Careers Information & Guidance Policy - (including Technical Education and Apprenticeship)

Status	Statutory	Date created	
Any other statutory names for this policy (where appropriate)		Date first approved	1 November 2015
Responsibility for this policy	Assistant Headteacher	Date last reviewed	Autumn 2026
Governors' Committee with responsibility for its review	Full Governing Board	Frequency of review	Annual
Approval necessary	FGB	To be put on the school website?	Yes

1. CAREERS LEADER

1.1 The careers leader at Aylesbury High School is Rachel Spencer and she can be contacted on 01296 388222 or careers@ahs.bucks.sch.uk

2. INTRODUCTION

2.1 Careers information and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A progressive programme of activities supports them in choosing pathways at transition points that suit their interests and abilities and helps them to follow a career path and sustain employability throughout their working lives.

2.2 As a school we believe that a comprehensive careers information programme makes a major contribution in:

- supporting young people to achieve their full potential
- empowering young people to plan and manage their own futures
- raising aspirations
- promoting equality, diversity, social mobility
- challenging stereotypes
- supporting young people to sustain employability
- achieving personal and economic well-being throughout their lives.

2.3 Aylesbury High School is committed to providing our students with a programme of careers information, advice and guidance for all students in Years 7–13. We will measure and assess the impact of our careers programme using the Gatsby Benchmarking system.

2.4 Aylesbury High School is committed to fulfilling its statutory requirements as set out in Careers guidance and access for education and training providers, updated by the Department for Education in June 2026.. This briefing summarises key points for action together with commentaries for careers leaders in schools. There are 8 Gatsby career benchmarks which a schools careers programme is expected to meet. You can view the document here.

Schools are required to secure access to independent careers guidance for students in Years 7-13. The guidance must be presented in an impartial manner and promote the best interests of the students to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

2.5 Aylesbury High School is committed to ensuring all students are prepared for the world of work and recognise the valuable contribution employers can make to this. We will ensure students have access to opportunities to meet employers both as part of dedicated careers provision and by increasing employer engagement in curriculum areas in line with the government Inspiration agenda. Activities will include specific careers events, enterprise activities, lunchtime talks from employers, or during specific lessons, on particular vocational areas and visits to employers. We will also support students to organise work experience opportunities.

3. OBJECTIVES

3.1 The delivery of Careers Information and Guidance at AHS has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation.
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including higher education and further education.
- To provide clear information and support for students to explore options away from A-Level and Higher Education routes such as other Further Education options, T-Levels, and Degree Apprenticeships for example.
- To develop enterprise and employment skills.
- To meet the needs of all our students through appropriate differentiation.
- To focus students on their future aspirations.

3.2 EQUALITY, DIVERSITY AND BELONGING

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Students are given opportunities to engage with AHS alumnae who have followed a wide range of pathways so that they can be encouraged to see the journey taken by past students with similar interests and career aspirations.

4. IMPLEMENTATION

4.1 Students have access to impartial and independent advice from a qualified Careers Adviser with a QCF level 6 qualification.

4.2 **Overview by key stage**

Careers information and guidance is delivered during L4L/PSHE, lunchtime talks and tutor sessions at appropriate points throughout the academic year. The level and nature of input is differentiated depending on the students' needs. For each Key Stage there is a programme of learning to provide effective guidance.

Key Stage 3

Careers information forms part of the L4L programme and is embedded within all other subject areas. There are additional form time activities each half term to ensure students have a range of opportunities to meaningfully engage in Careers education and utilise the Unifrog platform. All students in Year 7 take the Future Skills Questionnaire. The focus is on introducing students to the vast array of careers/employment opportunities and options for Key Stage 4 and beyond. Students make regular use of the Unifrog destinations platform to support this.

Key Stage 4

The tutor programme includes advice on choosing Post 16 options and all students have an individual meeting with a member of the Leadership Team to talk through their option choices and future career plans. There are additional form time activities each half term to ensure students continue to utilise the Unifrog platform. Students have an opportunity to attend an individual 1:1 interview or a group interview with the Careers Adviser (Mrs L Franklin). Students continue to make regular use of the Unifrog destinations platform. All students in Year 10 take the Future Skills Questionnaire.
There are two days of work experience for Year 10 students in the summer term, including structured pre-placement preparation, explicit learning objectives, and post-activity debriefing/reflection. This is managed via the Unifrog platform, the Careers Lead supports to ensure all students, including disadvantaged students and those with SEND, have access to meaningful work experience placements.

Key Stage 5

Provision in the Sixth Form focuses on enabling students to identify what they want to do after leaving school and supporting them to make successful applications, whether for university, higher/degree apprenticeships or any other pathway. The tutor programme in Year 12 includes dedicated time for students to research and prepare for their post-AHS next steps. All Year 12 students and parents/carers are invited to a Next Steps Evening at the school (incorporating talks and an information fair). The Future Success Day in the summer term of Year 12 offers a range of workshops and activities to help students to get ready to make applications. All students use the Unifrog destinations platform to research and prepare applications for all forms of post-18 pathways. The independent Careers Adviser (Mrs L Franklin) is available for individual interviews throughout Key Stage 5. During Year 13, tutors together with the UCAS Lead and Careers Lead provide personalised support to students making choices and applications. Those applying to Oxbridge/Medicine/Dentistry/Vet Science and other competitive courses are offered specific small group sessions to prepare them.

All students in Year 12 take the Future Skills Questionnaire. All Year 12 students complete three days of work shadowing during the summer term.

Members of the Sixth Form team and the Careers Lead and/or Adviser are available on GCSE and A Level Results Days to support students in making decisions about future plans including, where appropriate, navigating the Clearing process.

Throughout the school we aim to create an environment where students are aware of their responsibilities as well as rights so preparing them to become a valued member of an organisation as well as community. The school's student leadership system including the Cabinet and House Captain roles aims to develop leadership skills which reflect those required in the workplace and promote autonomy and responsibility.

4.3 **Additional specific activities by Year Group**

Certain activities are specifically tailored to the relevant year group and these include the following opportunities.

Year 7	• L4L Careers lessons including academic journey, careers journey, understanding basics of A level, T levels and Apprenticeship routes • Skills and attributes audit via National Careers Service platform • Introduction to Unifrog • Unifrog Form Time activities
Year 8	• L4L Citizenship and Mock trial lessons • Year group trip to Aberdyfi including personal development objectives: independence, team work, working with others. • STEM activity day • Unifrog sessions exploring resources • Unifrog Form Time activities
Year 9	• KS4 Options Fair • Options Evening • Options Support Sessions in tutor groups • L4L lessons on career based skills, 'Make it Yours' careers pathway resources. • Unifrog sessions exploring resources • Young Enterprise Day • Unifrog Form Time activities
Year 10	• L4L lessons on: skills in the workplace, part-time jobs, creating a CV, preparing for interviews • Careers talks offered at lunch time/in departments on a selection of careers • Assemblies delivered about KS4 • Visit to Bucks Skills Show • What's Ahead from National Citizen Service • Introduction and preparation for Work Experience (Summer of Y10) • Unifrog Form Time activities • Opportunity to attend an individual 1:1 interview or a group interview with the Careers Adviser
Year 11	• L4L lessons on options and future opportunities

	• Careers talks offered at lunch time/in departments on a selection of careers • Students attend one-to-one meetings with LT, where they can discuss options alongside A Level choices. • Evaluating and reflecting on Work Experience • Uploading activities and interactions to Unifrog as well as exploring further education and training resources on the platform • Unifrog Form Time activities • Opportunity to attend an individual 1:1 interview or a group interview with the Careers Adviser
Year 12	• Personal Development sessions include talks about current topics • Next Steps Evening (universities, employers and apprenticeship opportunities) • Careers talks offered at lunch time/in departments on a selection of careers • Wide range of external opportunities promoted via Google Classroom • 'Future Success Day' - a whole activity day based around them considering future plans. • Opportunity to attend an individual 1:1 interview with the Careers Adviser
Year 13	• Personal Development sessions include talks about current topics • Careers talks offered at lunch time/in departments on a selection of careers • Students offered one-to-one support with preparing for interviews and assessments, including talking to alumnae where possible

4.4 A named member of staff coordinates the career programme and is responsible to their line manager who is a member of the Leadership Team. They arrange talks throughout the year to provide additional careers information on subjects such as apprenticeships, gap year opportunities and local labour market opportunities. Liasing with the UCAS Lead when needed.

4.5 All staff contribute to careers information guidance through their roles as tutors and subject teachers.

4.6 Where possible, form tutors remain with tutor groups from Years 7 to 11. A strong student/tutor relationship develops which helps early identification of individual students needing in depth guidance support from the Careers Lead or Careers Adviser. Active tutoring takes place every year for all year groups and includes a discussion of personal development which addresses wider skills and interests and supports students as they explore careers and next steps options. Careers focused form time activities take place once a term, these are designed to fit alongside the Careers provision in the L4L curriculum.

4.7 An adviser is available to all students 1 day per week and can be used for individual interviews or other targeted students throughout the year. The adviser or Careers Lead is available at career events, open evenings and on examination results day. Staff training needs are identified during regular planning meetings between the Careers Lead and their Line Manager.

4.8 The school, in conjunction with the Careers Adviser, collates destination information for all school leavers to ensure that they are appropriately placed in education, employment or training.

4.9 Funding is allocated in the annual budget and the Careers Leader is responsible for the effective deployment of resources.

4.10 Students regularly review their progress, set targets and work hard to build on achievements they have already made. Students are encouraged to log activities and careers related encounters on their Unifrog profiles. They learn to celebrate success by means of a merit system.

4.11 Students with SEND and/or who are PP/bursary receive targeted support captured in their student 'one page profile'; they are 'first in line' for careers meetings and the SEND and PP team provide additional support in collaboration with the Careers Lead. This includes support in arranging meaningful Work Experience placements and tracking of career aspirations and destinations.

4.12 The Careers Lead, alongside the SLT Careers Link, uses feedback from many sources and stakeholders (including use of the Future Skills Questionnaire and Compass+, pupils, parents, employers, Buckinghamshire Skills Hub, the Careers Impact Review) for regular evaluation and reporting to the Leadership Team and Full Governing Board.

TECHNICAL EDUCATION AND APPRENTICESHIP

5 INTRODUCTION

5.1 This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This is what is occasionally referred to as the 'Baker Clause'. This complies with the school's legal obligations under the Careers guidance and access for education and training providers, updated by the Department for Education in June 2026.

5.2 The 'Provider Access Legislation' came into force in January 2023. The provisions require that schools (maintained and academies) must provide at least six encounters with providers of technical education or apprenticeships for all their students during school Years 8-13, this includes:

In Years 8 and 9 'First Key Phase': At least two encounters mandatory for all pupils to attend (held in Year 8 or by 28 February in Year 9).

In Years 10 and 11 'Second Key Phase': At least two encounters mandatory for all pupils to attend (held in Year 10 or by 28 February in Year 11).

In Years 12 and 13 'Third Key Phase': At least two encounters mandatory for the school to offer but optional for students to attend, held in Year 12 or by 28 February in Year 13).

5.3 The school provides access to information on technical education and apprenticeships through a programme of speakers and through elements of the L4L/PSHE curriculum provided for Years 8-13. This information is available on the school website.

6. STUDENT ENTITLEMENT

6.1 Students in Years 7-13 are entitled to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.

- understand how to make applications for the full range of academic and technical courses.

7 MANAGEMENT OF PROVIDER ACCESS REQUESTS

7.1 Procedure

A provider wishing to request access should contact Rachel Spencer, Careers Lead
Telephone: 01296 388222, email: careers@ahs.bucks.sch.uk

7.2 Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents. Our full careers plan is available on the school website.

7.3 The school policy on Disclosure and Barring Service Checks sets out the school's approach to allowing providers into school as visitors to talk to our students, which can be accessed from the statutory information page on the school website.

8. PREMISES AND FACILITIES

8.1 The school can make the Main Hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Library for our careers resource section, which is managed by the school Librarian. The Library is available to all students at lunch and break times.