



Wembley
Multi-Academy
Trust

ACHIEVEMENT FOR ALL



WEMBLEY HIGH
TECHNOLOGY COLLEGE

PROVIDER ACCESS STATEMENT

Policy reference	WHTC-09i
Policy owner	Headteacher
Policy version	0.01
Date updated	September 2025
Approved by	Board of Trustees
Date approved	November 2025
Date of next review	September 2026

INTRODUCTION

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

PUPIL ENTITLEMENT

All pupils in Years 8 to 13 are entitled:

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

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

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

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

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

MEANINGFUL PROVIDER ENCOUNTERS

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

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

A meaningful encounter gives the young person the opportunity to learn:

- what work is like
- what skills are valued in the workplace
- what the recruitment processes involves
- what it takes to be successful

A meaningful encounter will:

- have a clear purpose, which is shared with the employer and young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- have opportunities for two-way interactions between the young person and the employer
- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter

Visiting speakers should reflect:

- different levels of seniority within an organisation
- individuals who have followed a variety of pathways into employment, including technical and academic routes
- the enterprise and employability skills, experience, and qualifications that employers want

PREVIOUS PROVIDERS

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

- Goldman Sachs
- Ebury
- Capgemini
- Depuy-Synthes
- Wood Mackenzie
- Adam & Eve
- Royal Veterinary College
- Futureproof
- Fortinet
- The NHS (Chelsea & Westminster Hospital)
- Arup
- Unity
- Uxbridge College
- Migrant Leaders
- The Civil Service
- Netflix
- Ask Apprenticeships
- Adam & Eve Marketing
- Santander

We have also taken our Sixth Form students for workplace visits to places such as Meta, CBRE, Smith + Nephew, BP and JP Morgan.

DESTINATIONS OF OUR PUPILS

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

- Saint Dominic's Sixth Form College
- Ark Elvin Academy
- College of North West London
- Preston Manor
- Harrow College
- Heathrow UTC
- Whitmore
- Global Academy
- William Morris Sixth Form College
- Saint Charles
- Uxbridge College
- Stanmore College
- West Herts College
- Henrietta Barnett
- Cardinal Newman

In recent years, our Year 13 pupils have moved to range of providers in the local area after finishing Year 13:

- Bloomberg
- Credit Suisse
- Vodafone
- JP Morgan
- KPMG
- Goldman Sachs
- Accenture
- Transport For London

MANAGEMENT OF PROVIDER ACCESS REQUESTS

A provider wishing to request access should contact Ms Woods (Assistant Headteacher). Telephone: 020 8385 4800 / Email: ewoods@whtc.co.uk.

OPPORTUNITIES FOR ACCESS

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

Please speak to Ms Woods to identify the most suitable opportunity for you.

See Appendix 1.

PREMISES AND FACILITIES

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

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

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the LRC, KS4 study or Sixth Form which are managed by leaders. The Resource Centre is available to all pupils at lunch and break times.

A. Provider Access Statement - Background

Access to providers of technical education and apprenticeships

We are committed to supporting pupils on a path that will secure the best outcomes and enable them to progress in education and work. We make sure that we act impartially and do not show bias towards any route, be that academic or technical. We make sure we open our doors to other providers because it is vital to ensure that all pupils are aware of the benefits of apprenticeships, traineeships, supported internships, T Levels, HTQs and other approved qualifications. It is important that students consider these, alongside academic options, when making choices about their future.

B. Provider access legislation

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

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

By hearing directly from a range of providers, our pupils build up a full picture of the options available and consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes. This leads to better-informed choices and helps to reduce the risk of young people dropping out of courses. 89% of our students remain in education compared to 52% national.

C. Changes to the legislation

The Skills and Post-16 Education Act 2022 makes clear the number of provider encounters that schools must offer and when, and sets new parameters around the duration and content of each encounter. **All academies must provide six encounters with a provider of technical education or apprenticeships for Year 8 to 13 pupils.** The DfE have timed these six meetings to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

As a minimum, we offer:

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

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

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

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

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

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

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

D. Approaches to delivering encounters with providers of technical education and apprenticeships

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

E. Identifying a range of providers for pupils to meet

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

- 1) **General Further Education (FE) Colleges** offer a range of qualifications and training including apprenticeships, traineeships, T levels, HTQs, technical qualifications and higher education. Some offer programmes for 14- to 16-year-olds who would benefit from education in a college environment. Most general and specialist FE colleges in England provide some higher education, much of which is vocationally oriented.
- 2) **Independent Training Providers (ITPs)** provide vocational and technical education with learning and training in classrooms on the provider's premises, in workplaces or a mix of both.
 - a) The Careers & Enterprise Company has published a resource, that provides information about technical education pathways and the work of the ITP sector.
 - b) AELP has created a further resource that provides key facts about ITPs.
 - c) We review [the register of apprenticeship training providers](#) to identify ITPs.

- 3) **Institutes of Technology (IoTs)** are collaborations between existing FE colleges, universities and leading employers. IoTs offer a wide range of technical courses specialising in Level 4 & 5 across sectors such as digital, advanced manufacturing, engineering and construction including higher apprenticeships, HTQs, degrees and T Levels.
 - a) Further information and the locations of IoTs can be found [here](#).
- 4) **University Technical Colleges (UTCs)** are established by universities and employers. They work with a network of local industry partners to design a learning programme which covers the core curriculum of English, Maths and Sciences, and technical qualifications taught by specialist staff with industry standard equipment. The majority of UTCs are for 14- to 19-year-olds and specialise in one or two STEM curriculum areas to address a defined skills shortage in the local area.
 - a) Further information can be found on [the Baker Dearing Education Trust website](#).
 - b) There is also a [list of all UTCs](#) in England.
- 5) **Studio Schools** are small schools designed for 14- to 19-year-olds of all abilities and offer a range of academic and vocational qualifications, often taught through project-based learning, alongside work experience. The core purpose of Studio Schools is to improve students' employability and life skills.
 - a) Further information can be found on [the Studio Schools Trust website](#).
- 6) **Other Schools** that are offering technical education, such as T Levels or other vocational qualifications.

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

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

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

F. Considering the timing and content of provider encounters

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

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

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

G. Legislative changes

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

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

This policy statement includes:

- an explanation of how the school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships, including the times at which access is to be given;
- the main point of contact at the school to whom requests should be directed;
- grounds for granting and refusing requests for access e.g., details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy; and
- details of premises or facilities to be provided to a person who is given access e.g., rooms and resources to be made available in support of a provider visit.

And details:

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

H. We publish the following to meet statutory requirements

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

I. Provider access legislation and the Gatsby Benchmarks

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

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

J. Ensuring provider encounters are meaningful and high quality

1) Meaningful encounters

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

A meaningful encounter gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment. This includes the opportunity to meet both staff and learners/trainees. Throughout the careers programme, encounters are sequenced so that a young person can build up a clear picture of opportunities available to them.

We use the DfE definition of a meaningful encounter when planning encounters. A meaningful encounter will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter

Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

2) Preparing for provider encounters

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

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

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

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

3) **Considering the needs of each pupil**

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

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

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

4) **Online provider encounters**

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

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

5) **Involving parents and carers**

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

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

COMPLAINTS

Any complaints with regards to provider access can be raised following the WMAT [Complaints Procedure](#) or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk.

APPROVAL AND REVIEW

This policy, the information included, and its implementation will be monitored and reviewed annually by the Board of Trustees.

	Autumn Term 2025 - 2026	Spring Term 2025 - 2026	Summer Term 2025 - 2026
Year 7, 8 & 9	<p>Careers Research in PD lessons (repeated in Spring Term):</p> <ul style="list-style-type: none"> Students in Years 7, 8 & 9 use Unifrog to develop their understanding of options for the next phase of their education, employment or training Each year, students are empowered to independently research three ideal careers based on their ambitions and interests. They are taught to methodically research different routes to that career including: <ul style="list-style-type: none"> I. A Levels II. T Levels, BTECs and Level 3 apprenticeships III. Universities and graduate training programmes IV. Level 4-7 apprenticeships Students use the Times 100 top graduate employers, Unifrog and apprenticeship websites to target industries they are interested in and collate information on how to succeed in this area. <p>Pastoral Spiral Curriculum:</p> <ul style="list-style-type: none"> Every year in the assembly, PD and tutor time programme, students learn how the different STEM subjects help people to find success in a range of careers. Students are taught about roles within different industries, starting salaries, apprenticeships, internships, graduate training schemes and entry requirements. <p>Careers Drop-Down Day 1 December 2025:</p> <ul style="list-style-type: none"> Employers from a variety of careers including those from the government's 8 priority sectors present information about careers paths Students have opportunities to ask questions of employers Providers of technical education and apprenticeships will speak about education and qualification pathways. Students will have the opportunity to ask questions (Speakers to-be-confirmed and to span careers in finance, computing, health care, law, creative industries and include a local college) 	<p>Year 9 Parents' Evening and Careers Information Evening March 2026</p> <ul style="list-style-type: none"> During Parents' Evening, feedback is given on students' academic progress and information is provided on traineeships, apprenticeships, T Levels, A Levels, Degrees and Graduate Training Programmes. There is a Q&A opportunity with parents and Subject Leaders to ensure that students have made an informed choice. <p>Year 9 GCSE Options Guidance: Summer Term 2026</p> <ul style="list-style-type: none"> Throughout Spring Term, students have one hour of Personal Development per week in which they examine each GCSE options subject and research careers which this can lead to. Students use Unifrog to research how each subject influences progression pathways. <p>Individual Careers Advisor Meetings.</p> <ul style="list-style-type: none"> In Year 9, all students have a 1:1 meeting with an external advisor. 	<p>University Campus Visit</p> <ul style="list-style-type: none"> Students visit a university to understand what student life is like on campus. Students have the opportunity to meet both staff and students, trial a lecture and see the library. <p>Reflection</p> <p>Pupils in Year 7 and 9 complete the Future Skills Questionnaire which measures career readiness at points of transition across key stages.</p>

	Autumn Term 2025 - 2026	Spring Term 2025 - 2026	Summer Term 2025 - 2026
Year 10 & 11	<p>Careers Research in Tutor Time and as homework (repeated in Spring Term):</p> <ul style="list-style-type: none"> Students in all Year groups use Unifrog to develop their understanding of options for the next phase of their education, employment or training. Each year, students are empowered to independently research three ideal careers based on their ambitions and interests. They are taught to methodically research different routes to that career including: <ul style="list-style-type: none"> I. A Levels II. T Levels, BTECS and Level 3 apprenticeships III. Universities and graduate training programmes IV. Level 4-7 apprenticeships Students use the Times 100 top graduate employers, Unifrog and apprenticeship websites to target industries they are interested in and collate information on how to succeed in this area. <p>Careers in the curriculum:</p> <ul style="list-style-type: none"> The Ebacc facilitating subjects are promoted throughout the curriculum. Typically, 200/215 students study the core academic subjects (English, Maths, Science, a humanities subject and a language). The assembly programme includes a regular assembly from each Subject Leader explaining that these subjects are the 'golden ticket' to a variety of careers. All students learn about how STEM subjects lead to wide range of career paths through the assembly and tutor time programme Careers education and guidance has been built into the taught curriculum in each subject. <p>Work Experience:</p> <ul style="list-style-type: none"> All students in Year 10 complete five days of work experience in an industry of their choice. <p>Pastoral Spiral Curriculum:</p> <ul style="list-style-type: none"> Every year in the assembly, PD and tutor time programme, students learn how the different STEM subjects help people to find success in a range of careers. Students are taught about roles within different industries, starting salaries, apprenticeships, internships, graduate training schemes and entry requirements. 	<p>Individual Careers Advisor Meetings.</p> <ul style="list-style-type: none"> In Year 11, all students have a 1:1 meeting with a Senior Leader to discuss post 16 and post 18 options and career pathways. <p>Targeted Support for College Applications</p> <ul style="list-style-type: none"> Year 11 the Year Leader and Careers Lead work with students identified as needing additional support with post-16 options (SEND, LAC) 	<p>University Campus Visit</p> <ul style="list-style-type: none"> Students visit a university to understand what student life is like on campus. Students have the opportunity to meet both staff and students, trial a lecture and see the library. <p>Individual Careers Advisor Meetings.</p> <ul style="list-style-type: none"> In Year 10, all students have a 1:1 meeting with an external advisor to discuss post-16 options <p>Reflection</p> <ul style="list-style-type: none"> Pupils in Year 10 complete the Future Skills Questionnaire which measures career readiness at points of transition across key stages.

	Autumn Term 2025 - 2026	Spring Term 2025 - 2026	Summer Term 2025 - 2026
Year 12 & 13	<p>Careers Research in PD lessons (repeated in Spring Term):</p> <ul style="list-style-type: none"> Students in all Year groups use Unifrog to develop their understanding of options for the next phase of their education, employment or training Each year, students are empowered to independently research three ideal careers based on their ambitions and interests. They are taught to methodically research different routes to that career including: <ul style="list-style-type: none"> I. A Levels II. T Levels, BTECS and Level 3 apprenticeships III. Universities and graduate training programmes IV. Level 4-7 apprenticeships Students use the Times 100 top graduate employers, Unifrog and apprenticeship websites to target industries they are interested in and collate information on how to succeed in this area. <p>Early Entry Cohort:</p> <ul style="list-style-type: none"> Students are actively encouraged to apply to the Early Entry Cohort if they are thinking of applying to Oxbridge or to Medicine or Dentistry. Students are given a bespoke package of additional support with their personal statements, interviews, organising work experience and admissions tests. <p>Employer mentoring:</p> <ul style="list-style-type: none"> A majority of students are mentored through the Migrant Leaders programme. Students apply, are interviewed and then paired with a mentor at director level and above in FTSE100 companies in an industry that they are interested in. This mentoring ensures students make meaningful careers decisions, network and gain work experience. Students have the opportunity to visit places of work that match their interests and ambitions. For example, in Autumn Term 1 we typically take students to BP, Meta and Smith & Nephew. This is organised through Migrant Leaders. We also work closely with The Girls' Network who provide female students with a mentor and work experience to prepare them for success post 16. 	<p>Individual Careers Meetings</p> <ul style="list-style-type: none"> In 13, all students have a 1:1 meeting with a Senior Leader to discuss post 18 options and career pathways. <p>UCAS Fair:</p> <ul style="list-style-type: none"> All Year 12 students are taken to the Excel Centre in London for the UCAS Fair. Students meet professors and students from a variety of universities to hear about courses, accommodation, facilities and Societies. 	<p>Unaccompanied University Visits:</p> <ul style="list-style-type: none"> Students are directed to visit the universities that they are thinking of applying to individually. This is then tracked. <p>Individual Careers Meetings</p> <ul style="list-style-type: none"> In 12, all students have a 1:1 meeting with a Senior Leader to discuss post 18 options and career pathways. <p>Work Experience</p> <ul style="list-style-type: none"> There is a bespoke package of support for students to organise work experience that is tailored to the needs of each student. For example, prospective medics are supported by the careers lead to find relevant work experience through our Early Entry Cohort. All students are also encouraged to complete work experience through our connections at Teach First, Migrant Leaders or The Girls' Network. They offer our students a variety of virtual and in-person work experience opportunities in London. We also have links with many London based companies for example JP Morgan who take our students each year for work experience. There is a dedicated week in Summer Term 2 where all students complete work experience.

	Autumn Term 2025 - 2026	Spring Term 2025 - 2026	Summer Term 2025 - 2026
	<p>Mock assessment centres and mock interviews:</p> <ul style="list-style-type: none"> • The Careers Lead organises a mock assessment centre experience. • Students with university or apprenticeship interviews have a series of mock interviews with the Careers Lead. • Students with an Oxbridge interview are given the opportunity to practise with staff who studied there and through our partnership with Uniadmissions and local Colleges. <p>Visiting Speaker Programme:</p> <ul style="list-style-type: none"> • The College has excellent links with its alumni and London based companies who send representatives to talk to students about their chosen career pathway. This takes place after school and during assembly so that all students are exposed to a range of professions. <p>Individual Careers Advisor Meetings</p> <ul style="list-style-type: none"> • In Year 12, all students have a 1:1 meeting with an external careers advisor to discuss post 18 options and career pathways. • In addition, each Year, all Year 12 and 13 students have a 1:1 meeting with a Senior Leader who advises them about their post-18 options. <p>Parents' Careers Information Evening</p> <ul style="list-style-type: none"> • Each year there is an information evening for parents and students in Year 12 to ensure that everyone is clear on each progression pathway and are able to make informed choices. 		