

# **Thomas Telford School**



## **Careers Information, Advice and Guidance Policy**

Updated by: J Flynn  
Approved by: I Rawlings  
Date: **October 2025**  
Review Date: **August 2026**

# Thomas Telford School

## Careers Information, Advice and Guidance Policy

<b>Index of Contents</b>	<b>Page</b>
Aim	3
Statutory requirements	3
Objectives	3
Student Entitlements	4
Equal Opportunities	4
Roles and Responsibilities	4
Our careers programme	7-9
▪ Key Stage 3 Programme	
▪ Key Stage 4 Programme	
▪ Sixth Form Programme	
Students with special educational needs or disabilities (SEND)	11
Policy Monitoring, Quality Assurance and assessing the impact on students	11
 <b>Appendices</b>	
<b>A</b> Careers Learning Outcomes – Key Stage 3 Summary	13
<b>B</b> Careers Learning Outcomes – Key Stage 4 Summary	14
<b>C</b> Careers Learning Outcomes – Sixth Form Summary	15

# Careers Information, Advice and Guidance Policy (IAG)

## 1.0 Aim

The aim of Thomas Telford School's Careers policy is to develop the skills, attitudes and abilities of our students to enable them to make effective decisions about their future education, training, employment and life as an adult member of society.

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people at Thomas Telford School will benefit from a planned curriculum and programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives.

## 2.0 Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website – [www.ttsonline.net](http://www.ttsonline.net)

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that our school must now secure independent careers guidance from year 7 (instead of from year 8, previously).

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website – [www.ttsonline.net](http://www.ttsonline.net)

## 3.0 Objectives

The following objectives cover a series of planned careers education and development activities will enable students:

- To develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, abilities, personal qualities, potential, needs, attitudes and values.
- To raise aspirations and increase awareness of the world in which they live and the wide range of education, training, employment and other career opportunities that are available. This will include awareness that gender should not limit career choices.
- To link curriculum learning to careers learning.

- To make informed choices about their own continuing progression and development in education or employment.
- To cope with change and manage effectively the transition from the School to continuing education, working and adult life.

#### **4.0 Student Entitlements**

It is the policy of Thomas Telford School that all students should have access to:

- A planned programme of Careers Education which provides opportunities to develop and apply the knowledge, understanding and skills necessary to make realistic careers decisions.
- Individual guidance from the School's Careers Service staff in our 'open-access' Careers Resource Centre as well as from Personal Tutors and teaching staff, where appropriate.
- Support for the processes of job search, preparing effective CVs and job applications, developing interview, presentation and employability skills.
- Opportunities to experience the world of work.
- Access to careers guidance software through Unifrog which provides job ideas and careers information. Students can also access careers information via the National Careers Service website, UCAS, Prospects, **Amazing apprenticeships**, and other sites, which are signposted on the Careers Links section of the School's website.
- Advice on the best combination of subjects for different careers.
- Opportunities to engage with further and higher education providers, training and apprenticeship providers. A Provider Access Policy is available on the School's website.

#### **5.0 Equal Opportunities**

School policy is to take particular care to foster equal opportunities and to see that aspirations are not constrained by stereotypes and traditional patterns of employment.

#### **6.0 Roles and Responsibilities**

##### **6.1 Careers Leader**

Our careers leader is Mrs J Flynn, Deputy Head – Careers & Industry Links and they can be contacted by phoning 01952 200000 or emailing [jflynn@ttsonline.net](mailto:jflynn@ttsonline.net). Our careers leader is a member of the senior management team (SMT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations

- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO), to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
- Make sure they know which pupils are in care or are care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board.

## **6.2 Senior Management Team (SMT)**

Our SMT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Network with employers, education and training providers, and other careers organisations, where appropriate

Heads of Year will allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement.

Careers objectives will be included in the School's Development Plan and regularly updated. Deputy Heads, Personal Tutors and Subject Teachers will identify students who may require additional support from The Careers Team.

## **6.3 The governing board**

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

## **6.4 School Careers Team**

The School's Careers Team will be available as a resource to support students' careers discovery and management and to provide advice and practical guidance on developing employability skills, job application and interview techniques. The team will draw on the School's Employers Database and their own wide-ranging contacts to identify specialists and alumni who can offer curriculum support and advice on specific careers.

The Team pays regard to relevant guidance on improving outcomes for young people which is published by the Department for Education, OFSTED and other relevant agencies.

The School also makes use of the support and resources provided by the Careers Enterprise Company and the advice and signposting of the Marches Careers Hub.

## **6.5 Careers Resource Centre**

The School is committed to a separate and distinctive Careers Resource Centre where resources are immediately available, as students need them. This includes interview rooms for virtual and in-person assessments, an employer database, Unifrog and UCAS websites, information about post 16 options, university application reference material including all the UK prospectuses and information on over 400 careers.

## **6.6 Work Placement Experiences**

Work placement will have a strong part to play in encouraging informed careers choices and developing employability skills. All Year 10 students have the opportunity to undertake up to 5 days' work experience, with clear objectives. Students in the Sixth Form complete at least 5 days on placement and there are also opportunities for appropriate Year 12 and Year 13 students to attend an extended work placement as part their preparation for university or working life. Students are also encouraged to take part in virtual work experience placements and taster experiences.

The Careers team are responsible for supporting teaching staff throughout the School by making arrangements for business/industrial visits and setting up the projects with businesses in the local communities of Wolverhampton and Telford.

## **6.7 Staff Training**

The School is committed to professional development and training for all those involved in Careers Education. Assessment of careers training needs will be undertaken annually during the Careers Team's appraisal and development discussions. There will be a training input each year for those staff involved in delivering the careers curriculum and for supporting university applications. **Careers Staff within the TTS Multi-Academy Trust also undertake professional development jointly and share good practice.**

A careers advocates group of staff representatives from each curriculum area will meet once every term to disseminate good practice and progress the integration of careers learning into curriculum areas.

**Careers Education for the wider staff team is included in professional development day or twilight programmes and is provided by in presentations or in written briefings.**

## **7.0 Our careers programme**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed over many years and more recently has been focussed to meet the expectations outlined in the Gatsby Benchmarks, the Careers Development Institute's Framework for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance last up-dated in May 2025.

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

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide learning outcomes and performance indicators for each year group in Appendices A, B and C.

## **7.1 Key Stage 3 Programme**

The key responsibility for delivering a balanced and planned careers education programme through the curriculum will lie with the Deputy Head – Careers & Industry Links, in partnership with the Heads of Year.

**Year 7:** During their first term at Thomas Telford School, students visit the Careers Resource centre located in the Reynolds Building and they meet the Careers staff team. Students are encouraged to focus on and improve their employability skills through their careers induction, during assemblies and tutor time. Students also take part in a 'Dream Job' poster competition, encouraging them to be aspirational with their career choices and allowing them to practise their research and presentation skills.

All students take part in a Careers & Activities Week at the end of the summer term which is an opportunity to try new things, develop their team building and enterprise skills, as well as identifying their skills and interests using Unifrog careers exploration software to help them to research different career pathways and jobs. Students will also meet an employer to find out about apprenticeships and have the opportunity to ask questions to find out about a particular job to sector.

**Year 8:** In the Autumn term, students have an assembly about career choices and future careers to help them prepare for making GCSE choices later in the academic year. In the Spring term, students find out about apprenticeships through an assembly with a former student or employer during National Apprenticeship Week. They also make subject choices for their GCSEs and take part in a number of taster sessions with subject staff to help them understand what career pathways their subject choices will link to.

During a second Spring term Careers assembly, they meet some of our 'Careers Ambassadors' who are older students who share their experiences in their chosen GCSE subjects. Students also have the option to access 1-1 advice and guidance from the Careers Team if they wish by visiting the Careers Resource centre or using the on-line booking system for appointments.

In July, students take part in Careers & Activities Week which involves the opportunity to present their science work to employers and parents at the Science Fair, a workshop with an author, language taster sessions.

## **7.2 Key Stage 4 Programme**

To supplement curriculum learning each Year group will undertake Careers projects, which will be delivered through a partnership between The Careers Team, employers, universities and other key contacts, including those through the inter-academy STEM partnership project.

**Year 9:** In the Spring term, students take part in a 'World of Work interview' project. They will interview a parent or family member about their current job/career, which will develop their understanding of the roles and responsibilities within workplaces, and routes into employment. Students will have the opportunity to demonstrate their learning by delivering a spoken presentation in a formal setting and will produce an engaging newspaper article to further demonstrate their communication skills.

Students also take part in a compulsory session 3 careers activity as part of our annual careers fair which enables them to meet and talk to representatives from higher education institutions.

During year 9 Careers & Activities Week in July, students take part in a 'Careers in the Curriculum' carousel, and explore the benefits of both higher education and apprenticeships with at least two alumni guest speakers. Students have the opportunity to use Unifrog, careers exploration software to help them research and refine their career choices.

**Year 10:** Students take part in a CV workshop where they will write their own CV's and an interview workshop where they will prepare for a virtual mock interview which is conducted at the end of the Spring term by a local employer. This is a great opportunity for students to have a professional conversation with an employer about their skills, interests and experiences, and practise for the increasingly popular virtual assessments which many employers and universities are now using to assess applicants. Students receive individual and personalised feedback from their interviewer, providing them with an awareness of their success and any areas for development.

Students and their parents have the opportunity to attend the Careers and Higher Education Fair which will welcome over 45 organisations, including universities and employers, enabling students to learn more about their post-16 and post-18 options. In line with supporting students' goals and aspirations, students are supported in making applications to the West Midlands UniFest Summer School.

In the summer term during Careers & Activities Week, students undertake a work experience placement or take part in one of the employer-supported projects running in school. They also take part in a financial capabilities programme which is run as part of their Maths lessons. Students learn about tax, national insurance, mortgages, and loans – they have to find a job, work out how much money they will take home, apply for a mortgage, and prepare a weekly budget.

**Year 11:** The focus of the careers programme in year 11 is to support students to make informed decisions about their post-16 options by providing guidance on qualification routes, subject combinations and 1-1 support for careers planning.

All students receive a 'Careers Planner' in the Autumn term to help them to understand their options and plan what decisions they need to make and when. Students are supported to make informed choices about their post 16 options through 'Careers-themed' assemblies, including with local training provider InComm and Telford College and the Year 11 Taster Day in the Autumn term. All students



have a 1-1 interview with member of the Careers Team to support and inform their decision-making and develop a Careers Roadmap, which outlines students' decisions and signposts them to relevant labour market information, qualification routes, apprenticeships and recommended work experience or other enrichment activities which can help to build their skills and confidence. 1-1 support is provided for students applying for apprenticeships.

### **7.3 Sixth Form Programme**

The Careers Team, in close partnership with A Level and Vocational A Level Course Leaders and in consultation with the Senior Deputy Head responsible for the Sixth Form, will be responsible for delivering a balanced and planned Careers Education Programme. This will aim:

- To help students develop the skills and confidence to make realistic and informed decisions about their futures beyond their Sixth Form studies;
- To assist students to manage the transition into higher education, training or employment.

Careers learning outcomes and performance indicators are set out in the Appendices to this Policy.

#### **Delivery**

These aims will be delivered through a range of strategies: individual guidance and interview at our "drop in" Careers Resource Centre, one off events, talks and conventions and off site visits, links and work placements with employers. External development options will be advertised to all Sixth Form students on an equal opportunity basis using electronic notice boards and email. The current range includes:

#### **University Visits**

At least one university visit will be organised by the School for all Sixth Form students. A number of subject based university visits are also organised **for example by Performing Arts, Sport and Business Academy programmes**. Students will be encouraged to attend Open Days when researching their degree subjects in order to make well informed decisions about their future.

#### **Academic and career based talks**

Largely informed by the student requests and feedback, a number of university masterclasses and career themed talks and assemblies are organised at School or provided through virtual platforms.

#### **Duke of Edinburgh Award Scheme**

Extensive personal development through the School's major programme for Bronze, Silver and Gold awards.

#### **University Summer Schools and Pathway Programmes**

Eligible students are encouraged and supported to apply for appropriate university Summer Schools and Pathway programmes to order to develop their understanding of the requirements and opportunities of studying at a higher level. Summer Schools are also available to Year 10 and 11 students where appropriate.

#### **NHS Young Volunteers Scheme and other extended work experience placements**

Students are supported to undertake extended work placements with key partner employers, including the local hospital, care homes, schools and other relevant employers.

#### **Programme**

The Sixth Form Programme will run as a series of planned events and assemblies linked through the Careers Resource Centre which will ensure that students will have instant contact with sources of help and advice.

It will be designed to involve the full range of assistance from The Careers Team and external advisers:

**The Deputy Head Responsible for the Sixth Form** –and other members of the Senior Management Team who will be consulted on all policy issues

**Personal Tutors** - who will be involved in the development and referral of individual students

**Careers Team** - staff members who will give individual advice and feedback and will make openings for effective work placements, industrial visits and student assignments

**Local Employers** – who will form our Industry Database and will be available to support the curriculum, visits and work placements

**Higher and Further Education staff** - who will provide support and information about university and college applications, host visits and answer queries on behalf of students

**Parents** - who may be involved in careers interviews, help monitor the policy and assist as required, for example, with special funding

**Alumni** – former students who will provide advice and guidance on specific careers

**Governors** – will ensure the policy is clearly communicated to all stakeholders, is aligned to the Gatsby benchmarks and ensures that arrangements are in place to allow a range of educational training providers to access students.

### **Framework of Planned Events**

The careers programme includes:

- **Access for all students to Unifrog careers guidance software**
- Careers Insight sessions on specific jobs or industry sectors
- MedSoc – invited speakers and workshops for students interested in healthcare careers
- Guidance on the use of online careers guidance resources
- Advertisement of university open days, pathway programmes, taster sessions, webinars, university summer schools to support students in making informed decisions and competitive UCAS applications
- Opportunities to visit Universities and Recruitment Fairs – the Thomas Telford School Careers and Higher Education Fair will welcome over 45 organisations, including universities and employers, enabling students to learn more about their post-18 options.
- A tailored programme of Higher Education talks will introduce students to the benefits of university study, an insight into university life, plus the alternative option of studying a degree apprenticeship
- Job application workshops, support for students preparing for assessment centres and interviews
- Work Placement opportunities – all students complete at least one in-person or virtual placement during 6.1
- Weekly Apprenticeship bulletin distributed via email and advertised on the school website to support students who are seeking apprenticeships
- Support with applications for university summer schools and other enrichment opportunities
- Oxbridge Preparation Programme – for students aiming for the most prestigious universities
- Participation in Careers Week preparing students for University, apprenticeship and job applications. This week includes a visit to a university for all students

- In the Summer term, staff who teach sixth form deliver tailored careers sessions on employability skills, super-curricular activities, and personal statements as part of our pastoral programme

In addition, 6.2 students can expect:

- 1-1 guidance on university applications, including support with writing personal statements, selecting course and universities, applying for Student Finance and accommodation – every single UCAS application is thoroughly checked
- 1-1 support with job search and applications for apprenticeships/school leaver schemes and employment
- Access to Shortlist.me software to enable students to practise completing virtual interviews
- Support to prepare for university admission tests, including the UCAT, LNAT and those required by Oxbridge
- Mock Multiple Mini Interview (MMI) practice for students applying for medicine, dentistry or veterinary science and mock interviews for any other university interview, where needed
- Ongoing access to careers and UCAS support, including after students leave the School

Through this framework of planned events, combined with intense personal support, the School seeks to build students' confidence to make realistic decisions about their future and to take ownership of and effectively manage their transition into higher education, training or employment.

#### **8.0 Students with special educational needs or disabilities (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their peers, with adjustments and additional support as needed.

Our careers leader will work with the SENCO, teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, work experience opportunities and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice. The SENCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote an equitable and positive experience.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND. Students can self-refer and personal tutors and parents are also able to raise concerns. In addition, all 6.1 students identified as SEND or disadvantaged will be invited to a careers induction meeting in the Autumn term to help them identify and apply for work experience and provide early support with careers advice and guidance, as needed.

#### **9.0 Policy monitoring, quality assurance, assessing the impact on students**

Our careers programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. The following evaluation framework will be implemented to ensure effective standards of monitoring and quality assurance.

##### **POLICY ELEMENT**

##### **MONITORING INDICATOR/PROCESS**

##### **Whole policy including objectives**

The Deputy Head - Careers & Industry Links will share the policy and recommendations for improvement with the School Senior Management Team annually.

<b>Implementation of policy</b>	The Deputy Head - Careers & Industry Links will report termly to the Headmaster and Governors on the careers programme and planned activities, and <b>fortnightly</b> at the Pastoral Committee meeting.
<b>Heads of Year</b>	The Heads of Year will be asked to analyse and discuss careers progress with a representative group of students to check that Learning Outcomes are being achieved.
<b>Sixth Form programme</b>	The Head of Sixth Form will analyse and discuss careers progress with students attending the Headmasters lunches and with a representative group of students to check that learning outcomes are being achieved.
<b>Careers interviews</b>	All students attending careers interviews in year 11 and 6.2 will be asked to complete a quality monitoring questionnaire.
<b>Feedback from parents</b>	Feedback on the school's careers provision will be sought from parents in the annual questionnaire and from students using on-online questionnaires and feedback forms, where appropriate <b>and the year 11 and 6.2 leavers' questionnaires.</b>
<b>Feedback from teachers</b>	Feedback is sought from teaching and support staff at the School to monitor how careers is embedded in the curriculum and to gain suggestions for improvements to the careers programme.

**10. Links to other policies:**

- [Safeguarding and Child Protection](#)
- **Provider Access Policy**
- [Complaints Policy](#)

**11. Policy review**

This policy will be reviewed annually by Mrs J Flynn, Deputy Head – Careers & Industry Links, and again in **August 2026**. At every review, the policy will be reviewed by the **Headmaster** and the member of the Governing Body responsible for Careers.

## Careers Learning Outcomes Key Stage 3 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
<b>SELF DEVELOPMENT</b>	
Plan for transition from KS3 to KS4	Discuss with their Personal Tutor the differences and how they will cope with them
Review personal skills and qualities	Identify and talk about their interests, with their Personal Tutor and during the annual Careers & Activities Week
Develop initiative and teamwork skills	Take part in team building activities including a Business Enterprise Activity
Start to plan their own future	Make choices about their GCSE options and understand how this will affect their career pathway
<b>CAREER EXPLORATION</b>	
Research careers using suitable websites and software	Navigate careers software programs and can explain which careers might match their interests and skills
Identify courses and qualifications available at KS4 and choices routes Post16	Select suitable courses from the Options Booklet and explain the qualifications they will gain
<b>CAREER MANAGEMENT</b>	
Appreciate the implications for Career choice Make career related decisions	Complete an Options Choice Form Discuss with Parents, Personal Tutors and Subject Teachers, the reasons for their chosen options and the careers that lead from these subjects

## Careers Learning Outcomes Key Stage 4 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
<b>SELF DEVELOPMENT</b>	
Review their transition from KS3 to KS4	List the subjects in which they are doing well Set early targets for grades they need to achieve
Identify employability skills and attitudes they have developed	Identify the employability skills they are developing at School, during extra-curricular activities and when on their work experience placement Complete a work experience log book.
<b>CAREER EXPLORATION</b>	
Clarify opportunities and available routes Post 16	Explain three possible Post 16 routes and identify their leading option. Understand and explain the benefits of apprenticeships
Relate labour market trends to their career ideas	Specify what the demand will be for their chosen career route in the future
<b>CAREER MANAGEMENT</b>	
Use effective presentation skills to help achieve success in job application and College interviews	Complete application forms with competence Demonstrate high order skills in presentations to peers and mock interviews Complete a virtual interview and review their feedback
Make decisions on progress to Post 16	Review GCSE progress to date using results or assessments and mock examinations Find out content of A Level and Vocational A Level/BTEC courses/T levels Make a list of targets for improvement

## Careers Learning Outcomes Post 16 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
<b>SELF DEVELOPMENT</b>	
Plan for the transition to University or working life	Appraise their employability skills in discussion with the Personal Tutors and set improvement targets Practise and perfect CV and interview skills
Prepare a Personal Development Plan	List actions for job or University research with target dates
<b>CAREER EXPLORATION</b>	
Use Careers Resources effectively including on-line Careers Guidance websites and UCAS	Prepare long and short lists of Universities to aim for Uncover necessary skills qualities and qualifications for job, apprenticeship or university routes
Attend Careers Fairs, University Open Days and Job Conventions	Explain key points about Student Finance options Find out about Gap Year options Identify job openings
<b>CAREER MANAGEMENT</b>	
Take full advantage of all in -person and virtual Work Placement opportunities	Experience the workplace and make decisions on likes, dislikes and future aims, completing a work experience log book
Consult Personal Tutors, School Careers Advisers to make use of their expertise	Finalise university choices and make effective applications Reach job and career decisions with back-up plans Use websites to research and apply successfully for jobs, apprenticeship and school leaver schemes