GTS Policy on Careers guidance and access for education and training providers 2025-2026

Approving Committee:	**Teaching & Learning**
Approval date:	**03.07.25**
Minute Reference:	**2024/25/T&L/63**
Staff Sponsor:	**LL/JSR**
Date of next review:	**Summer 2026**
Placed on shared drive:	**Yes**
Placed on website:	**Yes**

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Summary

- GTS is committed to preparing its pupils to manage their future education and career path throughout adult life through a good programme of Careers Education and Work Related Learning. GTS recognises its statutory duties to secure independent, impartial face-to-face careers guidance for pupils in years 8-11. We will ensure that all pupils have equity of access to impartial careers advice and guidance.
- GTS recognises that this is achieved through the implementation of the Gatsby Benchmarks[1]
- GTS recognises that high quality careers education makes a major contribution to preparing pupils for the opportunities responsibilities and experiences of life by
    - Supporting young people to achieve their full potential
    - Empowering young people to plan and manage their own futures
    - Providing comprehensive information on all options
    - Raising aspirations
    - Promoting equality, diversity, social mobility and challenges stereotypes
    - Supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives.
- This policy is to be considered alongside the Policy Statement on provider Access (appendix 5) and the summary of Careers related Learning published on the website (also in appendix 4)

[1] Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

Implementation of the Gatsby Benchmarks at GTS

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	• GTS will have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme is to be published on the GTS website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme will be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. • Every school should identify an appropriately trained careers leader who will be responsible for the careers programme. • encounters and activities within the careers programme will be well sequenced • Activities within the careers programme should be underpinned by learning outcomes. • The careers programme should be linked to the school improvement plan. • The careers programme needs to set out how parents and carers will be engaged throughout.
2.Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. • All staff supporting students in the careers programme need access to LMI. • LMI needs to be tailored for disadvantaged students such as SEND.

3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	• GTS's careers programme will actively seek to challenge stereotypical thinking and raise aspirations. • The careers programme needs to show a diverse range of role models. • Institutions need to keep accurate records on the participation of young people in all aspects of the careers programme including individual personal advice given to each student. • All students should have access to their careers activity participation record **to use ahead** of key transition points. • GTS will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions using the SIMS and Compass+ systems. • All pupils should have access to these records to support their career development. • GTS will collect and maintain accurate data for each pupil on their education, training or employment destinations. • For pupils moving between schools during the secondary phase, the outgoing school should share the student's careers record with the new school. The incoming school should integrate this record into a new record for the pupil. • Institutions should gather 'aspiration' and 'intended destination' data for all students to inform personalised support. • The need for collection of destination data once pupils have left school for three years has been removed, but it is expected schools will continue to collect this data to support the evaluation of the careers programme and maintain build and maintain alumni networks.
4.Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. • Every year all subject teachers need to link their subjects to careers including progression routes, career pathways and why and how the subject knowledge and skills developed are relevant to jobs. • All staff, including subject teaching staff, who may support students at any point in the careers programme should receive relevant training and CPD in relation to careers education and their role.

5.Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. ***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.

6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
		• There are several models for work experience that can be impact led, underpinned by specific learning outcomes and aligned to the wider curriculum. A progressive series of experiences of work may be in-person or virtual and could include:
		  • 1. The school or special school as a workplace
		  • 2. Workplace visits
		  • 3. Work shadowing
		  • 4. Work experience placements
		  • 5. Volunteering/social action
		• Other options could include the following but should not replace the above:
		  • Virtual Work Experience
		  • Organisations such as Young Enterprise

7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. This will ensure that all pupils are aware of all post-16 routes including T-levels, A-;levels, vocational options, apprenticeships and supported internships. * 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
8.Personal guidance	Every student should have opportunities for guidance meeting with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	• Every pupil should have at least one such meeting by the age of 16

Requirements and expectations of GTS

Statutory duties

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent[2] careers guidance[3]from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2. The governing body must ensure that the independent careers guidance provided:
   - 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;
   - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications[4] or apprenticeships[5]. **"*Institutions must explain technical and academic pathways without any bias or favouritism towards a particular route*."** Careers guidance and access for education and training providers - GOV.UK
4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
   - any procedural requirement in relation to requests for access;
   - grounds for granting and refusing requests for access;
   - details of premises or facilities to be provided to a person who is given access.
5. GTS may revise the policy statement from time to time. GTS must publish the policy statement and any revised statement.

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[2] Independent is defined as external to the school. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school. Taken together, 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.

[3] Careers guidance is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks.

[4] "Approved technical education qualification" means a qualification approved under section A2DA of the Apprenticeships, Skills, Children and Learning Act 2009

[5] An apprenticeship is a paid job with training, lasting a minimum of twelve months. Further information for schools can be found at Amazing Apprenticeships.

What is the governing body expected to do?

1. The governing body should provide clear advice and guidance to the head teacher on which he can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.
2. The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.

What is the Careers Leader expected to do?

1. The Careers Leader will hold the Level 6 Certificate in Careers Leadership
2. The Careers Leader needs to ensure that the GTS careers strategy ensures that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding whilst complying with the statutory DFE guidance and Ofsted framework.
3. The Careers Leader needs to ensure that GTS' policy on Careers and Employer engagement and Annexe A is available on the GTS Website alongside the schools careers related learning programme.
4. The Careers leader needs to ensure that the statutory framework requirement for every school to secure independent careers guidance for all year 8 to 11 pupils is met. This makes sure that all pupils have access to external sources of information on the full range of education and training options. At GTS we will continue to use independent providers, targeted towards the pupils needs and ambitions.
5. The Careers Leader will implement the Gatsby Benchmarks and will utilise the compass assessment tool and their Careers & Enterprise Advisor to ensure that they monitor the impact of the 8 Benchmarks on the pupils and careers provision at GTS.
6. The Careers Leader will Liaise with the Careers & Employer Engagement Officer and the PSHE Lead to ensure that the above are met and implemented at GTS.

What is the Careers & Employer Engagement Officer expected to do?

1. The Careers & Employment Engagement Officer will work at the direction of the Careers Leader to ensure the school fully complies with the Gatsby benchmarks
    a. by providing administrative support
    b. coordinating work experience
    c. sourcing and building an alumni network
    d. sourcing and building a network of business links
    e. managing the employers forum
    f. liaising and booking independent CEIAG appointments for pupils
    g. providing support for teaching staff delivering the GTS careers programme
    h. attending local and regional networking events as required

What is the PSHE & Citizenship lead expected to do?

1. The PSHE & Citizenship lead will work with the Careers Leader to ensure that the school complies with Gatsby Benchmark 1 – providing a stable careers programme
    a. by assisting in the planning of the careers lessons in the citizenship and careers teaching periods
    b. by ensuring teaching staff are appraised and trained in the delivery of the content of the lessons that they are teaching

Appendix

Appendix 1: Targeted support for vulnerable and disadvantaged young people

1. Local authorities have a range of duties to support young people to participate in education or training which are set out in statutory guidance on the participation of young people. Local authorities should have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place.
2. GTS will continue to work with local authorities, particularly children's social care, to identify young people who are in need of targeted support or who are at risk of not participating post-16. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after). It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18. Schools will need to agree how these young people can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the young person, such as social workers.
3. GTS will ensure that young people understand the programmes available to support them with the costs associated with staying in post-16 further education.
4. GTS may also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post- 16 participation costs, such as care leavers or those on Free School Meals.
5. Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated careers lead (Jacqui Royse/ DHT) should engage with the school's designated teacher for looked after and previously looked after children to (Helen Whiterod/ INCO) 1) ensure they know which pupils are in care or who are care leavers; 2) understand their additional support needs and 3) ensure that, for looked after children, their personal education plan can help inform careers advice. For these young people, careers advisers should also, in co-ordination with the school's designated teacher, engage with the relevant Virtual School Head or personal adviser to ensure a joined up approach to identifying and supporting their career ambitions.

Appendix 2: Information sharing

1. All schools (including academies and other state-funded educational institutions) must continue to provide relevant information about all pupils to local authority support services. This includes:
   i) basic information such as the pupil's name, address and date of birth;
   ii) other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This includes for example: young people's contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education. However, schools must only provide the basic information, and not this additional information, if a pupil aged 16 or over, or the parent/carer of a pupil aged under 16, has instructed them not to share information of this kind with the local authority. The school's privacy notice is the normal means of offering young people and their parents/carers the opportunity to ask for personal information not to be shared.
   iii) GB3: **Record Sharing.** For pupils moving between schools during the secondary phase, the outgoing school should share the student's careers record with the new school. The incoming school should integrate this record into a new record for the pupil.

Appendix 3: Careers guidance for pupils with special educational needs or disabilities

1. GTS will ensure that careers guidance for pupils with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. GTS should ensure every pupil, whatever their level or type of need, is supported to fulfil their potential. The overwhelming majority of young people with SEND, including those with high levels of need, are capable of sustainable paid employment, with the right preparation and support. All staff working with them should share that presumption, and should help them to develop the skills and experience, and achieve the qualifications they need to succeed in their careers. Schools should also work with families of pupils with SEND to help them understand what career options are possible, with the right support, for their child. Careers guidance for pupils with SEND should be based on the pupils' own aspirations, abilities and needs. Research by The Careers & Enterprise Company highlights the need to put the individual with SEND at the centre, working with the family, to start transition planning early, and the value of supported encounters with the workplace and work experience.
2. Careers guidance for pupils with SEND should take account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with Education Health and Care plans) or routes into higher education. It should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. supported employment, ways in which jobs can be "carved" to fit a person's abilities, job coaching,

reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)). Advice on self-employment (e.g. micro-enterprise) may also be relevant.

3. GTS will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden the pupil's horizons. Encounters with employers can be transformational for pupils with SEND, particularly hands on experience in the workplace, and schools should facilitate this. The opportunity to experience lots of different work sectors can be particularly helpful. GTS will prepare pupils well for these experiences, match them carefully to each employer and provide any special support the pupil may need to benefit fully from the experience.
4. GTS will ensure that careers guidance for pupils does not simply focus on finding a post-16 destination to meet their immediate needs. Support should focus on the pupil's career aspirations, and the post-16 options which are most likely to give the young person a pathway into employment, or higher education, and give them the support they need to progress and succeed.
5. GTS will make use of the SEND local offer published by the local authority. Where pupils have EHC plans, their annual reviews must, from year 9 at the latest, include a focus on adulthood, including employment. GTS will ensure these reviews are informed by good careers guidance. GTS will co-operate with local authorities, who have an important role to play through their responsibilities for SEND support services, EHC plans and also the promotion of participation in education and training. Statutory guidance on the SEND duties is provided in the 0-25 Special Educational Needs and Disability Code of Practice.

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Appendix 4: GTS Careers Related Learning Programme 2025-2026

Year 7	Year 8	Year 9	Year 10	Year 11
Dreams & Goals *How do I fit into the world I live in?*	*Responsible Choices* *Can I choose how I fit into the world?*	*Dreams, Goals, Options & Choices* *To what extent does the world I live in affect my identity?*	*Work experience & Post 16 courses* *How do I prepare for the world of work?*	*Future Me!* *Are we in the adult world at 16?*
• Why do we Work (DWP) • All about me! • Animal me (personality profiles) • What career can I do? • My pathways after I leave GTS • What career can I do? • Wants and Needs (financial management)	• Responsible Choices: What Career can I do? • Responsible Choices: What is LMI? • The Real Game – choices in our life/career path • Saving Situations • Making the most of your money	• Personal strengths and weaknesses • Planning for success (career pilot) • Getting ready for your career and option choices • Options Assembly and Introduction to guided Choices • Feedback is good for me • Be your own boss!	• Understanding the world of work. • Work Experience Launch • Understand how to apply for jobs or training opportunities. • The perfect CV & covering letter (using Grofar) • Understand the knowledge, skills and attributes that are valued in the workplace • Planning for work experience • Reviewing work experience • How do I make borrowing choices: So, Debt must be bad, right? • How do I make borrowing choices: making informed choices.	• Year 11 FE Providers Fair • Interview Skills (DWP) • Risk and Reward • Applying to college • Earnings Tax and Payslips • Student Life (NSSW) • Why Would you NSSW Film • Applying to College or for an Apprenticeship Mock Results Day

Green = careers programme in citizenship

Purple = financial management lessons as part of citizenship/careers programme

For content of PSHE & Citizenship lessons please look at the website

Appendix 5: GTS Policy Statement on provider access

GTS Policy statement on provider access 2025-2026

Required as part of 'Careers guidance and access for education and training providers' statutory guidance for governing bodies, school leaders and school staff.

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at 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 8-11 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 and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests procedure

A provider wishing to request access should contact.

Louise Leonard, Careers and Employer Engagement Officer
Telephone: *01805 623531* ext. 231 Email: *lleonard@gts.devon.sch.uk*

Jacqui Royse, Deputy Headteacher and Careers Lead
Telephone: *01805 623531* Email: *jroyse@gts.devon.sch.uk*

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These are shown as **bold**. Opportunities for FE and HE providers are shown in **green.** Other events and aspects of careers education are also shown:

	Autumn Term	Spring Term	Summer Term
Year 7	• **Appledore Book Festival Author visits.** • **Army Cadets Assembly** • **Future Skills Questionnaire (Benchmark)** • **NFU Agri talks (targeted)** • Tutor Tracking	• **Bikability Level 3** • **Apprenticeship talks** • **Life Saving Skills**	• **Bikability Level 3** • **Junior Lifeguard Training UK** • Maths Challenge • **DWP – Why do we work?** • Introduction to Careers • Identifying personal dreams and goals • Taster Day for SEND & Vulnerable at local college. • Employability Skills - Leadership roles such as Transition Leader
Year 8	• Elite Sporting Performance, Manchester • **ATC Assembly** • **NFU Agri talks (targeted)**	• IET Faraday Challenge Day • Introduction to Careerpilot to think about career pathways and Labour Market Information (LMI) • **Apprenticeship talks**	• UK Maths Challenge • **Taster Day for SEND & Vulnerable at local college.** • **Bikability Level 3 (Mop up)** • **Junior Lifeguard Training UK**
Year 9	• Duke of Edinburgh Award Bronze • Elite Sporting Performance, Manchester	• Duke of Edinburgh Award Bronze • **Apprenticeship talks** • **Future Skills Questionnaire**	• Duke of Edinburgh Award Bronze • **EHCP Careers interviews CSW** • UK Maths Challenge

	• **ATC Assembly** • **NFU Agri talks (targeted)**	• Careerpilot focusing on subjects & skills profiles • **Guided Choices Evening with IAG with FE/Sixth & Apprenticeship Providers** • Tutor Tracking	• **Taster Day for SEND & Vulnerable at local college.** • **Junior Lifeguard Training UK**
Year 10	• Duke of Edinburgh Award Silver • Ten Tors Training • EHCP Careers interviews CSW • King's Trust • Preparing for Work Experience • E&I Employability Skills • **Army Work Experience** • **Advertising Unlocked Bray Leino (targeted group)** • **North Devon Aspire – Uni of Exeter Campus trip** • **NHS Application & Interview** • **Army Residential Experience** • **Royal Navy Chef Challenge** • **Military Forces Assembly** • CV writing • Career pilot focusing on job sectors & LMI • Elite Sporting Performance, Manchester • Work related working • **NFU Agri talks (targeted)**	• Duke of Edinburgh Award Silver • Ten Tors Training & Actual • Heritage Skills Kings Trust Group • EHCP Careers interviews CSW • ASPIRE Programme Uni Exeter Outreach programme • **Army Residential Experience** • King's Trust • **Apprenticeship talks** • Academic Insight Day, Exeter College (A Level & IB focus) • Army Work Experience • **North Devon Aspire –Skills,** Confidence & Leadership • Edukid Uganda Experience • Work related working • **Future Skills Questionnaire** • Tutor Tracking/Work Experience Questionnaire	• Duke of Edinburgh Award Silver • EHCP Careers interviews CSW • ASPIRE Programme Uni Exeter Outreach programme • UK Maths Challenge • King's Trust • Weeks Work Experience • Assemblies Petroc, Exeter & Bideford about Post 16 options & invite to taster day • Taster Day at Exeter, Petroc, Duchy, Bicton, Bideford • **Army Work Experience** • **NHS Work Experience** • Duke of Edinburgh Award Silver • University of Exeter Maths • Junior Lifeguard Training UK • Individual Guidance Interview • Careers Action Plan • Work related working
Year 11	• **EHCP Careers interviews CSW** • Tutor Tracking • Careers IAG • 1-1 Advice & Guidance on applications & CVs • Careers Action Plan • GCSE Catering Workplace visit • King's Trust • Taster Day for local Sixth Forms (West Buckland, Shebbear, Kingsley) • Post 16 Option Assemblies with FE/Sixth Form establishments • FE offer 1to1 in school • College/Sixth Form Interviews • Small group "specialist" career sessions • NSSW Higher Education talk • Elite Sporting Performance, Manchester • Work related working	• National Apprenticeship Show • **EHCP Careers interviews CSW** • Tutor Tracking • **Careers IAG** • **1-1 Advice & Guidance on applications & CVs** • King's Trust • **NCS Assembly work/life skills** • **Apprenticeship talks** • Tutor Tracking • Driving Theory Practice with UK Highways • FE offer 1to1 • College/Sixth Form Interviews • Small group "specialist" career sessions i.e with Training providers and employers • Work related working • **Future Skills Questionnaire (after Christmas & Mock results day)** • Transition Days for SEND & Vulnerable at local college.	• King's Trust • UK Maths Challenge • Destination Tracking, applications to college, leavers forms. • College/Sixth Form Interviews • **NCS Work/Life Skills** • **Transition days to college on a need must basis.**

	• Engineering Trust Apprenticeship Targeted Group		
Open to all Years	• Enrichment Programme that can include Employer & Alumni talks Enrichment & Intervention | Great Torrington School (gts.devon.sch.uk) • **Future Opportunities Evening (Open to Parents, Pupils Community, FE, HE, Employers & Training Providers)** • Rotary Young Chef Competition • Teachers Rock Choir • Green Skills Week • Young Musician Support • British Army 1 Day Experience of workplace programme in holidays (Y9-11) • Paris Christmas Market Trip Y8-10 • RE/History Krakow (March) Y8-10 • Women's World Cup Rugby, Exeter Y7-11 • GCSE Performing Arts Theatre Royal, Hamilton Y10/11 • Edukid y10/11 Uganda • Elite Sporting performance Football London October 2025 • Ski Trip February 2026 Y8-10 • County Cricket Day July 2025 • Wimbledon 2025 • National Apprenticeship Week • National Careers Week • National Volunteers Week • **Exeter Maths School Outreach programme (Y7 – 11)** • Developing Employability Skills – Leadership roles within GTS ○ Transition Leaders ○ Sports Captains, ○ Sports Leaders ○ Charity Fundraisers/Event planning ○ Tutor representatives ○ Performing Arts ○ Modern Foreign Languages • Local Engineering Companies in conjunction with Engineering Trust Open Evenings at CMTG, Krempel, SEA		
Parents /Carers	• Future Opportunities Evening • Amazing Apprenticeship Monthly Newsletter • Webinars Circulated Parent Forum SEND Aspirations of Employment, Next Steps, Apprenticeships • Invite to attend Ten Tors & DofE Family Taster Walks Okehampton (Oct Half Term) • Royal Devon University Hospital Careers – invite to open events, webinars • Local Engineering Companies in conjunction with Engineering Trust Open Evenings at CMTG, Krempel, SEA		

PROVIDERS AND DESTINATIONS

After leaving GTS the majority of our pupils transition to FE institutions (80%). Our main feeder FE colleges are Petroc and Exeter College (for Level 2/3 vocational courses, T Levels and A Levels); Duchy College, Bicton College, Skern Lodge (for Level 1-3 Land based courses). A significantly smaller number go to Bideford College, West Bucklands or Shebbear College sixth forms, WINGS (supported post 16 transition) and the Army Foundation College Harrogate.

Our pupils go on to study both vocational and academic courses ranging from Level 1 to Level 3 courses. A significant minority of our pupils go on to pursue Apprenticeships (10%+) and supported internships in a range of sectors at Entry Level, Level 1, 2 and 3. Many go on to HE to study Degrees, HNDs or further apprenticeships.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the *Careers and Employer Engagement Officer.* The Resource Centre is available to all students at lunch and break times and before and after school as per the library opening times.