

Holmer Green Secondary School Strategic Careers Plan 2025-26

<p>SLT HGSS Rachel Golding (SLT Careers Lead)</p> <p>HGSS wants students to flourish academically but also to develop a lifelong love of learning and be fully prepared for adult life. Our school motto of Work hard, be kind, have passion underpins our expectations; in particular with regard to our careers vision. Through our careers programme we help students to understand what their options are. In doing so we encourage them to develop real ambition for their future in order to achieve their own personal goals. We support them to develop transferable skills, growing their confidence as individuals and helping them to understand the value of being a member of a team. Teams need strong and passionate leaders, so we also look to develop leadership at all levels through our student leadership opportunities. Most recently we have included Careers Ambassadors into our roles for Sixth Form linking careers and leadership directly.</p>	<p>Careers Governor for HGSS Becky Roberts (Careers Governor, Executive Headteacher)</p> <p>As Governors we are committed to monitoring the provision for the students at HGSS to ensure that all of the Gatsby Benchmarks are met. I meet termly with the Careers Leader to discuss the provision and areas for further development and then report back to the other governors. There are a wide range of excellent opportunities for students, across the school, to support their understanding of their options for the future. This proactive approach has been very positively received by the students, parents and governors. Having a plan to support career activities for all members of the school is very important. HGSS students have a very wide range of skills and aspirations and supporting these and encouraging the students to develop their skills and explore many career opportunities will help them succeed in school and in the future. Membership of the Careers Hub which gives access to other schools and organisations is a further advantage.</p>	<p>Enterprise Adviser for HGSS James Justice (Wealth Manager)</p> <p>The HGSS has a comprehensive, balanced and far-reaching careers programme, recognised by its Gatsby ratings. Programmes are embedded into learning, and there is ongoing discussion between students, staff and external teams to ensure that programmes remain relevant and adapts itself to changing workplace scenarios. The programme touches every school year in some way, and also brings past pupils into the fold to pay it forward. There is also a great pool of volunteers who regularly step up to support sessions which I have been helping to build. Katie is also now attending a business networking group to expand the network even further, her passion and commitment is evident in all she does. Pupils are given great opportunities to find out about the world of work and further study in all its different aspects. As the school's careers lead Katie plays a key role in making this happen and I really enjoy supporting her in making this happen for the students.</p>
<p>HGSS Partner Luisa Clarke, Schools Engagement Lead, Buckinghamshire Healthcare Trust</p> <p>We are regularly involved in Holmer Green Senior School's careers education programme and always look forward to motivating and inspiring their students and helping to raise aspirations. As Buckinghamshire's biggest employer, we are</p>	<p>Year 9 HGSS student, previous (Futures Morning Winner) Theo Ward</p> <p>Futures Morning was very beneficial; we learnt that there are many more good options alongside the choice of going to university. We were able to listen to speakers who told us about different routes, their experiences and choices. Some of those who spoke used to attend HGSS. The speaker that</p>	<p>Year 13 HGSS Students & Careers Ambassadors Mia Barnes & Charlie Thompson (left July 2025)</p> <p>In the sixth form we have been lucky to be exposed to many opportunities that support our career and next step choices through careers and our enrichment programme. Examples include work experience week, also Futures Day, which was</p>

<p>keen to nurture the talent within the next generation and it's great to see the school supporting opportunities to connect with our future workforce.</p>	<p>inspired me most was the man who went from college in High Wycombe to running his own production company in the film industry. The morning helped me to see that if I work hard in life, take care on my choices and learn from others I can have a career that is both interesting and fun.</p>	<p>really insightful; we connect with industry for mock interviews, learn about all of our choices and options, then meet experts and employers in many fields. Along with guest speakers that come into our assemblies who really bring to life the many careers open to us, but also it is great when we experience different types of talks like how to network! Our Careers Lead really opened our eyes, for example students who are seeking degree apprenticeships have really benefitted, as they have had support through the application process and our overall awareness of apprenticeships has vastly increased. As Careers Ambassadors, Charlie and I really enjoyed being part of the careers team, almost like our first job! We supported events, contributed to the careers plan and hopefully, inspired other year group students through our experiences. Mia secured a place at St. Mary's University in Twickenham to read Primary Education with QTS Charlie secured a place on the Health Foundation Pathway leading to a BSc(Hons) Degree at Huddersfield University</p>
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School Mission Statement and Motto:

To support students to become the best possible version of themselves in every way.
The school motto is Work Hard, Be Kind and Have Passion. Further school values include Pursuing Excellence and Having Curiosity.

Careers Mission Statement and Motto:

We want to challenge students to be the best versions of themselves. To aspire and aim high for their career goals, whilst encouraging them to work hard to build a strong network from which to gain the experience they need to navigate towards their chosen career path.
Challenge, Aspire, Navigate - #youcan

Current Picture at HGSS for Careers:

Compass+ - Current Compass Score:	1 out of 8 Gatsby Benchmarks at 100%
Compass+ Priority Benchmarks:	<ul style="list-style-type: none"> • Gatsby 4 – Careers in the Curriculum - to be further embedded and evidence collated • Others well over 75%, more challenging benchmarks were introduced in September 2025 lowering the scores from 7/8 last year
Destination Data:	<p>Year 11 (2025 leavers data from HGSS Destinations Survey. BC Annual Activity survey to follow later in year). This shows destinations for 203 students</p> <ul style="list-style-type: none"> • 90 - Sixth form • 13 - Sixth form college • 52 - Further Education • 6 - other post 16 education • 0 - Apprenticeship • 0 - Employment combined with training • 0 - Not settled • 22 - Unknown <p>Year 13 – (2025 leavers). This data is collated by our sixth form admin team on results day and indicates the destinations of all 79 students.</p> <ul style="list-style-type: none"> • 64 - have secured places at university • 7 – Have an Apprenticeship • 4 – Have secured Employment • 4 - Are taking a Gap Year (working and travelling)
LMI - Local and Regional Context:	<p>Growth sectors according to Bucks Skills Hub (2025):</p> <ul style="list-style-type: none"> • Film and television • Engineering • Construction • Technology • Digital Health sector • Health & Social Care
Vulnerable Cohorts/Gaps in outcomes	Disadvantaged students, Behavioural issue students and SEND students

Key Strategic Objectives:

Priorities to move HGSS forward in Careers

	Priorities	Actions	Person Responsible	Timescale
1	Consider spread of activities across the year groups to ensure a strategic careers plan - years 9/10/11/12/13 well catered for years 7 and 8 need some extra consideration potentially	Day to Work, assemblies and additional trips/enhance existing planned trips	KM	
2	Gatsby 1 – A Stable Careers programme - further embed the Careers programme, keeping all stakeholders (Governors, SLT, staff, parents and pupils informed regarding its progress) and gaining feedback to inform future planning.	Regular meetings with governors and SLT. Send Yr 7 Future Skills Questionnaire Jan 2026. Survey staff and parents	KM/RG	
3	Gatsby 2 – Learning from Careers and Labour Market Information – Use new Newsletter format to inform stakeholders about Careers	Update website with regular opportunities and LMI. Weekly newsletter – Careers section.	KM	
4	Gatsby 3 – Addressing the needs for each young person – Increase the use of Unifrog through PSHCE, in order to systematically build pupils’ Careers profile, and to enable us to monitor and adapt provision to need	Close working with staff who work with students. AW/Pastoral/HOY/SENDSCO etc Parent comms, action plans sent to staff and parents & students	KM/All staff	
5	Gatsby 4 – Linking Curriculum Learning to Careers – All teachers to link learning within the subject to relevant careers, so every pupil is able to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.	Track how teachers are doing this, evaluate trips, see Unifrog/other resources for curriculum resources. KM to send to HODs.	All teachers	
6	Gatsby 6 – Experiences of Workplaces - By the age of 16, every pupil should have had meaningful experiences of a workplace: plan to re-introduce work experience in Year 10.	Use trips to maximise employer encounters. Activities in Yr 7-9, more interactive projects/tasks in Yr 10-11. Bucks Skills Hub working on employer visits for multiple schools. Day to Work & Year 10 & 12 WEX in July.	KM/SLT	
7.	Gatsby 7 - By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners	BNU trip 15/4 - Yr 12 Tour and lecture tasters Oxford Brookes – June. Students also attend with parents – track if possible.	KM/RG	
8.	Gatsby 8 - every pupil should have at least one personal guidance meeting with a Careers Adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website	Yr 10/11 meetings, Yr 12/13 meetings. Info on school website how to access personal careers guidance. Ensure offered at key transitions – (Yr 9 options), Yr 11 post 16 options and 6 th form post 18 options.	KM	

HGSS Careers Plan 2025-2026:

Gatsby Benchmark (Revised September 2025)	Summary	Criteria	Year 7	Year 8	Year 9	Year 10	Year 11	6 th Form
1. A stable Careers Programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents/carers, staff, governors, employers and other agencies	<ul style="list-style-type: none"> Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access and understand it. The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact 	Half termly comms to parents Item for weekly Newsletter/Friday Notices Day to Work Unifrog Introduced Jan 2026 (PSHCE) Assemblies	Half termly comms to parents Item for weekly Newsletter/Friday Notices Day to Work Unifrog Assemblies	Half termly comms to parents Item for weekly Newsletter /Friday Notices Day to Work Futures Morning Unifrog Options Support	Half termly comms to parents Item for weekly Newsletter /Friday Notices Day to Work Oracy /Mock Interviews Unifrog Whole Year trip to Bucks Skills Show Dragons Den Assemblies	Half termly comms to parents Item for weekly Newsletter /Friday Notices Day to Work One to One Careers Meetings Unifrog Careers Rotation Lessons Assemblies	Half termly comms to parents Item for weekly Newsletter Work Experience Futures Day UCAS visit and support Assemblies One to One Careers Meetings Enrichment Programme
			SEN Support/ Careers lessons via PSHCE / form time / NCW & NAW Assemblies & PAL Assemblies / Trips					
			Annual staff, student and employer surveys to evaluate & publish careers plan on website					

<p>2. Learning from Career and Labour Market Information</p>	<p>All pupils, and parents and carers, teachers and staff who support pupils, should have access to good-quality up-to-date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> • During each Key Stage all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged, and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care 	<p>Students review job profiles in Unifrog</p> <p>Careers notice board & LMI posters</p> <p>LMI data signposted on website</p> <p>Careers advisor available to support students in-house</p> <p>Monthly Careers newsletter for families from Bucks Skills Hub</p> <p>Speakers in for Assemblies from local businesses (Plan audited to ensure coverage)</p> <p>Careers Newsletter items included in weekly Newsletter</p> <p>SEND and PP pupils prioritised for 1-to-1 meetings</p>
<p>3. Addressing the needs of each young person</p>	<p>Pupils have different career guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil,</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed 	<p>Careers advisor available to support students in-house. SEND, Disadvantaged and vulnerable pupils are prioritised for 1-to-1 meetings</p> <p>Ad-hoc opportunities flagged to students for whom it's relevant – via email and parent comms</p> <p>Students complete profile in Unifrog careers software to identify skills / qualities / interests & potential career options. Careers Advisor also adds 'Tags' for specific career areas e.g. Law; Accountancy (tbc)</p> <p>Student careers & employability skills encounters recorded on Excel SS</p> <p>Years 7 – 10: Unifrog activities built into PSHCE annually, with an aim to build individual Careers profiles, that can be monitored by CL and inform future Careers opportunities</p> <p>Year 11: Action 'What Next' forms to identify Year 11s that require careers guidance.</p>

	<p>including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<p>decisions.</p> <ul style="list-style-type: none"> For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. Schools should collect, maintain, and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme 	<p>Year 11: Year 11 Careers lessons SOW include information on all local FE providers and Careers pathways and application support</p> <p>Year 11 and Sixth form: Unifrog account issued and used as a tool for independent research</p> <p>Careers action plan generated after 1-to-1 meeting and distributed to students and parent (held on Unifrog – SS)</p> <p>BCC intended destination form – SS</p> <p>Careers Advisor support on results days</p> <p>Destination data collected on Results Day for BCC destination data (Year 11 leavers) Communication sent to those where permissions are received, 3 years after leaving – AM/SS/CM</p> <p>6th form: 2 year compulsory Enrichment programme includes information on all Post 18 pathways and application support for UCAS, Apprenticeships and employment</p> <p>Year 12 LinkedIn workshop – encourage alumni connections Year 12 Futures Day utilises alumni connections for speakers</p>
<p>4. Linking curriculum learning to careers</p>	<p>As part of the school's programme of careers education all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the</p>	<ul style="list-style-type: none"> Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme for teachers and all staff 	<p>All subject areas have an element of careers planned within the teaching time. This could be done through:</p> <ul style="list-style-type: none"> A weekly Do Now Task A termly / topic related Careers focused talk/film/clip A visiting speaker A Career related trip Competitions, talks and trips run jointly between departments and Careers <p>KM / RG to present to staff during Inset Day on importance of Careers Education being embedded in the Curriculum, and share good practice already present</p>

	knowledge and skills developed in their subject for a wide range of career pathways	who support pupils.	Careers in the Curriculum to be tracked and audited to ensure all Departments are contributing – SMC Tracker now being used by all departments.					
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. 	Assemblies to include employers Day to work All subject areas have an element of careers planned	Assemblies to include employers Day to work All subject areas have an element of careers planned	Assemblies to include employers Day to work All subject areas have an element of careers planned	Assemblies to include employers Day to work Whole year trip to the Bucks Skills Show Y10 (100+ Local Businesses Exhibiting) PT Work Audited Year 10 WEX	Assemblies to include employers Day to work Year 11 Careers Rotation Speakers PT Work Audited	Assemblies to include employers Option to organise independent WEX around timetable Enrichment Programme includes seminars with Businesspeople Speed networking with Businesspeople – on Futures Day Y12 Year 12 Futures Day: Whole year interviewed by visiting businesspeople All students to sign up to LinkedIn for Networking opportunities Enrichment Programme Year 12 Work Experience (one week)

6. Experiences of Workplaces	<p>Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> By the age of 16, every pupil should have had meaningful experiences of a workplaces By the age of 18, every pupil should have had at least one further meaningful experience 	<p>Day to work (compulsory)</p>	<p>Day to work (compulsory)</p>	<p>Day to work (compulsory)</p>	<p>Day to work (compulsory)</p> <p>Year 10 WEX</p> <p>PT Work audited</p>	<p>Day to work (compulsory)</p> <p>PT Work audited</p>	<p>Year 12 work experience</p>
7. Encounters With Further and Higher Education	<p>All pupils should understand the full range of learning opportunities that are available to them; including Academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounters* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers ITPs. This should include the opportunity to meet both staff and learners/trainees. By the age of 18, all pupils who are considering applying for university to higher education should have had at least two visits to a university higher education providers to meet staff and pupils learners 	<p>PAL Assemblies</p> <p>Assemblies (Audited to ensure coverage throughout KS3/KS4)</p> <p>Brilliant Club Assignment and graduation trip to Oxford Uni (Disadvantaged students)</p>	<p>PAL Assemblies</p> <p>Assemblies (Audited to ensure coverage throughout KS3/KS4)</p>	<p>PAL Assemblies</p> <p>Assemblies (Audited to ensure coverage throughout KS3/KS4)</p> <p>Y9 Futures Morning to include Post16 FE providers</p>	<p>PAL Assemblies</p> <p>Assemblies (Audited to ensure coverage throughout KS3/KS4)</p> <p>Whole year trip to the Bucks Skills Show Y10 (100+ Local Businesses and local P16 providers Exhibiting)</p> <p>Year 10 trip to Cambridge University for selected pupils</p>	<p>PAL Assemblies</p> <p>Assemblies (Audited to ensure coverage throughout KS3/KS4)</p> <p>Careers Rotation Speakers</p>	<p>PAL Assemblies</p> <p>Assemblies and Enrichment Programme: Visiting Speakers and Alumni Encounters</p> <p>Whole Year 12 trip to UCAS Discovery Exhibition Whole Year 12 trip to BNU April 2026</p> <p>Monitor independent student Uni visits and record on Unifrog (3 whole days authorised) (SS)</p> <p>Trip to Cambridge University (Homerton College) for selected students Brilliant Club Assignment and</p>

								graduation trip to Oxford Uni Year 12 Futures Day
8. Personal guidance	<p>Every learner should have opportunities for guidance meetings with a Careers Adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet their individual needs. The Careers Leader should work closely with the Careers Adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting with a Careers Adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website 	<p>Access to careers guidance all - Yr 11 & 13 priority. KM attendance at open eves for drop ins and GCSE and A Level results day support.</p> <p>Pastoral support – all years</p>		<p>Futures Morning</p> <p>Options Evening</p> <p>Taster Lessons</p>	<p>Year 11 one to one appointments</p> <p>Interviews for Sixth Form Applicants with SLT</p> <p>College Application Sessions</p>	<p>Year 13 one to one appointments</p> <p>Mentor offering support with UCAS process</p>	

Timetable of Careers Events:

Activity	Date
KM to attend local business networking group to build network of industry volunteers	Thursdays monthly
Careers Intro Assemblies - all year groups across one week	September 2025
Careers Ambassador Intro meeting	TBA
Contact Parents request volunteers & intro the careers plan on the website and LI page	January 2026
KM attend Y11 SEND Annual Reviews	Autumn term
Year 11 and Year 13 One to One Careers Guidance Sessions	Autumn and spring terms
Year 11 Career Rotation Sessions - guest speakers - KM to coordinate with Head of PSHCE	All Year
PAL and GBM Assemblies to meet PAL Legislation/Gatsby Benchmarks	All Year – KM to Neg dates with HOY
Year 7 to 13 Day to Work (any Inset Day)	Inset Days
KM to review Y11 SEND/Bridge and PP students progress on post 16 applications	Meet with SEND team and SN/JS/SD
Food Tech trip to Claridge's TBC Y12 & Y10	Date (May) tbc with HOD then approved by Ed
FT Robot Competition - Industry Mentor to support	Mentor will come into school
National Apprenticeship Week Assemblies	2 to 6 Feb 2026
Year 10 Bucks Skills Show	4 March 2026
National Careers Week Assemblies	9 to 13 March 2026
Year 9 Futures Morning - Assembly plus P1 and 2 off timetable	11 March 2026 to tie in with Options Evening week

Year 11 College Application Session	March in lesson time - to arrange with HOY Y11
Y11 What Next Survey to be completed Form Time for county	March 2026 - KM to arrange with HOY
Y11 NEETs Data and Next Step Data to be submitted to county by KM	March 2026
Y10 Oracy Mock Interviews	21 st April 2026
Year 12 UCAS trip - RG	June date tbc
Y12 WEX Week - RG Yr10 WEX Week	w/c 6 July 2026
Year 12 Futures Day	July tbc
Year 12 Finance Session and PM for parents - RG	July tbc

In addition to the above there will be joint work between careers and other departments hopefully to link careers in the curriculum for textiles, maths, english and science in lessons with guest speakers or competitions. Also KM giving added focus to SEND/PP/Disadvantaged/Bridge students through the year with sessions for students and parents as needed in conjunction with SEND team, the Bridge and the pastoral team.

Larger Event Content:

Year 9 Futures Morning	Year 10 Oracy / Bucks Skills Show	Year 12 Futures Day
Workshops – tbc	Mock Interviews	UCAS, CV, Mock Interviews
Speakers from Industry/Alumni/ A'ships/Uni/College	Feedback following interview	Speed networking, LinkedIn
Work Book to complete	Coordinate full Year 10 to Bucks Skills Show	Apprenticeship/Uni Talks
		GAP year
		Alumni Session

Provider Access Legislation Activity Plan:

In addition to requests from further education providers, the following activities are scheduled to meet PAL Legislation requirements - all pupils should have 2 encounters with providers of technical education or apprenticeships Year 8 or 9, two encounters Year 10 or 11, two encounters Year 12 or 13 (mandatory for school to put on but optional for students to attend):

Year 8 -9 PAL	Year 10 - 11 PAL	Sixth form PAL
UTC talk - tbc	BCG (Oct '25 and 6/2 EHCP transitions workshop) WFG (NAW) Henley College (19/1) talks	Year 12 Futures Day
BCG Talk - 5 th Feb '26 (in NAW)	Bucks Skills Show – 4 March '26	Alumni & Assemblies (BNU NAW & 21/1 Paramedic students' talk) &NHS Nov '25)
Apprenticeship talks – NAW (2-6 Feb 2026)	Apprenticeship talks - NAW	Apprenticeship talks – NAW
NHS Careers assembly (In NCW)	BNU Talk / NHS Talk - TBC Cambridge Uni visit – some Year 10s (Oct '25)	UCAS Trip (24 March '26) & visit to BNU (15/4 PM)

Parental Engagement Activity:

Year 7	Feedback Surveys	NC Week and NA Week Information	Emails on opportunities and events . Weekly newsletter Careers segment.	Unifrog access (tbc) HGSS website resources	Classroom to Careers newsletters	Year 7 Day to Work			
Year 8						Year 8 Day to Work			
Year 9						Year 9 Day to Work and Options Evening			
Year 10						Year 10 Day to Work			
Year 11						DTW. Year 11 one to one Careers Action Plan	Year 11 into sixth form evening	Parents evening – book appointment	
Year 12						Work Experience	Year 12 Finance Talk	Access to Careers Advisor in-house	Y12 & 13 KS5 Pastoral Mentor
Year 13						Parents evenings			