary to make informed decisions and achieve positive destinations beyond school.

The Futures team:

Clare Lewis - Head of Futures
Oliver Ellsworth - Head of Sixth
Jamie Rudkin - Head of PSHE King's College Prep

While the programme is led by the Head of Futures, all staff across King's College play a vital role in supporting careers conversations.

2. Our Commitment

We are committed to delivering an inclusive, aspirational, and student-centred careers programme:

- ✓ Fully aligns with the Gatsby Benchmarks and Department for Education (DfE) guidance.
- ✓ Delivers impartial, supportive advice and high-quality resources.
- ✓ Integrates careers education throughout the curriculum and extracurricular programmes.



- ✓ Actively engages students, parents, and carers in shaping careers provision.
- ✓ Communicates consistently via social media, the school website, and information bulletins.
- ✓ Promotes equal access to opportunities for every student.
- ✓ Led by a Level 6 qualified careers advisor, supported by a passionate and knowledgeable team.
- ✓ Provides comprehensive access to a diverse range of education and training providers.
- ✓ Regularly reviewed to ensure alignment with current best practices and evolving guidance.

3. Strategic Objectives

The Futures programme is closely aligned with [King's Five-Year Strategic Plan](#) (2025-30):

- **Deliver a stable and structured careers programme for all students:**
Supports the school's commitment to robust teaching frameworks and exceptional educational outcomes across all age groups.
- **Provide access to up-to-date career and labour market information:**
Reflects the school's focus on innovative teaching methods and preparing pupils for an evolving world.
- **Tailor guidance to meet individual student needs:**
Reinforces King's emphasis on unrivalled pastoral care, personalised support, and understanding each pupil's unique aspirations.
- **Link curriculum learning to career pathways:**
Aligns with the goal of maximising educational value and embedding real-world relevance into academic experiences.
- **Facilitate meaningful encounters with employers and professionals:**
Enhances the school's network opportunities and global reach, connecting students with diverse career landscapes.
- **Offer real-world workplace experiences:**
Complements the strategic aim to equip pupils with practical skills and prepare them for future success.
- **Connect students with further and higher education institutions:**
Supports the ambition to deliver outstanding outcomes and build pathways to lifelong learning and achievement.



4. Careers Provision

Our careers programme is designed to be accessible, inspiring, and informative. It supports students at every stage of their journey, from early exploration to post-16 and post-18 transitions (see Appendix 4 Pupil Entitlement Statements).

Careers Education, Information, Advice and Guidance (CEIAG) is delivered through a multi-faceted approach through curriculum-integrated learning, the tutorial programme, skills lessons, personal guidance meetings and a comprehensive Futures programme of events.

Futures events include:

- Employer visits and industry insights
- Careers conventions
- Higher and Further Education insight events
- Professional and alumni talks
- Employability workshops and mock interviews
- One-to-one guidance meetings
- Assemblies with colleges, universities, and training providers
- Apprenticeship information sessions
- Work experience and employability programmes

Our Futures Calendar of events is displayed for parents, staff and pupils on our portal and is available upon request from the Head of Futures.

We use Unifrog, a leading careers platform, to deliver a spiral careers curriculum (Appendix 2) aligned with the Gatsby Benchmarks and CDI Framework. Unifrog provides access to the UK's widest selection of post-16 and post-18 opportunities, including FE courses, Sixth Form options, and apprenticeships.

The Unifrog platform is designed to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups:

- Exploring Pathways - personality quizzes, career and subject profiles, MOOCs and webinars
- Recording - self-reflection about extracurricular activities and key employability skills
- Opportunities - search tools showing live vacancies/courses/placements for apprenticeships, universities (in the UK and abroad), FE, virtual work experience and much more
- Applications - tools to help students build applications for a range of pathways (e.g., CVs, Personal Statements, Common App Essays)

Every student has their own personal account that provides a wide range of information related to their interests and aspirations. Interactions and experiences are logged, and Futures staff track and monitor individual and whole-school progress.



At King's College Prep we use the PSHE Association platform to embed careers education.

Personal Guidance: In accordance with Gatsby expectations, The Head of Futures is on the Career Development Institute (CDI) professional register and holds two Level 6 qualifications in Careers Leadership, and Careers Advice and Guidance.

All pupils can regularly access tailored personal guidance support upon request, tutor referral or parent request. Senior pupils are all seen for at least one guidance meeting in Year 11 and a minimum of one in Sixth Form.

5. Provider Access

Our Provider Access Policy outlines how external education and training providers can engage with our students, in line with the Baker Clause. This policy is shown in Appendix 1 below.

6. Governance, Monitoring & Review

Governance:

A nominated governor takes strategic interest in CEIAG and promotes employer engagement.

Leadership Oversight:

The Head of Senior and Prep support and monitor the work of the Futures Team. A member of the Senior Leadership Team oversees CEIAG and reports regularly to the College Senior Management Team.

Review & Evaluation:

We regularly evaluate our careers provision through:

- feedback from students, parents, staff, employers and providers.
- Biannual self-assessment using the Careers & Enterprise Company's Compass Tool.
- Tracking student destinations and liaising with local support services to minimise NEET figures.



APPENDIX 1: PROVIDER ACCESS POLICY:



King's College
TAUNTON

Provider Access Policy (PAL)

Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational and academic routes and apprenticeships

This policy statement sets out the arrangements for managing the access of providers to students 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:

We aim to ensure equal promotion of all pathways (academic and technical) at King's College.

All pupils Year 7-13 as part of our Futures programme will

- ✓ Explore the full range of education and training pathways, including technical qualifications and apprenticeships, through a comprehensive careers programme delivered at key transition points.
- ✓ Engage directly with a variety of education and training providers, including those offering technical education and apprenticeships.
- ✓ Receive clear guidance and support on how to research, compare, and apply for academic and technical courses, ensuring informed decision-making about their future education and career options.

Our commitment:

In line with the Provider Access Legislation, King's College is committed to providing at least six encounters with approved providers of technical education and apprenticeships:

- Two encounters in Years 8 or 9 - mandatory for all pupils
- Two encounters in Years 10 or 11 - mandatory for all pupils
- Two encounters in Years 12 or 13 - mandatory for schools to offer, but optional for pupils to attend

Opportunities for access:

As part of our Futures programme, King's College welcomes requests from approved training, apprenticeship, technical and vocational education providers to



speak with students. We proactively invite providers to participate in key careers events such as assemblies, webinars, curriculum-linked sessions, and parent evenings.

The provider should outline:

- Details of your opportunities, including technical education, courses, and entry requirements
- Insights into the learning experience at your institution.
- How you support students in progressing to their next steps.
- Examples of career pathways linked to your courses and recent student destinations.
- Respond to questions from all students, including those with additional needs.

King's College offers a range of facilities to support provider visits, and we welcome meaningful online engagement and encourage providers to share promotional materials - both print and digital - for distribution to students, staff, and parents, and for display around the campus.

Careers provision is regularly audited using Compass+ and overseen by the Senior Leadership Team to ensure quality, impact, and equitable access to all pathways.

Request Process for Careers Engagements:

All requests by providers should be sent to chlewis@kings-tanton.co.uk or reception@kings-taunton.co.uk.

Once your request is submitted, our Head of Futures will respond within 10 working days. All requests are carefully reviewed by the Head of Futures and the Senior Leadership Team, and considered against:

- Existing school commitments or exam preparation
- Availability of staff, space, and resources
- Compliance with the school's Safeguarding policy
- Facilities and Support

If approved, we'll ask you to provide materials - such as a prospectus, letter, or presentation - to share with students and parents ahead of your session.

Complaints:

If a provider has reason to make a complaint in relation to this provider access statement, please email our Headteacher via reception reception@kings-taunton.co.uk who will investigate further. Or subsequently you can contact The Careers & Enterprise Company on provideraccess@careersandenterprise.co.uk.



APPENDIX 2: King's Careers Learning Journey - UNIFROG spiral curriculum



*Note Y7 & 8 PSHE Association resources used



APPENDIX 3:



Futures Learning Journey Year 7-13

Student Entitlement Statements

Our Futures pupil pledge:

Year 7 - Self-Awareness and Early Exploration

- ✓ "I will explore who I am, what I enjoy, and how my skills and interests relate to different careers and subjects."
- ✓ "I will start to apply my classroom learning to the world of work and participate in careers-related activities."

Year 8 - Self-Discovery Broadening Horizons

- ✓ "I will continue to build my skills and learn to reflect and identify my strengths."
- ✓ "I will explore a wide range of careers that challenge stereotypes, supporting me to see all possibilities for my future."
- ✓ "I will have the opportunity to hear from professionals and employers about the world of work."

Year 9 - Making Key Choices

- ✓ "I will have support to make informed choices about my GCSE options by exploring subjects, career pathways, and understanding how they align with my ambitions."
- ✓ "I will start to use the Unifrog platform to explore pathways, subjects, and the qualifications I may need."
- ✓ "I will engage with a university and technical provider."

Year 10 - Skills and Next Steps

- ✓ "I will explore post-16 options, learn about pathways such as sixth form, college, and apprenticeships, and start building my CV, personal profile, and employability skills."
- ✓ "I will start developing a personal portfolio that captures the skills and experiences I acquire through my academic work and wider co-curricular involvement."
- ✓ "I will learn more about academic and technical pathways and meet employers and providers who will showcase diverse examples."



Year 11 - Preparing for Post-16 Transitions

- ✓ "I will have tailored guidance to explore all post-16 options, including sixth form, college, apprenticeships, and technical education, and receive support in making and submitting applications."
- ✓ "I will attend a careers fair where I will engage with a wide range of employers and training providers."
- ✓ "I will continue to build my personal portfolio of experiences and achievements."
- ✓ "I will identify my strengths through skills assessments and gain a clear understanding of how my skills align with specific subjects and future pathways."

Year 12 - Exploring Post-18 Pathways

- ✓ "I will have access to information and tools to explore and compare university courses, apprenticeships, and employment routes, while receiving support in writing personal statements and CVs."
- ✓ "I will have structured tutor support as I research all post 18 opportunities."
- ✓ "I will engage with HE, FE and technical providers and attend industry-focused events."
- ✓ "I will engage in a structured skills programme aligned with industry expectations, offering meaningful insight into the key competencies and daily tasks found in the workplace."

Year 13 - Transition and Success

- ✓ "I will have comprehensive guidance and support to complete my post-18 applications, prepare for interviews, and make confident transitions into higher education, apprenticeships, or employment."
- ✓ "I will research gap year options and short-term placement opportunities that allow me to apply my learning in real-world contexts and further enhance my skills."
- ✓ "I will engage in opportunity-enhancing courses and experiences to strengthen my employability and future applications."
- ✓ "I will be ready to leave compulsory education confident, empowered and ready for lifelong learning and the world of work!"



APPENDIX 4: GATSBY BENCHMARK SUMMARY

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none">• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none">• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none">• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.• All pupils should have access to these records to support their career development.• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none">• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.



5.Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	<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' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none">• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none">• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none">• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.