


Careers Policy

Thomas Keble School



This is a statutory policy and was agreed upon by the Trust Board and supersedes all previous policies relating to this area	20/05/2026
Signed by The Chair of Trustees Ms. M Baker	
Implemented:	21/05/2026
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Careers Education, Information, Advice and Guidance Policy for Thomas Keble School

Vision Statement

Careers Education, Information and Guidance contributes to raising pupils' achievement, encouraging them to achieve their full potential, become lifelong learners and responsible members of the 21st century world community.

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Vision and Values

We, the staff and governors of Thomas Keble School, are committed to providing a comprehensive and engaging programme of careers education to all students, developing their transferable employability skills and confidence to enable them to succeed on any future pathway they take. Throughout the careers programme across Years 7-11, we will help students to make aspirational, informed and realistic decisions about their transitions to education, training and employment after leaving Thomas Keble School. We will support our students to sustain employability and achieve personal and economic wellbeing throughout their lives. This policy, and our careers programme, is underpinned by our core values and long-term vision, for all learners to:

- Achieve the highest possible standards
- Become responsible members of the 21st century world community
- Care for and respect themselves, others and the environment, with a strong foundation of moral and spiritual values
- Develop the technological skills needed for the 21st century
- Experience a rich and broad curriculum and be encouraged to be lifelong learners.

At Thomas Keble School, we focus on the individual, tailoring a programme of study and pastoral support – including careers information, advice and guidance – to enable students to leave us as confident, articulate and empowered young adults.

Thomas Keble School has previously achieved the Quality in Careers Standard Award twice for its outstanding careers programme. We are committed to achieving excellence and monitor our programme regularly using Compass+, and feedback from students, staff, parents, employers and educational providers to ensure we meet the needs of all students, raising their aspirations and challenging stereotypes such as those relating to protected characteristics, gender, disability and socio-economic background. We ensure all students have equal access to impartial careers advice both throughout the delivery of careers activities and lessons, and through individual guidance appointments with our in-school careers adviser.

The Government's Industrial Strategy (2017) and the Wolf Report of Vocational Education (2011) both support the increased promotion of technical and vocational qualifications, including apprenticeships, T-Levels and traineeships, and it is part of our statutory duty to ensure all post-16 providers of vocational, technical and academic education have access to our students to promote the courses they offer. However, the Department for Business, Innovation and Skills published the National Strategy for Access and Student Success in Higher Education (2014) aiming to increase the number of students attending university so that it better reflects the diverse population of the country. In line with this strategy, we will also endeavour to promote higher education opportunities, including degree apprenticeships, throughout our careers programme, to encourage our students to have high aspirations and a drive to succeed. By ensuring all academic and vocational routes are given equal consideration throughout our careers programme, students will be fully informed and equipped to make decisions to suit their own needs, with impartial guidance from our trained careers staff.

Statutory Requirements

Thomas Keble School is committed to fulfilling its statutory duties in relation to careers education, information and guidance. The Education Act 2011 places a statutory duty on maintained schools to secure access for pupils in Years 7-11 to *independent and impartial careers guidance* that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE issued statutory guidance in December 2017 (last updated in May 2025) on how this should be implemented to which schools must have regard in carrying out the new duty.

The duty on schools to secure independent careers guidance for all year 7-13 pupils is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

A summary of the statutory guidance:

- All young people in secondary school should get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- Every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The Compass+ online self-evaluation tool can be used to assess how a school's careers support compares against the Gatsby Benchmarks and the national average.
- Using the Gatsby Charitable Foundation's Benchmarks ensures schools fulfil their legal duties: to secure independent careers guidance for all students; to provide opportunities to a range of providers to inform pupils about technical education qualifications and apprenticeships; and to publish information about the careers programme on the school website.
- The Careers & Enterprise Company will provide external support to schools. The Company supports and coordinates collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations to create high impact careers and enterprise support to young people (aged 11-18) focusing initially on employer engagement: giving young people more opportunities to connect with employers of all sizes, and from all sectors.
- Ofsted inspectors are required to make judgements about careers education, for example, looking for evidence that "learners are ready for the next stage of education, employment or training", and as part of the Personal Development judgement, they will evaluate "the extent to which, at each stage of education, the provider prepares learners for future success in their next steps".



- Schools have a public sector duty to promote equality of opportunity in line with the Equality Act 2010.
- Every school is expected to name this Careers Leader and publish contact details on their website in line with the DFE's statutory guidance for careers education 2018.

The eight Gatsby benchmarks of Good Career Guidance give schools a framework to plan, deliver and evaluate their careers programme against. Thomas Keble School uses the Gatsby benchmarks and measures progress against each one using the Compass+ online assessment tool.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Aims and Objectives

The objectives for the careers programme, in line with the Gatsby benchmarks, are as follows:

- helping students to understand the changing world of work,
- facilitating meaningful encounters with employers for all students,
- supporting positive transitions to post-16 education, employment or training,
- enabling students to develop research skills to find out about opportunities,
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work,
- encouraging participation in continued learning, including further and higher education and apprenticeships,
- supporting inclusion, challenging stereotyping and promoting equality of opportunity,
- contributing to strategies for raising achievement, particularly by increasing motivation.

Learner Entitlement

Every student is entitled to be fully involved in an effective programme of careers education, information, advice and guidance as part of the broad and rich curriculum delivered at Thomas Keble School. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development, learning about careers and the world of work, and developing career management and transferable employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices in Y8, Y9, Y11, in post-16 education and in their long-term futures;
- access up-to-date and unbiased information on future learning and training, careers and labour market information, including the use of the Unifrog platform in each year to research future opportunities and build their own record of their interests, skills and plans;
- support to develop the self-awareness and career management skills needed for their future;
- at least one meaningful encounter with representatives from the world of work per academic year, from Year 7 to Year 11: this could be through work experience placements, work-related activities, assemblies, careers talks (within or outside lessons), projects and visits;
- to experience two weeks' worth of work experience activities, broken down into 25 hours of meaningful work experience activities in Key Stage 3, and a one-week work experience placement in Key Stage 4;
- to hear from a range of education and training providers at least twice in both Key Stage 3 and Key Stage 4, including colleges, universities and apprenticeship organisations. This could include visits and taster days, as well as assemblies, talks and meetings at school;



- the opportunity to relate what they learn in lessons to their life and career beyond school by linking curriculum learning to careers;
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team;
- the opportunity to apply for leadership roles across a range of subjects, giving students the opportunity to develop leadership skills and take on additional responsibilities;
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment;
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making;
- be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Students in Year 7 & Year 8 will begin their careers education programme at Thomas Keble School by developing their occupational knowledge through the strand 'Introduce and Inspire'. They will learn about a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in. They will be able to identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas. Students will be able to identify their passions, interests and skills and consider how they might inform potential jobs or career pathways, and be inspired and motivated by careers opportunities which they may not have otherwise considered. Students will be able to describe their work style and ideal working environment and give examples of workplaces that would and would not suit their preferences. Students should be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by these, and be able to identify career role models and articulate their early career aspirations.

Students in Year 9 will build on the work completed throughout Years 7 and 8, working on the 'Investigate and Explore' strand. They will be able to evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework through further self-assessment and use this to demonstrate essential skills applicable to different workplaces. They will be able to create, develop or design something based upon a brief set by an employer, and identify the essential skills they used. Students will be able to understand the different routes into employment and understand the differences between pathways. Using real life examples, students will be able to describe the roles of different people within an organisation and talk about what they do. They will also be able to understand how the local and national labour market is changing and what this might mean for their career choices, identifying growth sectors within their local area and talk about the types of jobs within these sectors.

Students in Year 10 & Year 11 begin to plan for their post-16 transition through the 'Apply and Demonstrate' strand. They will be able to evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and receive employer feedback on their work. Students will be able to demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making. They will be able to evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews. Students will compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making. Finally, students will be able to critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.

Students with Education and Health Care Plans will be fully supported by our learning support staff and careers staff to access the careers education, information, advice and guidance programme. The school has high aspirations for all students however targeted support may be necessary for some students with EHCPs to ensure their next steps are realistic and accessible. The school will work with the local authority to identify young people who are in need of targeted support or who are at risk of not participating post-16 and ensure sufficient support is in place for them.

Students who qualify for Pupil Premium may also require some targeted support from careers staff, such as ensuring that they are aware of all bursaries and funding support available to them to make further or higher education accessible to them. The school may work with the local authority and local post-16 education or

training providers to share data on pupil premium students who are likely to need support with post-16 participation costs, such as care leavers or those on Free School Meals.

Management and Delivery inc. evaluation and success of the programme

Staffing Structure

Miss Vickie Cannam is the Careers Leader responsible for taking a strategic lead and direction for careers work in the school. Miss Cannam works under the direct supervision of Associate Assistant Headteacher, Mr Richard South, as the senior leadership manager responsible for careers education and transition to post-16 destinations.

Miss Cannam is supported by the Careers Administrator, Mrs Emma Lowe, who takes a key role in the support and administration of career-related activities and events, and the Careers Advisor, Mrs Rachel Lyons, who provides every student with individual and impartial careers advice.

Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and also includes form tutors and subject teachers.

Roles and Responsibilities

Careers education, information, advice and guidance is a whole-school responsibility but there are specific responsibilities for certain staff and stakeholders for its delivery, management and co-ordination, as below.

The governing body is responsible for maintaining an overview of the careers provision and ensuring that the school meets its statutory obligations. The governing body is also responsible for ensuring this policy will be reviewed biannually in accordance with the *Handbook of Governance*.

The senior leadership team are responsible for monitoring the implementation of this policy and ensuring that adequate resources are made available for the provision of careers education, information, advice and guidance. Like the governing body, they are also responsible for ensuring that the school complies with national standards and statutory duties. Furthermore, the senior leadership team are responsible for ensuring that the school's processes support continuous improvement.

The careers link manager is responsible for overseeing the development and delivery of the school's careers education, information, advice and guidance programme through supporting the careers leader. The link manager and careers leader will meet regularly to monitor the programme, ensuring that all staff are involved in the development and delivery of careers education, and that the careers leader has training needs identified and met. The link manager will co-ordinate communication between the careers leader and the senior leadership team as necessary.

The careers leader is responsible for planning and overseeing the careers programme, its implementation, delivery and evaluation. This includes:

- Ensuring production and update of the careers education, information, advice and guidance policy;
- Reporting to the senior leadership and governors on policy, strategy and evaluation, ensuring the careers programme meets the Gatsby Benchmarks and the school's statutory requirements;
- Ensuring the delivery of appropriate careers information to all students;
- Planning schemes of work, tutorial sessions, materials, careers events, work experience, taster days and any other activities designed to enable students to learn about careers;
- Ensuring that students are provided with up to date, accessible and impartial careers information about a wide range of possible options, such as through promoting the Unifrog platform;
- Planning and managing the annual budget;
- Liaising and networking with external independent agencies, employers and education providers and reviewing the provider access policy;
- Evaluating the effectiveness of the careers programme and personal guidance;

- Managing the delivery of careers education through teachers, tutors, learning support staff and the careers adviser, monitoring their training and support needs and collating their feedback;
- Keeping up-to-date with the changing education landscape for careers education through CPD, research and other opportunities for professional development;
- Ensuring that information, advice and guidance is available generally to students and form tutors, and for targeted year groups and individuals.

The careers adviser is responsible for providing impartial information, advice and guidance to all students via 1:1 discussions. They will also provide further support, information, advice and guidance of more specific opportunities linked to apprenticeships, post-16 provision including further/higher education, the workplace, either in industry and business to both individuals and groups of students. They will ensure records of all 1:1 guidance discussions and next steps are recorded and monitored.

The careers administrator is responsible for assisting the careers leader, careers adviser and senior leadership team with any administrative tasks relating to careers education, such as communicating with stakeholders, sending letters to students and parents, and collating responses to event invitations.

Subject leaders are responsible for providing information regarding career pathways in their specific subjects according to the year group and student needs. They are responsible for promoting careers and employability skills relating to their subject throughout their curriculum and at specific times such as Y9 options week, National Apprenticeship Week and National Careers Week.

Form tutors are responsible for delivering the careers education programme through the tutorial work provided, initiating discussions with students and referring students to the careers adviser if necessary. They are also responsible for supporting the careers work carried out in whole year group days and events.

Learning support staff are responsible for providing support and guidance for targeted students, and providing opportunities for developing understanding and experience regarding the opportunities and challenges of adult and working life.

All staff are responsible for promoting employability skills and supporting the implementation of the careers programme across the school in an impartial manner.

Programme Delivery

All subject teachers will relate their curriculum content to careers education and help students to develop transferable employability skills throughout their education at Thomas Keble School (in line with Gatsby Benchmark 4). Careers education is primarily delivered via morning registration activities, led by form tutors and planned by the Careers Leader. We may also run off-timetable days focused on students' futures, such as our Life After TK Day. There will also be explicit careers education delivered as part of the PSHE curriculum and the Employability course which students can choose to study in Key Stage 4. Delivery will include a range of teaching strategies to suit students' learning styles such as individual research and reflection, paired/group work, whole year group delivery (such as assemblies), interactive workshops, videos, interaction with employers and education providers and written work.

An overview of the delivery for careers education, information, advice and guidance is shown in Appendix A.

Staff Development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, the careers leader will regularly review potential staff training needs for those involved in the delivery of the careers programme and, in conjunction with the SLT link manager, formulate a plan for these needs to be met within a reasonable amount of time, for example for a tutor, this may be before the next period of delivery in tutor time. Training needs may arise as a result of informal conversations with the careers leader, or through specific evaluation activities. Training may be met through staff CPD at INSET or staff meetings, through advising attendance at specific training courses, through relevant literature or articles, by arranging visits to external providers/employers or through providing opportunities to observe other staff members.

Funding and Resourcing

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the careers education, information, advice and guidance area. The careers leader is responsible for the effective deployment of resources and for sourcing additional funding from relevant funding agencies.

Monitoring, Reviewing and Evaluation

Compass+ is used termly for monitoring the delivery of the careers programme to ensure it is in line with the Gatsby Benchmarks and our statutory duties. The Compass+ evaluations are reviewed by the Enterprise Co-ordinator at Gloucestershire Careers Hub. We also use the Future Skills Questionnaires on Compass+ for feedback from Y7, Y9 and Y11 students (completed by each student once in each of the identified years).

Link Meetings are held once a fortnight between the careers leader and SLT link manager to monitor, review and evaluate the provision of careers education in the school. There are also regular informal meetings as necessary between the careers leader, careers adviser and careers administrator to maintain ongoing communication and liaison.

Regular evaluations are carried out after specific events and tutorial delivery, and this includes feedback from staff, students, parents and employers/education providers. Feedback may be collected informally, via email or via surveys/questionnaires.

Destination data and feedback from the careers adviser about student confidence in choosing their destinations is also valuable as an evaluation tool. Destination data from the local authority and post-16 education providers will be used to support this.

The careers programme is reviewed annually by the careers leader and SLT link manager to ensure that it meets the Gatsby Benchmarks, identifying areas for improvement and development to implement in the following year's programme.

Engagement of Stakeholders and Partners

Parents/Carers

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Specialist events for parents include Y9 Options Evening and KS4 Post-16 Evening with a range of workshops including apprenticeships information and universities. We also encourage parents to attend open days/evenings of post-16 education providers with their children. We may also ask for parental participation in events such as 'Ask the Professional' for Year 10.

Parents/carers are kept up to date with career-related events and activities affecting their child via letters home, and the Headteacher's Newsletter. They are also able to access their child's careers record and details of their 1:1 careers guidance sessions via their own linked Unifrog account. Parents/carers are welcome to attend careers meetings, by prior arrangement. They are also welcome to make contact with the careers staff at school, should they have any questions or concerns.

The careers staff will occasionally request feedback from parents/carers about specific events or the impact of the careers programme on their child, to evaluate success, aid future planning and improve the programme.

External Agencies

The school will work closely with external agencies to enhance our careers programme. Such partnerships may include Gloucestershire Careers Hub, The Careers and Enterprise Company, virtual work experience providers, UCAS, Young Enterprise, STEM ambassadors or providers of other relevant activities for off-timetable careers days. These links are made as and when required, and in line with the provider access policy. Feedback will be

sought from any external agencies who participate in the delivery of our careers programme to evaluate the success of their engagement with our students.

Employers and Community Partners

We are committed to engaging with a wide range of local employers and the professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. This may include mock interviews, work experience, workplace visits, careers talks, our in-school post-16 evening, networking events such as 'Ask The Professional', help with CV workshops, supporting our after-school business club, working directly with subject leaders to create careers links within the curriculum or notifications of upcoming opportunities (such as apprenticeships) within the organisation that we can promote to our students.

Education Providers

The school will liaise with post-16 education providers including colleges, sixth forms, apprenticeship providers and traineeship providers to support the impartial information, advice and guidance delivered to our students. In line with the provider access policy, education providers will be invited into school to speak to and work with our students during specific events, such as assemblies, post-16 evenings and options evenings. We will also endeavour to run several trips to post-16 education providers for our students to experience these settings first-hand through tours and lesson tasters. The careers staff will occasionally seek feedback from education providers who participate in the delivery of our careers programme to evaluate the success of their engagement with our students.

Local Authority

The Education Act 2011 and the new statutory guidance require the school to work with local authority to provide data on our students' destinations.

There are three sets of data that are reported annually to the DfE:

- Intended Destinations
- September Guarantee
- The Activity Survey

We also recognise our statutory duty to work with the local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Implementation of Policy

This policy was developed by the Careers Leader, Miss Vickie Cannam, in January 2026. It will be adopted by the governing body in Spring 2026 and due for review in two years (by January 2028).

Appendix

This policy should be read in line with the following documents:

- a) Thomas Keble School "Baker Clause" Provider Access Policy

Appendix A - 'Baker Clause' Provider Access Policy for Thomas Keble School

Thomas Keble wishes to ensure that a range of education and training providers have access to students to inform them about their options, including approved technical education qualifications and apprenticeships. The school encourages students to explore a range of pathways, in order to find an option that best suits their needs.

As required under Section 42B of the Education Act 1997, the Technical and Further Education Act 2017 and the Statutory Careers Guidance and Access for Education and Training Providers 2022, this policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

Student Entitlement

Students in Years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of the 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 evenings, assemblies, careers fairs and other careers programme activities.
- To understand how to make applications for the full range of academic and technical courses.

Procedures

Input from external providers will take place throughout a student's time at school, but particularly when there are choices to be made in Y9, and throughout Key Stage 4.

There will be opportunity for providers to attend events integrated into the school careers programme to speak to students, and/or their parents/carers, which include assemblies, the careers fair, Year 9 Options Evening and Post-16 evening. We will actively invite a range of local providers including colleges, sixth forms, apprenticeship providers and the local university technical college to any events involving external providers. The school will set the timing of such events to maximise the benefit to pupils and/or parents. An outline of key events is shown at the end of this policy statement.

We are also happy to promote a range of providers via the dedicated careers section of our school website such as videos, flyers, virtual tours, prospectuses, links to websites and other information. Hard copies of resources such as prospectuses may be provided for students to access via our careers office.

Should providers wish to request coming into school at different times, they are encouraged to give as much notice as possible, with a minimum of three weeks' notice. Please be aware that responses are likely to be slower during holiday periods. Providers are invited to contact the careers leader, Miss Vickie Cannam, should they wish to discuss coming into school, attending one of our events or providing resources (electronic or hard copy) for us to share with students. The careers leader's contact details can be found at the end of this policy statement.

The school reserves the right to decline requests for a number of reasons, including (but not restricted to) the following:

- if such attendance would provide an imbalanced view of available provision (e.g. several apprenticeship providers at an event and no colleges).
- if the provider's input would not be relevant to a particular event.
- if the request is not timely (e.g. students have already heard from similar providers during the year, or if they are involved in end of year exams).
- if the information is not seen to be in the best interest of pupils (e.g. if the provider is promoting a 'hard-sell' of their provision, rather than enabling students to make an informed decision; or there are concerns about the ethics or quality of the provision).

- if extenuating circumstances prevent visitors from being permitted access to the school, and a virtual alternative is not logistically viable.

We are happy to accommodate virtual/online encounters where possible, for example as an assembly or workshop in tutor rooms, however this may not always be viable.

In such cases where the school declines a request, the careers leader (who supports the delivery of impartial careers education, information, advice and guidance across the school) would inform the provider of this decision and the reason why, offering an alternative, more suitable encounter with students where possible.

If the provider wishes to appeal this decision or make a complaint about any part of our careers provision, they can contact the Associate Assistant Headteacher who is the member of the senior leadership team with responsibility for careers education at the school using the contact details at the end of this policy statement.

Our complaints policy and procedure can be found on the school website:

<https://thomaskeble.gloucs.sch.uk/information/policies/>

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to students and can be found on the school website at the link in the previous paragraph.

Premises and facilities

The school will make the main hall, classrooms, IT suite or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available relevant IT equipment to support the provider's presentations. This will all be discussed in advance of the visit with the careers leader and/or other members of the careers team.

Providers that have previously been invited into the school

The list below is not exhaustive, but we regularly invite the following providers of technical education and apprenticeships to attend our careers events as outlined in the table below, along with a range of local employers who may offer apprenticeships, and universities from the south west and south Wales who may offer technical education and apprenticeships at higher levels in post-18 education.

Cirencester College	ASK Apprenticeships
Stroud College	British Army
Berkeley Green UTC	Royal Navy & Marines
Gloucestershire College	Royal Air Force
Prospect Training	NHS
Bridge Training	GE Aviation
Gloucestershire Engineering Training	Stroud District Council
St James Place	Kier Construction
LB Bentley Engineering	Renishaw
Kohler Mira	Sartorius

Contacts

Our careers team can be contacted using the emails below, or by telephone on 01452 770301.

Our careers leader is Miss Vickie Cannam - vcannam@thomaskeble.gloucs.sch.uk

Our careers administrator is Mrs Emma Lowe – elowe@thomaskeble.gloucs.sch.uk

Our careers adviser is Mrs Rachel Lyons – rl Lyons@thomaskeble.gloucs.sch.uk

In the case of an appeal, our SLT link manager responsible for careers is Mr Richard South - rsouth@thomaskeble.gloucs.sch.uk