

Thomas Telford School



Careers Information, Advice and Guidance Policy

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Thomas Telford School

Careers Information, Advice and Guidance Policy

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Careers Information, Advice and Guidance Policy (IAG)

1.0 Aim, Vision and Intent

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

At Thomas Telford School, careers education is a fundamental component of our commitment to developing ambitious, knowledgeable and employable young people who are prepared to thrive in a rapidly changing world.

Our careers programme is built around one of the School's core values: **AMBITION**. We believe every student should:

Aim High, Make Informed Choices, Build Skills for Life, Inspire Through Experience, Thrive in a Changing World, Invest in Personal Growth, Open Doors to Opportunity and Navigate Their Future with Purpose.

Our careers vision is fully aligned to:

- Department for Education Statutory Careers Guidance
- Gatsby Benchmarks
- Careers Development Institute Framework
- Skills England priorities
- Our School Development Plan priorities
- Personal Development and PSHE curriculum and provision
- SEND and Inclusion Strategy

The programme is designed to ensure that every student leaves Thomas Telford School with:

- clear aspirations;
- strong employability skills;
- an understanding of the labour market;
- confidence in their future decisions;
- the ability to manage transitions successfully;
- a positive and sustained destination.

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
- Education (Careers Guidance in Schools) Act 2022

This policy is also in line with the [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 and the detailed careers programme, which you can find on our website – www.ttsonline.net

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.

Thomas Telford School is committed to providing impartial careers guidance and ensuring students are aware of the full range of technical, vocational and academic routes available.

3.0 Student Entitlements

It is the policy of Thomas Telford School that all students from year 7 to 6.2 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 and personalised guidance from the School's Careers Service staff in our 'open-access' Careers Resource Centre as well as from Personal Tutors, teaching staff, alumni, university representatives and employers, where appropriate.
- Support for the processes of job search, preparing effective CVs and job applications, developing interview, presentation and employability skills.
- Meaningful employer encounters and opportunities to experience the world of work.
- The opportunity to undertake at least one taster visit to a university or higher education institution, during the Sixth Form.
- Access to digital careers platforms such as Unifrog and UCAS which provide job ideas and careers information. Students can also access careers information via the National Careers Service website, Prospects, Amazing apprenticeships, and other sites, which are signposted on the Careers Links section of the School's website.
- Careers learning embedded throughout the curriculum.
- Support during key decision-making points and access and signposting to labour market information
- Opportunities to engage with further and higher education providers, training and apprenticeship providers. A Provider Access Policy is available on the School's website.
- Ongoing support after leaving school, where appropriate.

4.0 Strategic Principles and curriculum structure

The careers programme is guided by four strategic priorities:

Priority 1 - Embed careers as a core driver of school improvement.

Priority 2 - Deliver an inclusive, personalised and data-informed careers journey for every student.

Priority 3 - Provide high-quality, curriculum-embedded and real-world careers learning.

Priority 4 - Position parents and alumni as strategic partners in careers education.

At Thomas Telford School, careers education is not an additional programme or a series of standalone events. It is a progressive element of our curriculum and personal development provision, designed to help every student develop the knowledge, skills, confidence and ambition needed to make informed decisions about their future.

Through a carefully sequenced programme from Year 7 to Year 13, students develop the career management skills required to navigate an increasingly complex and rapidly changing world. Careers learning is embedded within curriculum subjects, enrichment activities, employer engagement, workplace experiences and personalised guidance, ensuring students understand the relevance of their learning and the opportunities it can create.

The careers curriculum is structured around four interconnected themes:

Self-Awareness and Personal Growth

Students are supported to develop a deeper understanding of themselves as learners and future professionals. They progressively learn to:

- recognise their strengths, skills and talents;
- reflect on their interests, motivations and aspirations;
- understand how values influence decisions;
- identify areas for development;
- build confidence, resilience and self-belief;
- develop a positive sense of identity and future purpose.

By the time students leave Thomas Telford School, they should be able to articulate what they are good at, what matters to them and how these qualities may influence future study and career choices.

Opportunity Awareness

Students develop an increasingly sophisticated understanding of the opportunities available to them beyond school. This includes:

- careers and occupations;
- local, regional, national and international labour markets;
- academic, technical and vocational routes;
- apprenticeships and higher education pathways;
- emerging industries and growth sectors;
- future trends in employment, technology and skills.

Students learn to interpret labour market information critically and understand how economic, technological and social changes may influence future employment opportunities. They are encouraged to challenge stereotypes and aspire to pathways that reflect their interests, talents and potential rather than perceived barriers or assumptions.

Career Management and Decision-Making

Students are taught the knowledge and skills required to manage transitions successfully and make informed decisions throughout their lives. This includes developing:

- decision-making skills;
- career planning skills;
- goal-setting and action planning;
- research and evaluation skills;
- adaptability and resilience;
- the ability to review and adjust plans as circumstances change.

As students progress through the School, increasing responsibility is placed on them to reflect on their experiences, evaluate options and take ownership of their future plans. They learn that career development is a lifelong process rather than a single decision made at a particular age.

Employability and Future Skills

Students develop the transferable knowledge, skills and behaviours required to succeed in education, employment and life.

These include:

- communication and presentation skills;
- teamwork and collaboration;
- leadership and initiative;
- creativity and innovation;
- critical thinking and problem-solving;
- digital literacy and digital professionalism;
- organisation and self-management;
- professionalism and workplace behaviours.

Through curriculum learning, our oracy skills focus, employer encounters, workplace experiences, leadership opportunities and enrichment activities, students learn how these skills are valued in education and employment and how they can evidence them effectively in applications, interviews and workplace settings.

Progressive Careers Learning

Students revisit these themes throughout their school journey in increasingly sophisticated ways.

- In Key Stage 3, the focus is on self-discovery, aspiration raising and broadening horizons.
- In Key Stage 4, students develop employability skills, explore pathways and prepare for post-16 decision-making.
- In Sixth Form, students refine ambitions, deepen workplace and higher education understanding and prepare for successful transition into higher education, apprenticeships, employment or training.

By the end of 6.2, students should be able to confidently explain their strengths, aspirations, next steps and long-term goals, demonstrating the knowledge, skills and career readiness required to thrive in a changing world.

5.0 Roles and Responsibilities

5.1 The Governing Board

The Governing Board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headmaster, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on the school's strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all students 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 students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

5.2 Headmaster

The Headmaster will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the Careers Team to deliver the school's careers programme and to encourage collaboration with Careers Leads and schools in the Thomas Telford Multi-Academy Trust
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to an excellent standard
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers advisers and senior leaders receive training and development to deliver high-quality careers provision

5.3 Senior Management Team (SMT)

Our SMT will:

- Support the careers programme
- Support the careers leader in developing the School's strategic careers plan
- Network with alumni, employers, education and training providers, and other careers organisations, where appropriate
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme

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

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

5.4 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. Our careers leader is a member of the senior management team (SMT) and will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these

- Work with the SMT to make sure the careers programme is informed by the strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers advisers, 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
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students
- Review our school's provider access policy statement at least annually, in agreement with our governing board

5.5 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.

5.6 Staff Training

The School is committed to professional development and training for all those involved in Careers Education, advice and guidance. Assessment of careers training needs will be undertaken annually during the Careers Team's appraisal and development discussions and the wider staff body will provide input via surveys or feedback gathering. Careers Staff within the TTS Multi-Academy Trust also network regularly 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 (Gatsby Benchmark 4 - Careers in the Curriculum).

Careers Education for the wider staff team is included in professional development days or twilight programmes and is provided by training sessions, presentations or in written briefings.

5.7 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.

6.0 Our careers programme

Thomas Telford School delivers a careers programme that is ambitious, progressive and fully embedded within whole-school structures. Careers education is recognised as a core driver of school improvement and is strategically led by a designated, trained Careers Leader who is a member of the Senior Management Team and has no teaching commitment, ensuring dedicated leadership capacity and sustained focus.

In place since the inception of the School in 1991, our programme has been developed in recent years to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
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

The programme is firmly supported by the Headmaster, senior leaders and the Governing Body, with careers provision discussed fortnightly at the Pastoral Committee and progress and impact is reported to Governors on a termly basis. This governance structure ensures clear oversight, accountability and continuous improvement.

Our careers strategy is underpinned by the school's core value of **AMBITION**, ensuring every student is empowered to set aspirational goals, make informed choices and develop the skills, confidence and resilience needed to thrive in a rapidly changing world. Careers learning is progressive, inclusive and personalised, meeting the needs of *each and every* student and supporting positive, sustained destinations.

All subjects link curriculum learning with careers and our PSHE curriculum includes information on careers and employability. In addition:

- Every student will receive at least 1 personal guidance meeting with a careers adviser by age 16.

- Every student will receive a further meeting by age 18.

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the students to whom the career guidance is given.

Information about personal guidance support, and how to access it, will be communicated to students parents and carers, and other stakeholders, including through assemblies, newsletters, eboards, the pastoral and tutor system and via the school website.

The programme follows a progressive model from Year 7 to Year 13, as follows

Year 7 - Discovering myself and the world of work.

Year 8 - Making informed GCSE choices.

Year 9 - Understanding pathways and the world of work.

Year 10 - Developing employability and career readiness.

Year 11 - Making informed post-16 decisions.

Sixth Form - Exploring, applying and transitioning successfully to post-18 destinations.

Further detail of the programme, as well as learning objectives for each year group, is provided at Appendix A, on the school website and in the School's strategic careers plan.

6.1 Work Experience placement and activities

Our school is committed to ensuring that every learner has meaningful, progressive, and well-supported experiences of the workplace and benefit from two-way employer and alumni interaction. Work experience activities form a core element of our strategic careers plan, supporting students to build confidence, understand the world of work, and make informed choices about their next steps.

All students will access:

- Up to one week of work experience activities during Key Stage 3
- A minimum of one week of high-quality work experience during Key Stage 4
- At least one further work experience placement during Key Stage 5, as well as opportunities to complete internships, extended work experience placements or tasters as part their preparation for university or working life.
- Additional workplace encounters throughout Years 7 - 6.2, including alumni and employer talks, workplace visits, virtual work experience, and project-based employer challenges.
- Experiences that are inclusive, accessible, and appropriately adjusted for any students with SEND.
- Opportunities that reflect local labour-market information and the school's strategic priorities for careers education.

Students are also encouraged to take part in virtual work experience placements and taster experiences, using the SpringPod and Futures for All platforms.

These experiences are designed to be meaningful, safe, and aligned with each student's stage of development. Students receive guidance on expectations, professional behaviour, and health and safety and staff maintain contact with employers and students to monitor progress and address any issues promptly. Students complete structured reflection activities to evaluate skills gained, challenges faced, and next steps and outcomes feed into careers guidance interviews, future placement planning, and transition support.

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.

7.0 Equality, inclusion and personalisation

The school is committed to ensuring careers education is accessible to every student. Particular attention is given to:

- SEND learners
- Disadvantaged students
- Looked-after children
- Care leavers
- Young carers
- Students at risk of NEET
- Students with attendance concerns
- Students requiring enhanced transition support

Support for these students can include earlier or additional guidance interviews, support to find and apply for work placements, meetings with parents/carers, transition planning eg. Support with university accommodation and student finance applications.

We expect that the majority of students with SEND will follow the same careers programme as their peers, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each student with SEND and their families.

Our careers leader will work with 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.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice. The SENCO also 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 with SEND 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. Vocational profiling and careers readiness assessment tools are used to support this process.

The School monitors outcomes, work experience and destinations by student group and uses this intelligence to evaluate and improve provision.

8.0 Parents and carers as partners

Our students' parents and carers have a significant influence on young people's aspirations and decisions.

The School therefore provides:

- careers newsletters;
- labour market information;
- apprenticeship guidance;
- university guidance;
- transition support information;
- parent information evenings;
- Student Finance webinar;
- website resources;
- opportunities for feedback.

Parents are encouraged to engage actively in careers conversations and decision-making throughout their child's education and specific resources and guidance are provided to parents.

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

The success of the careers programme is measured not by the number of activities delivered but by the difference it makes to 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	The Deputy Head - Careers & Industry Links will share the policy and recommendations for improvement with the School Senior Management Team annually.
Implementation of policy	The Deputy Head - Careers & Industry Links will report termly to the Headmaster and Governors on the careers programme and planned activities, and fortnightly at the Pastoral Committee meeting.
Heads of Year	Heads of Year analyse and discuss careers progress with a representative group of students to check that Learning Outcomes are being achieved.
Sixth Form programme	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.
Careers interviews	All students attending careers interviews in year 11 and 6.2 will be asked to complete a quality monitoring questionnaire.
Students' 'Future Ready Check'	We will use a career readiness tool to evaluate whether students can articulate strengths and skills, identify suitable pathways, make informed decisions and demonstrate career management skills.
Feedback from parents	Feedback on the school's careers provision will be sought from parents in the annual questionnaire and from students using online questionnaires and feedback forms, where appropriate and the Year 11 and 6.2 leavers' questionnaires.
Feedback from teachers	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.
Feedback from employers	We will actively seek feedback from all employers who engage with our careers programme, including those offering work experience, workplace visits, talks, and

curriculum-linked activities. After each encounter, employers will be invited to provide structured feedback on students' preparedness, engagement, employability skills, and the overall quality of the partnership. This is used to evaluate the effectiveness of our careers provision, strengthen employer relationships, and inform continuous improvement.

Careers benchmarking

The School will conduct an assessment using COMPASS every term and a Careers Leadership Impact review on an annual basis.

Measuring impact through Destinations

The School tracks intended destinations, confirmed destinations, sustained destinations, Higher education progression, apprenticeship progression, employment progression, outcomes for SEND and disadvantaged students, Russell Group/prestigious university progression and destinations trends.

10. Access to our careers programme information

A summary of our school's careers programme is published on the school website, including details of how students, parents and carers, teachers and employers can access information about the careers programme.

Students, parents, carers, teachers, and employers can request any additional information about the careers programme by contacting Mrs J Flynn – Deputy Head Careers & Industry Links.

11. Links to [other policies](#):

- Safeguarding and Child Protection
- Provider Access Policy
- Complaints Policy
- Attendance Policy
- Behaviour Policy
- Health & Safety Policy
- Inclusion Strategy
- Pupil Premium Strategy Statement
- Teaching & Learning Policy

12. Policy review

This policy will be reviewed annually by Mrs J Flynn, Deputy Head – Careers & Industry Links, and again in August 2027. At every review, the policy will be reviewed by the Headmaster and the member of the Governing Body responsible for Careers.

APPENDIX A – Summary of Thomas Telford School Careers Programme – by year group

Year 7 – Discovering Myself and the World of Work Focus: Self-awareness, early aspirations, transferable skills Framework links: CDI Grow Throughout Life, Explore Possibilities Gatsby 1, 2, 4, 5	Learning Objectives - Students will: • Understand and demonstrate key transferable and employability skills such as teamwork, communication and problem-solving. • Identify their strengths, interests and personal qualities. • Understand what a career is and why careers education matters. • Recognise a wide range of job families and sectors, including self-employment. • Begin to link school subjects to future careers and opportunities. • Understand how money, digital behaviour and workplace expectations relate to future opportunities. • Experience an employer encounter (Persimmon Homes) and a workplace visit (Chester Zoo) and reflect on what they have learned about work and skills.		
Autumn	Spring	Summer	
• Visit to Careers Resource Centre • Introduction to employability skills • Dream job poster competition	• Careers assembly – employability skills and key careers decision points • National Apprenticeship Week broadcast and tutor time activities/talks	• Oracy in Careers (English) • <u>Careers & Activities Week:</u> - Employer Challenge- Persimmon Homes - Introduction to Unifrog careers exploration software – what is a career? Career trends and entrepreneurship - Savings and borrowing; Social media and digital footprint - Workplace visit - Chester Zoo	

Year 8 – Making Informed GCSE Choices Focus: Decision making, pathways, self reflection Framework links: CDI Manage Career, Explore Possibilities Gatsby 1, 2, 3, 4, 5, 7	Learning Objectives - Students will: • Understand how GCSE choices influence future pathways. • Use careers information (including LMI) to make informed subject choices. • Recognise how their strengths and interests relate to different subjects and careers. • Understand the differences between academic and vocational routes. • Challenge stereotypes and broaden their thinking about future possibilities. • Explore careers across key sectors such as science, justice, creative industries and languages. • Experience employer encounters and a workplace visit, and reflect on roles, skills and expectations. • Understand that careers can be local, national and international, and influenced by culture and language.		
Autumn	Spring	Summer	
• ‘My subjects, My skills, My Future’ – homework activity (new for 26/27)	• National Apprenticeship Week broadcast and tutor time activities/talks – assembly talk about apprenticeships with alumni. • Careers assembly - Preparing for making GCSE choices • GCSE taster sessions and options process	• <u>Careers & Activities Week:</u> - Science Fair employer challenge showcase. - Meet the author. - Exploring careers in the justice system. - Workplace visit (Shrewsbury prison). - Francophone Culture Quest	

Year 9 – Understanding Pathways and the World of Work Focus: Exploring pathways, employability skills and transferable skills Framework links: CDI Explore Possibilities, Manage Careers Gatsby 1, 2,3, 4, 5, 6, 7	Learning Objectives - Students will: • Understand how GCSE subjects link to future pathways, including university, apprenticeships and employment. • Explore a range of post-16 and post-18 options through encounters with university and apprenticeship providers. • Develop understanding of the world of work by researching real job roles, including interviewing a family member or friend. • Understand and apply key employability and transferable skills, such as communication, teamwork, problem-solving and professionalism. • Experience employer encounters and a workplace visit, including meeting a journalist and visiting the National Space Centre, and reflect on careers and skills observed. • Begin to take greater ownership of future planning, recognising how effort and choices at GCSE influence future opportunities.	
Autumn	Spring	Summer
• Tutor time careers talks/MedSoc	• National Apprenticeship Week broadcast and tutor time activities/talks • Tutor time careers talks/MedSoc • ‘World of work’ research activity, presentations and employer showcase (delivered in English) • Careers Fair session 3 – Intro to HE and apprenticeships presentation	• <u>Careers & Activities Week:</u> - Apprenticeship workshop - Workplace visit – Space Centre visit - News Day – meet the journalist - Unifrog careers exploration - ‘Employability/transferable skills workshops – Art, Business PE, and ICT - Meet the employer/alumni talks

Year 10 – Developing Employability, Confidence and Career readiness Focus: Employability skills, real-world experience, progression pathways and informed career decision-making Framework links: CDI Grow Throughout Life, Manage Career Gatsby 1, 2, 3,4,5,6,7	Learning Objectives - Students will: • Understand the Year 10 careers programme and how it supports future progression and transitions. • Develop and apply key employability skills, including communication, professionalism and resilience. • Explore a range of future pathways, including apprenticeships, further and higher education, employment and apprenticeships. • Develop practical career management skills, including CV writing and interview preparation. • Experience meaningful encounters with employers and providers, including at the School careers fair and during work experience/employer challenge project. • Participate in a virtual employer interview, gaining insight into recruitment processes. • Prepare for and complete a work experience placement, demonstrating appropriate workplace behaviours. • Reflect on experiences to better understand career interests, strengths and next steps.	
Autumn	Spring	Summer
• Careers assembly – overview of y10 careers programme and Options for Careers Week	• National Apprenticeship Week broadcast and tutor time activities/talks • CV and interview skills	• Financial Capabilities programme (delivered in Maths) • Preparing for work experience

• Careers & Work Experience Information Evening – student and parents	workshop (delivered in English) • Virtual interview with an employer – feedback and reflection during Student Led Conferences in summer term • HE and Careers Fair	assembly • <u>Careers & Activities Week Options:</u> - Work experience placement - UTC Collins aerospace engineering project - Employer Challenge Project (Level Up Escapes)
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Year 11 – Making Informed post-16 choices and transition readiness Focus: Decision-making, transition planning, personal guidance and applications Framework links: CDI Grow Throughout Life, Explore Possibilities Gatsby 1, 2, 3, 5, 7,8	Learning Objectives - Students will: • Understand the full range of post-16 pathways, including sixth form, T Levels, vocational routes, apprenticeships and employment. • Make informed and realistic post-16 choices, supported through assemblies, provider encounters and taster opportunities. • Access personalised careers guidance, enabling them to identify clear next steps and progression routes. Receive targeted support with applications to apprenticeships and post-16 providers, including preparation for interviews and selection processes. • Develop career readiness, confidence and resilience, particularly during examination preparation and transition planning. • Engage in meaningful encounters with employers and providers, including at the School’s careers fair and National Apprenticeship Week activities. • Access Results Day guidance and ongoing support, ensuring successful transition into sustained education, training or employment.	
Autumn	Spring	Summer
• Year 11 Careers Planner • ‘Making choices’ assembly • Sixth Form/T levels/Vocational choices provider assembly (Telford College) • Sixth Form Information evening • Sixth Form taster afternoon • 1-1 Careers Roadmap interviews – targeted students	• National Apprenticeship Week broadcast and tutor time activities/talks • HE and Careers Fair • Apprenticeship assembly with Incomm (apprenticeship training provider) • 1-1 Careers Roadmap interviews • 1-1 support for students applying for apprenticeships and/or other post 16 providers • ‘Positively You’ revision session	• Ongoing 1-1 careers support and personal guidance, as required • Results Day support service

6.1 – Exploring Pathways, Developing Aspirations and Planning for Post-18 Focus: Exploration, aspiration-raising, employability skills and early post-18 planning Framework links: CDI Explore Possibilities, Manage Career Gatsby 1, 2, 3,4,5,6,7,8	Learning Objectives - Students will: • Explore a range of post-18 pathways, including higher education, apprenticeships and employment. • Use careers and labour market information to research courses, sectors and progression routes linked to their subjects. • Develop employability and career readiness skills, including professionalism, independence and resilience. • Engage in meaningful encounters with universities, employers and training providers. • Access personalised careers guidance to support early post-18 planning and decision-making. • Gain insight into workplace expectations and environments through experiences or employer engagement.
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	Begin to identify clear post-18 goals and next steps, understanding how current choices support future progression.	
Autumn	Spring	Summer
Sixth form induction workshops - Making the most of year 12 assembly – University of Birmingham - Tutor time Careers Insight sessions - MedSoc - Trips/visits/masterclasses 1-1 careers guidance - Business Question Time Event - Careers ‘Catch-ups’ for SEND students RSHE sessions - Planning for the Future and Personal Branding	National Apprenticeship Week broadcast and tutor time activities/talks ‘Benefits of higher education’ - assembly - HE and Careers Fair - MedSoc - Trips/visits/masterclasses - In-person or virtual work experience 1-1 careers guidance RSHE sessions – Types of employment and Banks, Building Societies and Money	<u>Careers Week Programme workshops:</u> - University visit - UCAS applications - Personal statement workshop - Budgeting workshop - University talks – Choosing courses and universities, Writing a personal statement, Applying for competitive courses, Student Finance, UCAT preparation, Oxbridge etc. - Support for job seekers/apprenticeship options/mock interviews - Alumni and employer talks - In-person or virtual work experience - CPS virtual work experience - University summer schools

6.2 – Finalising Post-18 Choices and transition to next steps Focus: Decision-making, applications, transition readiness and sustained destinations Framework links: CDI Manage Career, Explore Possibilities Gatsby 1, 2, 3, 5,6,7,8.	Learning Objectives - Students will: - Finalise clear and informed post-18 plans, including higher education, apprenticeships, employment or alternative routes. - Use careers and labour market information to confirm choices, entry requirements and progression routes. - Complete and manage applications, including UCAS, apprenticeships and employment processes. - Develop advanced employability skills, including professionalism, self-management, decision-making and resilience. - Engage in meaningful encounters with universities, employers and training providers to support final decisions. - Access personalised careers guidance, responding to individual needs and changing circumstances. - Prepare for successful transition beyond school, including interview preparation, results-day planning and contingency options. - Secure a positive and sustained destination, supported through personalised guidance and transition support.	
Autumn	Spring	Summer
- Appointments to finalise and send off UCAS applications - Personal Statement clinics - Support to prepare for admissions tests - Job application support - Mock interview support	- National Apprenticeship Week broadcast and tutor time activities/talks - National Apprenticeship Week broadcast and tutor time activities - HE and Careers Fair	- Results Day support service and ongoing 1-1 careers support for students to confirm university or employment/apprenticeship options <u>Fomer students/6.3 students</u> – access to careers advice and

• Weekly vacancies bulletin • MedSoc • Trips/visits/masterclasses • RSHE sessions • Post 18 options and The Impact of Financial Decisions	• Student Finance for University webinar • Careers assemblies on 'Making UCAS choices' and Results day guidance • 1-1 ongoing support for jobseekers • RSHE sessions - Managing a budget	support is ongoing.
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APPENDIX B – What makes Careers outstanding at Thomas Telford School

Destination info for 2026 leavers and feedback will be added here, when available.