PSA CAREERS GUIDANCE AND ACCESS FOR EDUCATION AND TRAINING PROVIDERS (including PSA provider access statement)

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT Sikh Academies Trust
Faith Inspired Education

1. CHANGES TO THE GUIDANCE

The statutory guidance published in May 2025 has been updated to reflect the government's policy priorities. Changes include:

- an overview of the changes to the Gatsby Benchmarks of Good Career Guidance
- detailed information on the amendments to the descriptive and measurable elements of the 8 benchmarks
- DfE's expectations of what schools should do to meet the updated benchmarks
- preparing for the future introduction of a guarantee of 2 weeks' worth of work experience for every young person

Key 2026 updates: -

Workplace requirements (from September 2026)

- Years 7 - 9: one week of work-experience activities
- Year 10 -11: one week of work-experience placements
- All experience must be "meaningful," involving preparation, interaction, and reflection

Digital enhancements:

- Compass+ improvements
- OnTrack+ for identifying learner support needs from Y7
- Your Child's Future questionnaire to strengthen

Ofsted inspection changes:

- Schools assessed on progress toward the Gatsby Benchmarks
- Colleges/ITP assessed on structure, tailored careers education and understanding of progression routes

2. PROVIDING INDEPENDENT CAREERS GUIDANCE

Schools must ensure that young people have the careers, education, information and guidance to follow a pathway that is right for them and aligns with employment opportunities.

Schools must meet their statutory or contractual requirements to provide independent careers guidance, acting impartially and not showing bias towards any route. Under the Skills and Post-16 Education Act 2022, **schools must meet their statutory duty to provide at least 6 opportunities for providers of technical education and apprenticeships to talk to all pupils, during school years 8 to 13, about their education or training offer.** These empower learners to make informed decisions about their future by understanding the benefits of the full range of academic and technical pathways, including:

- apprenticeships
- T Levels
- Higher Technical Qualifications (HTQs)
- other approved technical education qualifications

DfE expects headteachers and governing boards to:

- support their careers team, especially their careers leader
- invest in personal guidance provided by a qualified careers adviser

3. CHANGES TO THE GATSBY BENCHMARKS

From September 2025, DfE expects all institutions to use the updated Gatsby Benchmarks.

The core of the 8 Gatsby Benchmarks remains the same, but important changes include five prominent themes which help consider how best to meet the needs of all young people we support :

1. careers at the heart of education and leadership:

- careers guidance is both a whole-staff and whole-school endeavour
- linking careers and the institution's vision and strategic plans
- acknowledging the importance of staff development
- including distinct responsibilities for leadership, governors, careers leaders and advisers

2. inclusion and impact for every young person:

- Importance of tailoring programmes to the needs of each young person
- paying particular attention is given to inclusion and any additional or different support that may be needed by vulnerable or disadvantaged young people, and those with special education needs and disabilities (SEND).

3. meaningful and varied encounters and experiences:

- the importance of offering flexible delivery and a variety of encounters and experiences
- giving young people time to prepare and reflect
- using technology alongside, but not instead of, in-person activity

4. focusing on the use of information and data:

- all young people must be able to explore all future pathways equitably
- using information to inform decision-making
- refocusing data collection to include aspirations and intended destinations, to help tailor support
- keeping longer-term and sustained destinations data as part of the evaluation process

5. engagement of parents and carers:

- embedding parent and carer engagement into planning, as parents and carers are one of the biggest influences on young people's career decision-making
- sharing information with parents and carers and supporting them in using it with their children

Ofsted expects that schools will:

- prepare all students for future success in education, employment or training
- provide unbiased information about potential next steps
- provide high quality, meaningful opportunities for encounters with the world of work.

Gatsby Benchmark Title	Benchmark requirement

1.A stable careers programme	Every school 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. ● 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, subject staff and other staff who support pupils, careers advisers and employers, to increase its impact.
2.Learning from career and labour market information	All pupils, parents and carers, teachers and staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils who need the support of an informed adviser to make the best use of available information. ● 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 to access and supported to use information about careers, pathways and the labour market to inform their support for pupils in their care.
3.Addressing the needs of each young person	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 each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent. ● A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase 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 careers participation and advice given previously should be integrated into a pupil's records, where this information is available. Records should begin to be kept from the first point of contact or from the point of transition. ● 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 learner 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.
4.Linking curriculum learning to careers	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. ● 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.
5.Encounters with employers and employees	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. ● Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6.Experience of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. ● 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.
7.Encounters with further and higher education	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. ● 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.
8.Personal guidance	Every pupil should have opportunities for guidance meetings with a careers 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 careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme. ● Every pupil should have at least one personal guidance meeting with a careers 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 and parents and carers, including through the school website.

4. WHAT GOVERNORS ARE EXPECTED TO DO

Careers plan

The governing body should provide clear advice to the school leader on which they can base a strategic careers plan. The plan should:

- be developed in line with the Gatsby Benchmarks
- be informed by the requirements and expectations set out in the statutory guidance
- shows how the careers programme will be implemented
- shows how its impact will be measured

Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

Careers legislation – independent careers guidance

The governing body must make sure that independent careers guidance is provided to:

- all learners throughout their secondary education (for all 11 to 18 year olds).
- Careers guidance should:
- be impartial, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options, including apprenticeships and technical education routes
- consider the best interests of the students to whom it is given.

5. PUBLISHING INFORMATION ABOUT THE CAREERS PROGRAMME

Schools should publish information about their careers programme online, including:

- the name and contact details of the careers leader
- a summary of the careers programme
- details of how students, parents, teachers and employers can access information about the careers programme
- how the institution measures and assesses the programme's impact on learners
- the date by which the institution will review information

This information should relate to how the institution is meeting the requirements and expectations set out in this statutory guidance and how they are working towards meeting all 8 Gatsby Benchmarks.

6. PROVIDER ACCESS LEGISLATION

The governing body must make sure that learners in years 8 to 13 receive at least 6 encounters with a provider of technical education or apprenticeships.

As a minimum, schools must offer:

- 2 encounters that are mandatory for all pupils to attend that take place any time during year 8 or between 1 September and 28 February during year 9
- 2 encounters that are mandatory for all pupils to attend that take place any time during year 10 or between 1 September and 28 February during year 11
- 2 encounters that are mandatory for the school to put on, but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.
- These 6 meetings are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

All 6 encounters must happen for a reasonable period of time during the standard school day. Provider encounters that take place outside of school hours, for example parents evenings, do not count towards fulfilment of the legal requirement for 6 provider encounters, but schools are still encouraged to provide these complementary experiences for pupils and their parents.

Schools should ask each provider to inform pupils about:

- the provider
- the approved technical education qualifications or apprenticeships that the provider offers
- the careers those technical education qualifications or apprenticeships might lead to
- what learning or training with the provider is like
- Providers should also answer questions from pupils.

7. PSA POLICY STATEMENT ON PROVIDER ACCESS

Pioneer Secondary Academy: Provider Access Policy Statement

Ownership: SAT

Date updated: Sept 2026

Rationale

High-quality careers education and guidance is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Pioneer Secondary Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships.

Pioneer Secondary Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Pioneer Secondary Academy endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships.

Aims

Pioneer Secondary Academy policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Pioneer Secondary Academy fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will include assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager (*Headteacher*) and is based on the DfE guidelines.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Pioneer Secondary Academy is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to
CAREERS LEAD: Ms Geeta Bhanot g.bhanot@psa-bucks.com
CAREERS ADVISOR: Ms Jina Basra and Anuja Basra careers@psa-bucks.com
Telephone: 01753 662 009

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers lessons, and Careers events that Pioneer Secondary Academy is arranging. Students may also travel to visit another provider as part of the trip.

Details of premises or facilities to be provided to a person who is given access

Pioneer Secondary Academy will provide an appropriate room/hall. Rooms will have computers, projectors and screens. Computer rooms can also be arranged. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Leader who will facilitate.

Live/Virtual encounters

Pioneer Secondary Academy will consider live online encounters with providers where requested. Technology checks in advance will be carried out to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and reports to the Headteacher.

Complaints Procedure

Any complaints about this policy should be raised to the Headteacher - via office@psa-bucks.com

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the LAB and SAT.

Impact Assessment Statement

Pioneer Secondary Academy assesses the impact of its careers programme through a combination of student destination data, student and parent feedback, evaluation of encounters with employers and providers, and regular review against the Gatsby Benchmarks. The Careers Leader monitors engagement through tracking systems such as encounter logs, Unifrog records and personal guidance action plans. Findings are reviewed annually by senior leaders and governors to ensure the programme continues to meet the needs of all learners and improves their readiness for post-16 and post-18 pathways.

Appendix

Providers who have been invited into to date include:

- Windsor Forest Colleges Group
- Aylesbury UTC
- The Henley College
- Uxbridge College
- Somerville College
- Cambridge University - Homerton College
- Oxford Brookes University
- Active Learning - Reading College
- Thames Water
- The Talent Foundry
- Deloitte
- ASK
- Action 4Youth
- QA
- Zenopa
- Frimley Health NHS Foundation Trust
- Thames Valley Police, MET, Navy, Army, RAF

***Previous* encounter programme**

	Autumn Term	Spring Term	Summer Term
Year 8	ASK Apprenticeships	HS2 STEM day	Unifrog Activities
Year 9	Labour Market - Deloitte & NHS, Information & Future Pathways	ASK Apprenticeships	Unifrog Activities
Year 10	MET Police, Pinewood Studios, Windsor Forest Colleges, ASK Apprenticeship	Bucks Skills Show, Work Experience Placements.	Unifrog Activities
Year 11	Homerton College - Cambridge University ASK Apprenticeship, Windsor Forest Group, MET Police	Unifrog Activities	
Year 12	N/A	N/A	N/A
Year 13	M&G Skills for Life Workshops, ASK Apprenticeship	UCAS Farnborough, Action 4 Youth, Deloitte	Grow Your Ambition Programme, Worktree - 5 employers Unifrog Activities

Destinations of previous pupils include:

<u>Destinations of our pupils</u>

Last year, our Year 11 pupils moved to range of providers in the local area after school:

- BCA College
- Beaconsfield High School
- Bucks College Group
- Burnham Grammar
- Cox Green School
- Dr Challoner's High School
- Global Academy
- Herschel Grammar School
- King's InerHigh
- The Langley Academy
- Langley College
- Luton College
- Northwood School
- Active Learning - Reading College
- Richmond College
- Sir William Borlase Grammar School
- Slough & Eton CE School
- St Bernard's Catholic Grammar School
- St Mary's Gerrards Cross
- Strodes College
- The Beaconsfield School
- The Henley College
- The Westgate School
- Uxbridge College
- Wexham Secondary School
- Windsor College
- Apprenticeship – Barclay Auto

APPENDIX 1

	Autumn Term 2026-27	**Spring Term 2026-27**	**Summer Term 2026-27**
Year 8 & 9	**Careers Research in PD lessons:** ● Students in Year 7 will be introduced to Unifrog as the school careers platform. They will complete a few quizzes to help them grow through life by learning and reflecting on themselves,	**Careers Research in PD lessons: Unifrog continued** ● Job applications: superhero CVs – students explore what goes into a CV, they work in teams to create a resume for a superhero of their choice.	**Careers Research in PD lessons: Unifrog continued** ● Students take control of their career journey, by taking the initiative in various scenarios, exploring barriers and how to overcome these. ● Our wellbeing is so important, students explore the concept of wellbeing in the workplace, including mental health, rights and responsibilities, discrimination and health and safety.

	their background and their strengths. ● Students in Years 8 & 9 use Unifrog to develop their understanding of options for the next phase of their education, employment or training by completing the following: ● Students are empowered to independently research their interests, creating a collage of their interests they explore what they are proud of and connect their interest and achievements with different careers. ● They also explore their skills for the workplace and reflect on how transferable skills help them to prepare for the jobs of the future. ● They reflect on the challenges and rewards associated with being a student and explore the challenges and rewards associated with being in employment. **Pastoral Spiral Curriculum:** ● Every year in the assembly, PD and tutor time programme, students learn how the different STEM subjects help people to find success in a range of careers. ● Students are taught about roles within different industries, starting salaries, apprenticeships, internships, graduate training schemes and entry requirements. ● Linking curriculum learning to careers. ● All teachers are to link curriculum with careers, even on courses that they are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects	● What comes after school: the mail learning pathways. Students explore the different learning pathways that could lead to them reaching their career goals. ● Students explore what they might want their life to look like in the future. They create a vision board digitally or using a template. ● Choosing what to study at KS4 (see parents evening information below). Students explore the next steps they need to take in advance of choosing their Key Stage 4 optional subjects. ● What is the Labour Market and why is it important? Students explore the labour market, how to identify and use different types of information, exploring the influence and how this can help them make their informed choices. **Careers Drop-Down Day 1:** ● National Apprenticeship Week 9th to 15th February 2026 – Various resources and shared with students/parents. Employers are invited to share their application process and vacancies. ● ASK Apprenticeships (date to be confirmed) are waiting to be booked for this academic year to deliver to various year groups. Their delivery increases awareness of apprenticeships and T Levels for every student. ● Windsor Forest Colleges Group – the centre for technical and vocational education they offer programmes from entry	● What does success mean? Students explore the concept of being successful in their career journey, considering different ways of defining success in life and work. **Careers Drop-Down Day 2: TBC** ● Technical Education/Apprenticeship Provider 2: The Henley College TBC ● HE Provider: Buckingham New University TBC **Careers Drop-Down Day 3 TBC** ● Employer Encounter 4: Finance ● Technical Education/Apprenticeship Provider 3: West London IoT ● Technical Education/Apprenticeship Provider 4: UTC Heathrow ● Higher Education Encounter: UCL **University of Reading Visit** ● Students visit the University of Reading to understand what student life is like on campus. Students have the opportunity to meet both staff and students, trial a lecture and see the library. **Bucks Skills Show 2026** Year 10 students visit the Bucks Skills Show where a range of companies and organisation gather to give students the opportunity to speak to as many organisations as possible, researching them first on Bucks Skills Hub Students explore a plethora of career pathways, inspiring individuals of all backgrounds and circumstances to envision and pursue their dream vocation. Exhibitors attending represent: - ● Creative industry ● Manufacturing & Engineering ● Life sciences, Health care & Social care ● Hospitality, Leisure and Tourism ● Digital ● Next Steps ● Public Services ● Construction & Civil Engineering ● Financial and professional services ● Space ● Much more

	for a wide range of career paths. ● In previous years we have delivered these sessions in partnership with HS2 STEM Days, Thames Water and British Army and many more. ● We have links to resources from the Science Museum Group who offer Science-themed quizzes and Wonderlab+ games and films. https://wonderlabplus.sciencemuseumgroup.org.uk/ **Careers events Calendar 2025 – 2026** Events are highlighted to Heads of Years, Subject Leads and Form Tutors to deliver as and when these take place. We ensure that we map our delivery to deliver the Gatsby Benchmarks. In addition to these we hold careers related assemblies, invite guest speakers and attend careers events and much more. Some events include: - 15 – 21 September 2025 – National Coding Week, this allows the opportunity to raise the profile of coding with this year's theme being 'AI' https://codingweek.org/schools/ 2 – 7th November 2025 – Green Careers Week https://www.seedyourfuture.org/green-career-week 10 – 16 February 2025 – National Apprenticeship Week is an annual celebration in the United Kingdom to celebrate the role of apprentices in the workforce and their importance. 3 – 8 March 2025 – National Careers Week serves as a pivotal moment in the academic calendar, providing young individuals	level right up to university level and apprenticeships ● Employer Encounters facilitated in partnership with Worktree and employers such as Met Police, NatWest, Thames Water, Deloitte, Into Film ● Students research the employers above and devise questions that they would like to pose with the guidance of their tutors. They then have an online session where they hear from each employer to understand the roles available, salaries, entry requirements, apprenticeships, internships, graduate training schemes and progression pathways. **Year 9 GCSE Options Guidance: 31st January 2025** ● Throughout Spring Term, students have one hour of Personal Development per week in which they examine each GCSE options subject and research careers which this can lead to. Students use Unifrog & Career pilot to research how each subject influences progression pathways. https://careerpilot.org.uk/job-sectors/subjects **Year 9 Parents' Evening and Careers Information Evening 6th February 2025** ● During Parents' Evening, feedback is given on students' academic progress and the Careers Leader holds a parental information evening on traineeships, apprenticeships, T Levels, A Levels, Degrees and Graduate Training	

	with the opportunity to explore, discover, and get excited about their future career paths.	Programmes. There is a Q&A opportunity with parents and Subject Leaders to ensure that students have made an informed choice.	
Year 10 & 11	**Careers Research in PD lessons:** Students in Year 10 start their career journey by reflecting on their career journey so far by completing a career journey timeline which allows them to draw connections between their past, present and future. ● Students in Year 10 start their career journey by reflecting on their career journey so far by completing a career journey timeline which allows them to draw connections between their past, present and future. ● They continue to explore employer profiles to include some of the world's largest companies. ● Students explore what type of career is best for them. ● With the above in mind, we will start the preparation for Y10 students to complete a one-week work experience placement at the end of the academic year. ● Preparing to go on work experience – students will learn how to prepare for going on work experience and begin to complete sections of their work experience journal. **Careers Research in Tutor Time and as homework (repeated in Spring Term):** ● Students in all Year groups use Unifrog to develop their understanding of options for the next phase of their education, employment or training.	**Careers Research in PD lessons: Unifrog continued** ● Students explore the benefits and drawbacks of different types of paid work and volunteering. ● They reflect on what types of paid work and volunteering opportunities are more suitable for them. ● Employer's expectations are crucial to successfully gaining a volunteering or work placement. What are your employability skills? ● Students explore the skills that are valued by a range of employers and reflect on the best ways to record these. ● This preparation will enable students to make their Post 16 Choices. What are the choices available to them? Sixth form Schools/Colleges to study L3 A -Levels, Advanced Highers, BTEC's T-Levels, International Baccalaureate, EPQ and others. Some may offer Level 1 and Level 2 qualifications to meet the needs of all pupils. Other courses/qualifications include, Supported Internships, Apprenticeships, Traineeships etc. ● Students prepare for a personal guidance one-to-one careers interview with a career's adviser to map out their options, interests and realistic goals.	**Careers Research in PD lessons: Unifrog continued** ● Students make the final decisions about which placement to attend, in person, hybrid and remote, looking at the pros and cons of different environments, reflecting on which they think would be best for them. ● Students continue to develop their skills and start focussing on how to make informed decisions about their Post 16 pathways. ● Does Money talk? Apprenticeships vs Higher Education – students will explore the pros and cons of Apprenticeships and Higher Education pathways, focusing on the financial implications ● Technology is forever changing, we need to continue to look at the Labour Market and decide if things like AI is a threat to future jobs? Students debate this question and consider what tasks are performed best by AI and what tasks are performed best by a human. ● Students should always be re-visiting their CV to update this accordingly. **Careers Drop-Down Day 2 TBC** I.Technical Education/Apprenticeship Provider 1: Henley College I.Brunel University **Careers Drop-Down Day 3 (Year 10 only):** ● Employer Encounter 4: Finance ● Technical Education/Apprenticeship Provider 2: West London IoT ● Technical Education/Apprenticeship Provider 3: UTC Heathrow ● Higher Education Encounter: UCL ● Kings' College London Campus Visit ● Students visit KCL to understand what student life is like on campus. Students have the opportunity to meet both staff and students, trial a lecture and see the library.

	• Each year, students are empowered to independently research three ideal careers based on their ambitions and interests. They are taught to methodically research different routes to that career including: • A Levels • T Level, BTECS and Level 3 apprenticeships • Universities and graduate training programmes • Level 4-7 apprenticeships • Students use the Times 100 top graduate employers, Unifrog and apprenticeship websites to target industries they are interested in and collate information on how to succeed in this area. **Careers in the curriculum:** • The Ebacc facilitating subjects are promoted throughout the curriculum. • Typically, 100/110 students study the core academic subjects (English, Maths, Science, a humanities subject and a language). The assembly programme includes a regular assembly from each HOY's explaining that that subjects are the 'golden ticket' to a variety of careers. • All students learn about how STEM subjects lead to wide range of career paths through the assembly and tutor time programme • Careers education and guidance has been built into the taught curriculum in each subject. **Work Experience:** • All students in Year 10 complete five days of work experience in an industry of their choice.	**Open Day at Stoke Mandeville Hospital – Saturday 13th September 2025 from 9.15 am to 2.00 pm** • Schedule: 9.15am Annual General Meeting (public welcome to attend) 10am-2pm Meet clinical teams and take part in activities like the Community Head Injury Service's 'Build a brain' competition, a Makaton taster session and take a lung function test. Enjoy a variety of performances by local groups. Careers fair and talks for secondary school students interested in healthcare, attended by local universities and colleges. To find out more, visit our website **Careers Drop-Down Day 1:** • National Apprenticeship Week 10th to 16th February 2025 – Various resources and shared with students/parents. Employers are invited to share their application process and vacancies. PSA will hold a Skills for Life workshop day which will provide the students with the tools/information to help them make the necessary Post 16 choice of pathway. Y10 Students will attend all four workshops which focus on Job Opportunities, Employer Expectations, Teamwork/Problem Solving. Partners delivering are, which will involve the following partners: - • ASK Apprenticeships (date to be confirmed) are waiting to be booked for this academic year to deliver to various year	

	Pastoral Spiral Curriculum: ● Every year in the assembly, PD and tutor time programme, students learn how the different STEM subjects help people to find success in a range of careers. ● Students are taught about roles within different industries, starting salaries, apprenticeships, internships, graduate training schemes and entry requirements.	groups. Their delivery increases awareness of apprenticeships and T Levels for every student. ● Windsor Forest Colleges Group – the centre for technical and vocational education they offer programmes from entry level right up to university level and apprenticeships. ● Metro Bank - aim is to raise financial awareness in students from a young age. **Individual Careers Advisor Meetings.** ● In Year 10 & 11, all students have a 1:1 meeting with a Careers Adviser to discuss post 16 and post 18 options and career pathways. Careers action plans are shared with students/parents/guardians/teachers and saved in the student Unifrog Locker.	
Year 12 & 13	**Careers Research in PD lessons:** Student wellbeing is so important – balancing life, learning and work to include mental and physical wellbeing, pros/cons of higher education, finances and workplace rights. ● Students should start 6th form with an updated personal branded CV. They will explore the importance of creating a positive and professional brand to enable them to apply for further work experience during Y12. ● Students will practice interviews in person and online. They will explore some of the ways they can prepare for an interview, including researching the company, reflecting on their key skills and	**Careers Research in PD lessons:** ● Students will research more into Post 18 options and look at the choices, compare the pathways available to them after school. Choices range from College, University, Apprenticeships, taking a gap year etc. They will use the apprenticeship tool to find the best fit. They will use the UK university tool to explore the things they need to consider when choosing which UK university courses to apply to and the qualifications needed to apply. Students will visit at least two universities during 6th Form and learn how the get the most from their experience when	**Careers Research in PD lessons:** ● Applying for Apprenticeship vacancies can be a worrying time when students discuss entering the world of employment and considering strategies they can use to manage their anxiety and feel more prepared. ● Discussing student finance will be an introduction to key terms and processes related to student finance, how to fund their studies in the UK or as an international applicant. ● Students will be informed about the UCAS process, the timeline and how they will be receiving their university responses via UCAS track. What will happen on results day and how clearing works, so they are prepared to make any necessary changes. ● Finalising students' personal statements are supported by SLT and subject tutors over a few weeks looking at assessments which form part of their application process. ● Students looking to apply for Medicine, Dentistry or Vets, applying to Oxford or Cambridge will have their statements checked before the October deadline.

	thinking of questions to ask the employer. They will research Apprenticeship or Job vacancies and prepare for an interview by analysing the job descriptions and company website and reflecting on their relevant skills and experiences. ● How to network and be enterprising – students explore what networking and enterprising mean and think about careers that use these skills. They take part in group networking scenarios where they will have to plan who they need to network with and how they would connect with them. **Careers events Calendar 2025 – 2026** Events are highlighted to Heads of Years, Subject Leads and Form Tutors to deliver as and when these take place. We ensure that we map our delivery to deliver the Gatsby Benchmarks. In addition to these we hold careers related assemblies, invite guest speakers and attend careers events and much more. Some events include: - 15 – 21 September 2025 – National Coding Week, this allows the opportunity to raise the profile of coding with this year's theme being 'AI' https://codingweek.org/schools/ 3 – 8 November 2025 – Green Careers Week https://www.seedyourfuture.org/green-career-week 10 – 16 February 2025 – National Apprenticeship Week is an annual celebration in the United Kingdom to celebrate the	attending university open days. ● Students explore the challenges associated with post 18 transitions and the strategies they could use to manage these challenges such as their skills. They will use their skills such as planning, aiming high, resilience, staying positive, which they would have developed from a stable careers program. ● Students prepare for a personal guidance one-to-one careers interview with a career's adviser to map out their options, interests and realistic goals. ● Students will attend an introduction to UCAS assembly where they will be introduced to key terms and processes related to UCAS and how they apply to universities. ● During Yr 12 students are supported to begin drafting their Personal Statements for their UCAS application. All students are to take part to ensure they keep all of their options open. **Careers Workshops** **M&G Skills for Life (Yr 12)** All students are to attend a 4x 2hr session. This employability programme is supported by international financial services provider M&G plc. The programme explores students' strengths and areas for development and how best to communicate these when applying for jobs, university or apprenticeships. The workshops include: - ● Key employability skills needed in the workplace	Students applying for all other courses will have until the January deadline. **Careers Drop-Down Day 2 (Year 12 only):** Employer Encounter: Finance related Technical Education/Apprenticeship provider Technical Education/Apprenticeship Provider 2: UTC Heathrow Higher Education Encounter: UCL **University Visits:** ● Sixth Form will be visiting Brunel University London for a personalised tour, student workshops and lectures. This is a fantastic opportunity for our students to gain an insight into university life, a session on choosing a university course and the importance of personal statements. ● Homerton College – University of Cambridge invites Y12 students to attend their university. This enriching day is an information session, a Q&A with their current staff and a tour of the College. We continuously look to inspire our young students to give them an opportunity to explore careers, discover different pathways and how to achieve their ambitions, giving them the tools to help them to develop skills for the future workplace. **UCAS Fair: (Year 12 only)** ● All students are taken to the Farnborough International Exhibition and Conference Centre, the aim of the event is to explore a wide range of academic, career opportunities and discover a future that's right for them. This is a fantastic opportunity for our students to discover all their options under one roof from traditional degrees, apprenticeships, careers and more. Students meet professors and students from a variety of universities to hear about courses, accommodation, facilities and Societies. **Unaccompanied University Visits:** ● Students are directed to visit the universities that they are thinking of applying to individually. This is then tracked. **External Careers Advice:**

	role of apprentices in the workforce and their importance. 3 – 8 March 2025 – National Careers Week serves as a pivotal moment in the academic calendar, providing young individuals with the opportunity to explore, discover, and get excited about their future career paths. **Careers Research in PD lessons (repeated in Spring Term):** ● Each year, students are empowered to independently research three ideal careers based on their ambitions and interests. They are taught to methodically research different routes to that career including: I.Universities and graduate training programmes I.Level 4-7 apprenticeships ● Students use the Times 100 top graduate employers. **Early Entry Cohort:** ● Students are actively encouraged to apply to the Early Entry Cohort if they are thinking of applying to Oxbridge or to Medicine. Students are given a bespoke package of additional support with their personal statements, interviews, organising work experience and admissions tests. **Mock assessment centres and mock interviews:** ● The Careers Lead organises a mock. assessment centre experience for all students.	● How to create an effective CV ● How to stand out at interview ● How to develop softer skills such as communication, resilience, and teamwork. **Parents' Careers Information Evening** ● Each year there is an information evening for parents and students in Year 12 to ensure that everyone is clear on each progression pathway and are able to make informed choices. ● Individual Careers Advisor Meetings. ● In Year 12 & 13, all students have a 1:1 meeting with a Careers Adviser to discuss post 18 options and career pathways. Careers action plans are shared with students/parents/guardians/teachers and saved in the student Unifrog Locker.	● Year 12 students have a 1:1 appointment with an external careers advisor to discuss a range of appropriate options.

	● Students with university or apprenticeship interviews have a series of mock interviews with the Careers Lead. ● Students with an Oxbridge interview are given the opportunity to practise with staff who went there. ● **Work Experience** ● There is a bespoke package of support for students to organise work experience that is tailored to the needs of each student. For example, prospective medics are supported by the careers lead to find relevant work experience through our Early Entry Cohort. ● All students in Year 12 complete five days of work experience either in an industry of their choice or linked to their L3 qualifications, for example students studying BTEC L3 Health & Social Care may choose a health care placement, childcare placement or social care placement. We also have links with many London based companies for example JP Morgan who take our students each year for work experience. ● Students have the opportunity to visit places of work that match their interests and ambitions. For example, in Autumn Term 1 we typically take students to Deloitte, Zenopa, M&G and others. **Visiting Speaker Programme:** ● PSA has excellent links with its alumni and London based companies who send representatives to talk to students about their chosen career pathway. This takes place after		

	school and during assembly so that all students are exposed to a range of professions. In Autumn Term, speakers from the Civil Service, an NGO and Netflix held talks and Q&A sessions.		