



Wembley  
Multi-Academy  
Trust

ACHIEVEMENT FOR ALL



WEMBLEY HIGH  
TECHNOLOGY COLLEGE

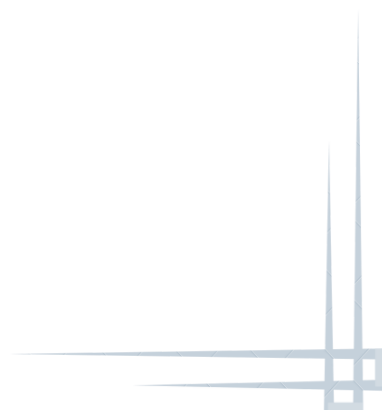
## CAREERS GUIDANCE POLICY

2025 – 2026

Approved by: Board of Trustees

Date approved: 22 September 2025

Date of next review: September 2026



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## WEMBLEY HIGH TECHNOLOGY MISSION STATEMENT

Our mission is to deliver ‘Achievement for All’, one child at a time. We do this by creating a dynamic and inclusive learning environment where every student is empowered to achieve the grades that unlock the doors of opportunity. Driven by our core values of hard work, ambition, resilience, empowerment, diversity, and helping others, we believe that academic excellence is the golden ticket to success. We are committed to equipping our students with the skills, knowledge, and love of learning that they need to excel, ensuring they have the confidence and capability to shape a better world. Through perseverance and collaboration, our students will not only achieve their personal goals but also become compassionate leaders who inspire positive change.

### A. Background

“**Careers guidance**” is understood to be the full range of activity delivered under the eight Gatsby Benchmarks. Careers guidance at Wembley High Technology College:

- is impartial, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- considers the best interests of the students to whom it is given.

“**Independent**” is defined as external to the school.

- External sources of careers support includes employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school.
- The external sources must include information on the range of education and training options, including apprenticeships.
- Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

The DfE guidance and this policy apply to all students from Year 7 to Year 13.

- We recognise that, with the government’s reforms to technical education and skills, there is an increasing need to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about their next step in education or training.
- The Careers & Enterprise Company has developed careers programmes in line with the DfE’s careers requirements and the Gatsby Benchmarks.
- The National Careers Service provides free, impartial careers information, advice and guidance to students, parents, and teachers through a website, web chat service and telephone helpline.

## B. Statutory Requirements

The provider access policy and this careers policy are based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers updated May 2025](#). These policies are also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that schools must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our Provider Access Policy Statement, which you can find on our website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school now secures independent careers guidance from Year 7 (instead of from Year 8, as previously required).
- As an academy, we are now required to provide and publish our careers guidance.

The above guidance requires that schools publish information about their careers programme on their website. Our policy includes this information and shows how our school complies with this requirement. We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

The DfE asks schools to pay particular attention to their legal requirements under the provider access duty, commonly known as the 'Baker Clause', and make sure they have put in place arrangements to comply fully with this law. Schools must provide opportunities for a range of education and training providers to access pupils to inform them about approved technical education qualifications and apprenticeships.

*The Ofsted [school inspection handbook](#)* includes a focus on careers guidance, and a specific reference to the fact that inspectors will always report where a school falls short of the requirements of the provider access legislation, as well as considering how it affects a school's inspection grade.

- In assessing a secondary school's personal development offer, inspectors will assess the quality of careers information, education, advice and guidance and how well it benefits pupils in choosing and deciding on their next steps.
- Ofsted will include looking at the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to students in Years 8 to 13.
- Ofsted expects that a good school will prepare all students for future success in education, employment or training, provide unbiased information about potential next steps and provide good quality, meaningful opportunities for encounters with the world of work.

*The BoT* will make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18-year-olds) and that it:

- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Includes information on the range of education or training options, including apprenticeships and technical education routes;
- Promotes the best interests of the students to whom it is given;
- Ensures that arrangements are in place to allow a range of education and training providers to access all students in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the provider access legislation);
- Is compliant: must ensure schools comply with the minimum requirements on page 42 of the statutory guidance. This is part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point.

## C. Aims

This policy aims to set out WHTC's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, staff and employers can access information about our careers programme. We aim to raise aspirations, challenge stereotypes and encourage all pupils to consider a wide range of careers.

Through careers education and guidance, we aim to ensure all pupils make the most of their talents and are prepared for their next stage. Central to this aim and Wembley High's core values is the focus on academic achievement; we firmly believe that all pupils will be able to access a wider range of careers options with a strong academic grounding, particularly in the core Ebacc subjects, and as a result, go on to the full range of opportunities available. High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them.
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.
- Inspire and motivate pupils to develop their aspirations.
- Support pupils in making informed choices which are suitable and ambitious.
- Develop the skills and outlook pupils will need to achieve career wellbeing, including adaptability and resilience.

## **D. Roles and Responsibilities**

Our careers leader is Ms Emma Woods, and she can be contacted by emailing [ewoods@whtc.co.uk](mailto:ewoods@whtc.co.uk). Our careers leader works with the Headteacher.

### **Careers Leader**

Careers Leader will:

- Take responsibility for developing, running and reporting on the school's career programme.
- Plan and manage careers activities.
- Evaluate careers education and guidance in subjects across the curriculum.
- Further develop links with employers, education and training providers, and careers organisations.
- Work closely with our special educational needs co-ordinator (SENCO), to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, the personal education plan includes high quality careers advice
- Review the provider access policy statement at least annually.

### **Senior Leaders**

Senior Leaders will:

- Support the careers programme.
- Support the careers leader in developing the strategic careers plan.
- Make sure our school's careers leader has sufficient time, and appropriate training, to perform the required duties to a high standard.
- Support training providers access to talk to pupils in Years 7 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement.
- Network with employers, education and training providers, and other careers organisations.

### **The BoT**

The BoT will:

- Ensure that the strategic careers plan which meets legal and contractual requirements is in place.
- Appoint a member of the board who will take a strategic interest in careers education and encourage employer engagement.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils/students.
- Make sure that a range of education and training providers can access pupils/students in Years 7 to 13 to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details the school's careers programme and the name of the career's leader are published on the school's website.
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

## E. Our Careers Guidance Programme

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

Our programme has been developed to meet the expectations outlined in the updated **Gatsby Benchmarks**:

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

## F. Personal Guidance

WHTC has successfully implemented these benchmarks already, and we continue to focus on improving our core offer to all pupils. Having completed The Careers & Enterprise Company's Compass tool to help evaluate our core offer against the eight benchmarks, the College has joined the West London Careers Hub network to strengthen our links with employers (Benchmark 5). In 2024 - 25, WHTC scored 100% against each Gatsby Benchmark using the Compass tool.

Careers provision at WHTC includes both education and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance, pupils are able to use their knowledge and skills to make decisions about learning and work that are right for them. The careers plan for the year is closely mapped to the school calendar to ensure that careers events run smoothly and have a positive impact on pupils' academic progress. We have a long-standing relationship with an external Level 6 qualified Careers Advisor who conducts one-to-one careers meetings with our pupils at critical points in their education (Year 9, Year 10, Year 12). Additional one-to-one meetings are arranged each year for disadvantaged children, those with EHCPs and SEND.

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for pupils. It is structured in a way that builds upon previous years, and pupils are encouraged to think appropriately about their future in each year group. We provide aims, objectives and activities for each year group.

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

## Year 10 & 11

### Careers Research in Tutor Time and as homework (repeated in Spring Term):

- 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:
  - 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.

### Careers in the curriculum:

- 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.

### Work Experience:

- All students in Year 10 complete five days of work experience in an industry of their choice.

### Pastoral Spiral Curriculum:

- 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.

### Individual Careers Advisor Meetings.

- 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.

### Targeted Support for College Applications

- Year 11 the Year Leader and Careers Lead work with students identified as needing additional support with post-16 options (SEND, LAC)

### University Campus Visit

- 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.

### Individual Careers Advisor Meetings.

- In Year 10, all students have a 1:1 meeting with an external advisor to discuss post-16 options

### Reflection

Pupils in Year 10 complete the Future Skills Questionnaire which measures career readiness at points of transition across key stages.



**Careers Research in PD lessons (repeated in Spring Term):**

- 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:
  - A Levels
  - T Levels, BTECS and Level 3 apprenticeships
  - Universities and graduate training programmes
  - 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.

**Early Entry Cohort:**

- 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.

**Employer mentoring:**

- 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.

**Individual Careers Meetings**

- In 13, all students have a 1:1 meeting with a Senior Leader to discuss post 18 options and career pathways.

**UCAS Fair:**

- 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.

**Unaccompanied University Visits:**

- Students are directed to visit the universities that they are thinking of applying to individually. This is then tracked.

**Individual Careers Meetings**

- In 12, all students have a 1:1 meeting with a Senior Leader to discuss post 18 options and career pathways.

**Work Experience**

- 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.



**Mock assessment centres and mock interviews:**

- 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.

**Visiting Speaker Programme:**

- 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.

**Individual Careers Advisor Meetings**

- 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.

**Parents' Careers Information Evening**

- 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.

## G. Pupils with special educational needs or disabilities (SEND)

The majority of pupils with SEND will follow the same careers programme that meet the Gatsby Benchmarks with adjustments and additional support as needed. Our SENCO 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. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education. Our careers leader and SENCO may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

## H. Access to our careers programme information

A summary of our school's careers programme and Provider Access Policy are published on our school [website](#) including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Ms Emma Woods at [ewoods@whtc.co.uk](mailto:ewoods@whtc.co.uk).

## I. Monitoring Evaluation and Impact

The careers guidance is monitored regularly and amended after an annual review. In KS3 and KS4, this is carried out by the senior leader. In KS5, this is carried out by the Sixth Form Team as part of the Sixth Form annual review. In order to ensure that the College has an accurate picture of the effectiveness of careers provision, data is collected from a variety of sources:

- Observations of careers assemblies
- Observations of delivery of careers information in tutor times
- Student questionnaires
- Parent questionnaires
- Student evaluations of careers events
- Employer evaluations of careers events
- Sixth Form Council
- School and College Council meetings
- Analysis of student destinations

Data is collected through these methods during student review weeks, as indicated on the school calendar. An annual report will be produced for the Board of Trustees indicating the effectiveness of careers provision.

### Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the school. For example, pupils and parents are asked to complete surveys at planned points throughout the academic year.

Destination Measures for 2023 leavers (school performance website):

	School	National
Staying in education	82%	43%
Apprenticeships	3%	7%
Employment	5%	28%
Not in education or employment for at least two terms after study	3%	16%
Destination unknown	7%	6%

Destination Measures for 2023 leavers (school performance website):

	School	National
Higher apprenticeships	1%	2%
Degrees	93%	64%
Of which top 1/3 HE	60%	20%
Russell Group	55%	18%
Oxford or Cambridge	1%	1%
Other L4 or L5	1%	3%

## J. Complaints

Any complaints should first be addressed to the academy and follow the academy's complaints procedure. The DfE cannot change an academy's decision about a complaint. The role of the department is to make sure the academy handles a complaint properly. For further information please see the Complaints Procedure on the [website](#).

## K. Monitoring and Review of this Policy

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