



# PSA PROVIDER ACCESS POLICY

Date reviewed: Autumn 2024  
Date of next review: Autumn 2025

## **PROVIDER ACCESS POLICY**

### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the statutory guidance in January 2023 and the school's legal obligations under Section 42B of the Education Act 1997.

### **Pupil entitlement:**

All pupils in Years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a 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 events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be:

- a minimum of two encounters for pupils during the 'first key phase' (Year 8 to 9)
- a minimum and two encounters for pupils during the 'second key phase' (Year 10 to 11).
- for pupils in the 'third key phase' (Year 12 to 13), particularly those that have not yet decided on their next steps, there are a minimum of two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

### **Meaningful provider encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

## Previous providers

In previous terms/years, we have invited the following providers from the local area to speak to our pupils:

- Windsor Forest Colleges Group
- Aylesbury UTC
- Henley College
- Uxbridge College
- Reading College
- Deloitte
- ASK
- 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	M&G Skills for Life Workshops, Work Exp Placements, ASK Apprenticeship workshop Frimley Trust,	UCAS Farnborough, Action 4 Youth, Deloitte	Grow Your Ambition Programme, Worktree - 5 employers Unifrog Activities
Year 13	N/A	N/A	N/A

## **2024 - 2025 Draft Plan for encounters**

### **Encounter Requirements**

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- information about the careers to which those technical education qualifications or apprenticeships might lead
- a description of what learning or training with the provider is like,
- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships

### **Timeline of requirements**

- Any time in year 8
- Before Feb in year 9
- Any time in year 10
- Before Feb in year 11
- Any time in year 12
- Before Feb in year 13

### **Year 8 - ASK Apprenticeship provider or QA training provider**

- Level 2 – Intermediate Apprenticeship
- Level 3 – Advanced Apprenticeships
- Level 4 - Higher National Certificate

### **Year 9 - Windsor Forrest College Group (current year 8s to do this also)**

- Information about the Windsor Forrest College Group and the educational qualifications that they offer students - specifically A-Levels, BTECs, T-Levels
- Information about the careers that that being on their course can lead to
- Description about life as a student at the college and campus opportunities available at their establishment
- Responses to questions that students had about pursuing further education at one of the colleges

### **Year 10 - University of Oxford (Somerville College) - 15/16/17 October**

- Information about the Oxford University and the educational qualifications that they offer students (undergraduate courses)
- Information about the careers that that being on their course can lead to
- Description about life as a university student and campus opportunities available at their establishment
- Responses to questions that students had about pursuing Higher Education at Oxford University

### **Year 11 - Windsor Forrest College Group (current year 10s to do this also)**

- Information about the Windsor Forrest College Group and the educational qualifications that they offer students - specifically T-Levels and Access to higher level diplomas and undergraduate degree courses

- Information about the careers that that being on their course can lead to
- Description about life as a student at the college and campus opportunities available at their establishment
- Responses to questions that students had about pursuing further education at one of the colleges

### **Year 12 - Buckinghamshire New University Talk - took place on 4th September**

- Information about Buckinghamshire New University and the educational qualifications that they offer students
- Information about the careers that that being on their course can lead to
- Description about life as a university student and campus opportunities available at their establishment
- Responses to questions that students had about pursuing Higher Education at Buckinghamshire New University

### **Year 13 - Degree Apprenticeship Provider - Deloitte**

- Information about Deloitte and the educational qualifications that they offer students, specifically degree apprenticeships, but also some of their other programmes such as Early Start, internships, undergraduate placements and graduate placements.
- Information about the careers that that being on their course can lead to
- Description about life as an apprentice at Deloitte and opportunities available at their establishment
- Responses to questions that students had about pursuing a career at Deloitte
- <https://www.deloitte.com/uk/en/careers/early-careers/early-careers-programmes.html>

### **Destinations of our pupils**

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

Last year (39/92 = %) of our year 11 pupils joined our sixth form, and the remainder moved to a range of providers in the local area, mainly further education colleges and/or sixth forms of other local secondary schools.

- Windsor Forest Colleges Group – BCA, Langley College, Strodes College & Windsor College.
- Uxbridge College
- West Thames College
- Cranford College
- Reading College
- Henley College
- Richmond College
- Heston Community College
- Wolverhampton College

- 6<sup>th</sup> Form Schools to include: Beechwood Sch, Cox Green Sch, Ditton Academy, Herschel Grammar, Upton Grammar, Langley Academy, St Joseph's Sch, St Bernards, Westgate Sch ,
- Apprenticeships – Cadent Gas, Luxor Music,

Last year, we did not have any Year 13 pupils.

### **Management of provider access requests**

A provider wishing to request access should contact Sabina Lallian, Assistant Headteacher.

You may also contact the Careers Adviser: Mrs J Basra

Telephone:01753662009

Email for enquiries: [office@psa-bucks.com](mailto:office@psa-bucks.com) Or [j.basra@psa-bucks.com](mailto:j.basra@psa-bucks.com)

### **Opportunities for access**

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to Ms. Lallian or Mrs Basra to identify the most suitable opportunity for you.

See Appendix 1 for the activities carried out at PSA.

### **Premises and facilities**

The school makes the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity.

We also make available AV and other specialist equipment to support provider presentations. This is all discussed and agreed in advance of the visit with Ms Basra and Ms Lallian.

Meaningful online engagement is also an option and we encourage live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Library or Sixth Form. These areas are available to all pupils at lunch and break times.

### **Review and Evaluation**

We will measure and assess the impact of the careers programme on pupils at the end of the Summer Term to make changes for the following year. We may use external agencies to support us with the reviewing of the programme.

## **Complaints**

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk).

## **Provider Access Statement - Background**

Access to providers of technical education and apprenticeships

We are committed to supporting pupils on a path that will secure the best outcomes and enable them to progress in education and work. We make sure that we act impartially and do not show bias towards any route, be that academic or technical.

We make sure we open our doors to other providers because it is vital to ensure that all pupils are aware of the benefits of apprenticeships, traineeships, supported internships, T Levels, HTQs and other approved qualifications. It is important that students consider these, alongside academic options, when making choices about their future.

### **A. Provider access legislation**

The DfE introduced a legal duty requiring all schools to ensure that there is an opportunity for a range of education and training providers to access all Year 8 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships. We fully embrace this duty.

Every pupil, whatever their ambitions, has the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools.

By hearing directly from a range of providers, our pupils build up a full picture of the options available and consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes. This leads to better-informed choices and helps to reduce the risk of young people dropping out of courses.

### **B. Changes to the legislation**

The Skills and Post-16 Education Act 2022 makes clear the number of provider encounters that schools must offer and when, and sets new parameters around the duration and content of each encounter.

**All academies must provide six encounters with a provider of technical education or apprenticeships for Year 8 to 13 pupils.** The DfE have timed these six meetings to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

As a minimum, we offer:

- **Two encounters for pupils during the ‘first key phase’** (Year 8 or 9) that are mandatory for all pupils to attend, to take place any time during Year 8 or between 1 September and 28 February during Year 9.
- **Two encounters for pupils during the ‘second key phase’** (Year 10 or 11) that are mandatory for all pupils to attend, to take place any time during Year 10 or between 1 September and 28 February during Year 11.
- **Two encounters for pupils during the ‘third key phase’** (Year 12 or 13) 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.

We encourage all pupils in the year group to attend the encounters, however, optional attendance for older pupils recognises that, while many 16- to 18-year-olds will benefit from finding out more about post-18 technical options, some will be in the sixth form having made a firm decision to pursue their chosen pathway.

**All six encounters happen for a reasonable period of time and during the standard school day.**

We understand that provider encounters that take place outside of school hours, for example parents’ evenings, **do not count** towards fulfilment of the legal requirement for six provider encounters, but we are still encouraging these complementary experiences for pupils and their parents.

We work with providers and each provider must provide information to pupils that, as a minimum, includes:

- Information about the provider and the approved technical education, qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

The new **legislation requires schools to set out the times at which access is to be given** and explain how they will meet the new legal requirement to put on six provider encounters.

### **C. Approaches to delivering encounters with providers of technical education and apprenticeships**

The six provider encounters prescribed by the legislation are a **minimum standard**. We choose to offer more opportunities for providers to talk directly to pupils and their parents, as part of a high-quality careers programme, designed and delivered in line with [the Gatsby Benchmarks of Good Career Guidance](#).



## D. Identifying a range of providers for pupils to meet

We have the flexibility to decide which providers to invite but particularly consider those within reasonable travelling distance of the school, including, where available:

1. **General Further Education (FE) Colleges** offer a range of qualifications and training including apprenticeships, traineeships, T levels, HTQs, technical qualifications and higher education. Some offer programmes for 14- to 16-year-olds who would benefit from education in a college environment. Most general and specialist FE colleges in England provide some higher education, much of which is vocationally oriented.
2. **Independent Training Providers (ITPs)** provide vocational and technical education with learning and training in classrooms on the provider's premises, in workplaces or a mix of both.
  - a. The Careers & Enterprise Company has published a resource, that provides information about technical education pathways and the work of the ITP sector.
  - b. AELP has created a further resource that provides key facts about ITPs.
  - c. We review [the register of apprenticeship training providers](#) to identify ITPs.
3. **Institutes of Technology (IoTs)** are collaborations between existing FE colleges, universities and leading employers. IoTs offer a wide range of technical courses specialising in Level 4 & 5 across sectors such as digital, advanced manufacturing, engineering and construction including higher apprenticeships, HTQs, degrees and T Levels.
  - a. Further information and the locations of IoTs can be found [here](#).
4. **University Technical Colleges (UTCs)** are established by universities and employers. They work with a network of local industry partners to design a learning programme which covers the core curriculum of English, Maths and Sciences, and technical qualifications taught by specialist staff with industry standard equipment. The majority of UTCs are for 14- to 19-year-olds and specialise in one or two STEM curriculum areas to address a defined skills shortage in the local area.
  - a. Further information can be found on [the Baker Dearing Education Trust website](#).
  - b. There is also a [list of all UTCs](#) in England.
5. **Studio Schools** are small schools designed for 14- to 19-year-olds of all abilities and offer a range of academic and vocational qualifications, often taught through project-based learning, alongside work experience. The core purpose of Studio Schools is to improve students' employability and life skills.
  - a. Further information can be found on [the Studio Schools Trust website](#).
6. **Other Schools** that are offering technical education, such as T Levels or other vocational qualifications.

To inform decisions about which apprenticeship providers to invite in, we consult [the register of apprenticeship training providers](#).

The department funds the [Apprenticeship Support and Knowledge for Schools and Colleges \(ASK\) programme](#) which provides impartial advice and support for Apprenticeships, Traineeships, HTQs and T Levels and signposting to providers and employers providing technical progression routes.

The activities delivered through the ASK programme help schools to meet the requirements of the provider access legislation if they include an opportunity for pupils to meet a provider of technical education or apprenticeships, or a provider representative.

The advantage of using the ASK programme is that a student can find out about all apprenticeships and technical options in their area, not just the offer from one training provider. Schools can request support by completing an [online form](#) or emailing [ask.programme@education.gov.uk](mailto:ask.programme@education.gov.uk).

Schools can find their nearest T Level provider at [www.tlevels.gov.uk](http://www.tlevels.gov.uk).

Where there is limited access to providers in the local area, we consider virtual encounters with providers further afield to ensure pupils are aware of the opportunities and pathways available.

### **E. Considering the timing and content of provider encounters**

We design and tailor the programme of provider encounters so that, as pupils progress through school Years 8 to 13, they build up a clear picture of technical education and apprenticeship opportunities available to them at different stages. This means taking account of the options that each provider offers when deciding which year group(s) would benefit most from meeting a provider.

Within the same **key phase**, schools must always provide encounters with **two different providers to meet the legal requirement**.

The school encourages all pupils to attend. **It would not be acceptable for schools to restrict invitations to selected groups of pupils or hold events outside of normal school hours.**

### **F. Legislative changes**

This section describes a minimum set of information that the school must ask each provider to cover during each mandatory encounter with pupils. This will ensure that every provider gets the chance to present meaningfully to pupils.

The purpose of the statement is to set out how the school intends to comply with the minimum requirement to provide six encounters and the opportunities for providers to visit and to explain how requests from providers will be handled.

This policy statement includes:

- an explanation of how 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, including the times at which access is to be given;

- the main point of contact at the school to whom requests should be directed;
- grounds for granting and refusing requests for access e.g., details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy; and
- details of premises or facilities to be provided to a person who is given access e.g., rooms and resources to be made available in support of a provider visit.

And details:

- how the school will work with each visiting provider
- a list of providers that have previously been invited into the school
- if the school accepts live online encounters
- destinations of previous pupils and
- information about how a provider can raise a complaint and the procedure that will be followed.

#### **G. We publish the following to meet statutory requirements**

- the name, email address and telephone number of the school's careers leader
- a summary of the careers programme including details as to how pupils, parents, teachers and employers may access information regarding the careers programme
- how the school measures and assesses the impact of the careers programme on pupils
- the date of the school's next review of the information.

#### **H. Provider access legislation and the Gatsby Benchmarks**

The development of a careers programme in line with the Gatsby Benchmarks of Good Career Guidance increases opportunities for pupils to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.

[Gatsby Benchmark 7: Encounters with further and higher education](#) builds on the requirements of the provider access legislation by setting an expectation that all pupils should understand the full range of learning opportunities that are available to them, including both technical and academic routes and learning in schools, colleges, universities and in the workplace. This means that the school should also provide a range of opportunities for providers offering academic options, including sixth form and tertiary colleges and higher education institutions, to visit the school to talk to pupils.

#### **I. Ensuring provider encounters are meaningful and high quality**

##### **1. Meaningful encounters**

The Careers & Enterprise Company's [Making it meaningful checklist](#) is designed to help Career Leaders ensure that careers activities, including provider encounters, are meaningful for all participants and will ensure quality and consistency of the activity.

##### **2. Preparing for provider encounters**

**We prepare for each provider visit by advising pupils and their parents to consult provider websites for background information, including details of the courses and qualifications** that the provider offers and their Ofsted grade.

**We also allow providers to make available copies of their prospectus**, as part of their visit. This additional information can help pupils to consider the merits of different providers and make fully-informed decisions about next steps.

**We encourage strong relationships with providers in our local area to build trust and make encounters easier to plan and deliver.** Schools can access support from The Careers & Enterprise Company's [dedicated webpage](#) to ensure they have the right guidance on how best to prepare for each provider visit.

In addition to Get the Jump and ASK, there are a range of other government-funded resources that offer further information and support for schools, including: [Amazing Apprenticeships](#), National Careers Service website information on [post-16](#) and [post-18 options](#), and [Jobcentre Plus Support for Schools programme](#).

### 3. Considering the needs of each pupil

We recognise that some pupils with special educational needs and disabilities, looked after children and pupils from Gypsy, Roma and Traveller backgrounds may need additional support to access provider encounters.

We involve **parents/carers**, the Special Educational Needs Coordinator (SENCO) and other relevant staff to identify any barriers and support needed, and tailor each provider encounter appropriately. Prior to an encounter we prepare pupils so they are fully aware of what the encounter will be like and what they can expect.

Pupils with an **education, health and care plan** have formal opportunities to discuss education, training and career opportunities as part of their **annual review**, from Year 9 onwards. **Pupils with SEND and their parents are aware of the [National Careers Service website](#) for education advice for special educational needs or a disability.**

### 4. Online provider encounters

Most provider encounters are face-to-face but we encourage a blended approach with the use of virtual engagement where access may be an issue.

Online engagement can offer a variety of benefits which include greater flexibility, efficiency and the ability to draw on a wider pool of providers. **When we opt to provide an online provider encounter, we ensure that the encounter is meaningful and high quality while following the same standards as a face-to-face encounter. The encounter is live and not a pre-recorded video and is tailored to the school and that pupils are able to ask questions.**

5. Involving parents and carers

**We encourage parents to be involved in the process by informing them of the providers that are being invited to speak to pupils and advise parents to consult the providers website to find out more information about the courses and qualifications on offer** and the provider's Ofsted grade.

We consider how the encounter can be supplemented with follow up resources that are specifically tailored to parents and carers. **We make parents aware of the [Talking Futures toolkit](#)** which supports parents to have informed and constructive conversations with their child about their future options.

## APPENDIX 1

	Autumn Term 2024-25	Spring Term 2024-25	Summer Term 2024-25
Year  8 & 9	<p><b>Careers Research in PD lessons:</b></p> <ul style="list-style-type: none"> <li>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, their background and their strengths.</li> <li>Students in Years 8 &amp; 9 use Unifrog to develop their understanding of options for the next phase of their education, employment or training by completing the following:</li> <li>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.</li> <li>They also explore their skills for the workplace and reflect on how transferable skills help them to prepare for the jobs of the future.</li> <li>They reflect on the challenges and rewards associated with being a student and explore the challenges and rewards associated with being in employment.</li> </ul> <p><b>Pastoral Spiral Curriculum:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Students are taught about roles within different industries, starting salaries, apprenticeships, internships, graduate training schemes and entry</li> </ul>	<p><b>Careers Research in PD lessons: Unifrog continued</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>What comes after school: the mail learning pathways. Students explore the different learning pathways that could lead to them reaching their career goals.</li> <li>Students explore what they might want their life to look like in the future. They create a vision board digitally or using a template.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Careers Drop-Down Day 1:</b></p> <ul style="list-style-type: none"> <li>National Apprenticeship Week 10<sup>th</sup> to 16<sup>th</sup> February 2025 – Various resources and shared with students/parents. Employers are invited to share their application process and vacancies.</li> <li>ASK Apprenticeship (date to be confirmed) are waiting to be booked for this academic year to deliver to various year groups. Their delivery increases awareness of</li> </ul>	<p><b>Careers Research in PD lessons: Unifrog continued</b></p> <ul style="list-style-type: none"> <li>Students take control of their career journey, by taking the initiative in various scenarios, explore barriers and how to overcome these.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Careers Drop-Down Day 2: TBC</b></p> <ul style="list-style-type: none"> <li>Technical Education/Apprenticeship Provider 2: The Henley College TBC</li> <li>HE Provider: Buckingham New University TBC</li> </ul> <p><b>Careers Drop-Down Day 3 TBC</b></p> <ul style="list-style-type: none"> <li>Employer Encounter 4: Finance</li> <li>Technical Education/Apprenticeship Provider 3:</li> </ul>

<p>requirements.</p> <p><b>Linking curriculum learning to careers.</b></p> <ul style="list-style-type: none"> <li>• 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 for a wide range of career paths.</li> <li>• In previous years we have delivered these sessions in partnership with HS2 STEM Days, Thames Water and British Army and many more.</li> <li>• We have links to resources from the Science Museum Group who offer Science-themed quizzes and Wonderlab+ games and films. <a href="https://wonderlabplus.sciencemuseumgroup.org.uk/">https://wonderlabplus.sciencemuseumgroup.org.uk/</a></li> </ul> <p><b>Careers events Calendar 2024 – 2025</b></p> <p>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.</p> <p>Some events include: -</p> <p>16 – 22 September 2024 – National Coding Week, this allows the opportunity to raise the profile of coding with this year’s theme being ‘AI’ <a href="https://codingweek.org/schools/">https://codingweek.org/schools/</a></p> <p>4 – 9 November 2024 – Green Careers Week <a href="https://www.seedyourfuture.org/green-career-week">https://www.seedyourfuture.org/green-career-week</a></p> <p>10 – 16 February 2025 – National Apprenticeship Week</p> <p>is an annual celebration in the United Kingdom to celebrate the role of apprentices in the workforce and</p>	<p>apprenticeships and T Levels for every student.</p> <ul style="list-style-type: none"> <li>• Windsor Forest Colleges Group – the centre for technical and vocational education they offer programmes from entry level right up to university level and apprenticeships</li> <li>• Employer Encounters facilitated in partnership with Worktree and employers such as Met Police, NatWest, Thames Water, Deloitte, Into Film</li> <li>• 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.</li> </ul> <p><b>Year 9 GCSE Options Guidance: 31<sup>st</sup> January 2025</b></p> <ul style="list-style-type: none"> <li>• 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 &amp; Career pilot to research how each subject influences progression pathways. <a href="https://careerpilot.org.uk/job-sectors/subjects">https://careerpilot.org.uk/job-sectors/subjects</a></li> </ul> <p><b>Year 9 Parents’ Evening and Careers Information Evening 6<sup>th</sup> February 2025</b></p> <ul style="list-style-type: none"> <li>• 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 Programmes. There is a Q&amp;A opportunity with parents and Subject Leaders to ensure that students have made an informed choice.</li> </ul>	<p>West London IoT</p> <ul style="list-style-type: none"> <li>• Technical Education/Apprenticeship Provider 4: UTC Heathrow</li> <li>• Higher Education Encounter: UCL</li> </ul> <p><b>University of Reading Visit</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>Bucks Skills Show 2025</b> Year 9 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 <a href="#">Bucks Skills Hub</a> Students explore a plethora of career pathways, inspiring individuals of all backgrounds and circumstanced to envision and pursue their dream vocation.</li> </ul> <p>Exhibitors attending represent: -</p> <ul style="list-style-type: none"> <li>• Creative industry</li> <li>• Manufacturing &amp; Engineering</li> <li>• Life sciences, Health care &amp; Social care</li> <li>• Hospitality, Leisure and Tourism</li> <li>• Digital</li> <li>• Next Steps</li> <li>• Public Services</li> <li>• Construction &amp; Civil Engineering</li> <li>• Financial and professional services</li> <li>• Space</li> <li>• Much more</li> </ul>
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	<p>their importance.</p> <p>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.</p>		
<p><b>Year 10 &amp; 11</b></p>	<p><b>Careers Research in PD lessons:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• They continue to explore employer profiles to include some of the world’s largest companies.</li> <li>• Students explore what type of career is best for them.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Careers Research in Tutor Time and as homework (repeated in Spring Term):</b></p> <ul style="list-style-type: none"> <li>• Students in all Year groups use Unifrog to develop</li> </ul>	<p><b>Careers Research in PD lessons: Unifrog continued</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Employer’s expectations are crucial to successfully gaining a volunteering or work placement. What are your employability skills?</li> <li>• Students explore the skills that are valued by a range of employers and reflect on the best ways to record these.</li> <li>• 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.</li> <li>• Other courses/qualifications include, Supported Internships, Apprenticeships, Traineeships etc.</li> <li>• 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.</li> </ul> <p><b>Open Day at Stoke Mandeville Hospital – Saturday 14<sup>th</sup> September 2024 from 9.15 am to 2.00 pm</b></p> <ul style="list-style-type: none"> <li>• Schedule: 9.15am Annual General Meeting (public</li> </ul>	<p><b>Careers Research in PD lessons: Unifrog continued</b></p> <ul style="list-style-type: none"> <li>• Students make the final decisions about which placement to attend, in person, hybrid and remote, looking at the pros and cons of different environment, reflecting on which they think would be best for them.</li> <li>• Students continue to develop their skills and start focussing on how to make informed decisions about their Post 16 pathways.</li> <li>• 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</li> <li>• Technology is for ever 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.</li> <li>• Students should always be re-visiting their CV to update this accordingly.</li> </ul> <p><b>Careers Drop-Down Day 2 TBC</b></p> <p>I. Technical Education/Apprenticeship Provider 1:</p>



	<p>their understanding of options for the next phase of their education, employment or training.</p> <ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>• A Levels</li> <li>• T Level, BTECS and Level 3 apprenticeships</li> <li>• Universities and graduate training programmes</li> <li>• Level 4-7 apprenticeships</li> <li>• 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.</li> </ul> </li> </ul> <p><b>Careers in the curriculum:</b></p> <ul style="list-style-type: none"> <li>• The Ebacc facilitating subjects are promoted throughout the curriculum.</li> <li>• 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.</li> <li>• All students learn about how STEM subjects lead to wide range of career paths through the assembly and tutor time programme</li> <li>• Careers education and guidance has been built into the taught curriculum in each subject.</li> </ul> <p><b>Work Experience:</b></p> <ul style="list-style-type: none"> <li>• All students in Year 10 complete five days of work experience in an industry of their choice.</li> </ul>	<p>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</p> <p><b>Careers Drop-Down Day 1:</b></p> <ul style="list-style-type: none"> <li>• National Apprenticeship Week 10<sup>th</sup> to 16<sup>th</sup> 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: -</li> <li>• ASK Apprenticeship (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.</li> <li>• Windsor Forest Colleges Group – the centre for technical and vocational education they offer programmes from entry level right up to university level and apprenticeships.</li> <li>• Metro Bank - aim is to raise financial awareness in students from a young age.</li> </ul> <p><b>Individual Careers Advisor Meetings.</b></p> <ul style="list-style-type: none"> <li>• In Year 10 &amp; 11, all students have a 1:1 meeting with a Careers Adviser to discuss post 16 and post 18 options and career pathways.</li> </ul>	<p>Henley College II. Brunel University</p> <p><b>Careers Drop-Down Day 3 (Year 10 only):</b></p> <ul style="list-style-type: none"> <li>• Employer Encounter 4: Finance</li> <li>• Technical Education/Apprenticeship Provider 2: West London IoT</li> <li>• Technical Education/Apprenticeship Provider 3: UTC Heathrow</li> <li>• Higher Education Encounter: UCL</li> </ul> <p><b>Kings' College London Campus Visit</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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	<p><b>Pastoral Spiral Curriculum:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students are taught about roles within different industries, starting salaries, apprenticeships, internships, graduate training schemes and entry requirements.</li> </ul>	<p>Careers action plans are shared with students/parents/guardians/teachers and saved in the student Unifrog Locker.</p>	
<p><b>Year 12 &amp; 13</b></p>	<p><b>Careers Research in PD lessons:</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Students should start 6<sup>th</sup> 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.</li> <li>• 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 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.</li> <li>• 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 how who they need to network with and</li> </ul>	<p><b>Careers Research in PD lessons:</b></p> <ul style="list-style-type: none"> <li>• 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 need to apply. Students will visit at least two universities during 6<sup>th</sup> Form and learn how they get the most from their experience when attending university open days.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Careers Research in PD lessons:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussing student finance will all the introduction to key terms and processes related to student finance, how to fund their studies in the UK or as an international applicant.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students looking to apply for Medicine, Dentistry or Vets, applying to Oxford or Cambridge will have their statements checked before the October deadline. Students applying for all other courses will have until the January deadline.</li> </ul> <p><b>Careers Drop-Down Day 2 (Year 12 only):</b></p>

	<p>how they would connect with them.</p> <p><b>Careers events Calendar 2024 – 2025</b></p> <p>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.</p> <p>Some events include: -</p> <p>16 – 22 September 2024 – National Coding Week, this allows the opportunity to raise the profile of coding with this year’s theme being ‘AI’ <a href="https://codingweek.org/schools/">https://codingweek.org/schools/</a></p> <p>4 – 9 November 2024 – Green Careers Week <a href="https://www.seedyourfuture.org/green-career-week">https://www.seedyourfuture.org/green-career-week</a></p> <p>10 – 16 February 2025 – National Apprenticeship Week</p> <p>is an annual celebration in the United Kingdom to celebrate the role of apprentices in the workforce and their importance.</p> <p>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.</p> <p><b>Careers Research in PD lessons (repeated in Spring Term):</b></p> <ul style="list-style-type: none"> <li>Each year, students are empowered to independently research three ideal careers based on their ambitions</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Careers Workshops</b> <b>M&amp;G Skills for Life (Yr 12)</b></p> <p>All students are to attend 4x 2hr session. This employability programme supported by international financial services provider M&amp;G plc. The programme explores students’ strengths and areas for development and how best to communicate these when applying for jobs, university or apprenticeships.</p> <p>The workshops include: -</p> <ul style="list-style-type: none"> <li>Key employability skills needed in the workplace</li> <li>How to create an effective CV</li> <li>How to stand out at interview</li> <li>How to develop softer skills such as communication, resilience, and teamwork.</li> </ul> <p><b>Parents’ Careers Information Evening</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Individual Careers Advisor Meetings.</b></p> <ul style="list-style-type: none"> <li>In Year 12 &amp; 13, all students have a 1:1 meeting with a Careers Adviser to discuss post 18 options and career pathways.</li> </ul> <p>Careers action plans are shared with students/parents/guardians/teachers and saved in the student Unifrog Locker.</p>	<ul style="list-style-type: none"> <li>Employer Encounter: Finance related</li> <li>Technical Education/Apprenticeship provider</li> <li>Technical Education/Apprenticeship Provider 2: UTC Heathrow</li> <li>Higher Education Encounter: UCL</li> </ul> <p><b>University Visits:</b></p> <ul style="list-style-type: none"> <li>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, session on choosing a university course and the importance of personal statements.</li> <li>Homerton College – University of Cambridge invite Y12 students to attend their university. This enriching day I an information session, a Q&amp;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 future workplace.</li> </ul> <p><b>UCAS Fair: (Year 12 only)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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	<p>and interests. They are taught to methodically research different routes to that career including:</p> <ol style="list-style-type: none"> <li>I. Universities and graduate training programmes</li> <li>II. Level 4-7 apprenticeships</li> </ol> <ul style="list-style-type: none"> <li>• Students use the Times 100 top graduate employers.</li> </ul> <p><b>Early Entry Cohort:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Mock assessment centres and mock interviews:</b></p> <ul style="list-style-type: none"> <li>• The Careers Lead organises a mock assessment centre experience for all students.</li> <li>• Students with university or apprenticeship interviews have a series of mock interviews with the Careers Lead.</li> <li>• Students with an Oxbridge interview are given the opportunity to practise with staff who went there.</li> </ul> <p><b>Work Experience</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 &amp; Social Care may choose a health care placement, childcare placement or social care placement.</li> </ul>	.	<p><b>Unaccompanied University Visits:</b></p> <ul style="list-style-type: none"> <li>• Students are directed to visit the universities that they are thinking of applying to individually. This is then tracked.</li> </ul> <p><b>External Careers Advice:</b></p> <ul style="list-style-type: none"> <li>• Year 12 students have a 1:1 appointment with an external careers advisor to discuss a range of appropriate options.</li> </ul>
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	<ul style="list-style-type: none"> <li>• We also have links with many London based companies for example JP Morgan who take our students each year for work experience.</li> <li>• 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&amp;G and others.</li> </ul> <p><b>Visiting Speaker Programme:</b></p> <ul style="list-style-type: none"> <li>• 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&amp;A sessions.</li> </ul>		
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