

## **Huntington School Aspirations/Careers Policy**

**Member of Staff responsible for the policy:** Assistant Headteacher: Curriculum

**Date on which this Policy was last reviewed:** October 2021

**Date on which the Policy will next be reviewed:** October 2024

**Dissemination of the Policy:** School Website

**GDPR Compliance:** Please refer to Information Governance Policy

### **1. Statement of Intent**

**1.1** Huntington School recognises that it has a statutory duty to secure independent careers guidance for all Year 8 to 13 students as outlined in (The Education Act 2011/Career Guidance and Access for Education and Training Providers: January 2018). Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 and 18 pathways available to them.

**1.2** This policy is underpinned by Sections 42A/42B and 45A/45B of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers Guidance and Access for Education and Training Providers' July 2021 and the Careers strategy: Making the Most of Everyone's skills and Talents December 2017.

**1.3** At the forefront of the policy is the implementation of the eight Gatsby benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the need 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
8. Personal guidance

### **2. Context and Entitlement**

**2.1** Huntington's School's core purpose is 'to inspire confident learners who will thrive in a changing world'. The Aspirations department work collectively across the school in relation to CEaIG (Careers Education Information, Advice and Guidance Policy) to raise the aspirations, promote equality of opportunity, celebrate diversity, challenge stereotypes and prepare learners for their future careers.

**2.2** It is recognised that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Huntington School has a critical role to play in preparing all young people for the next stage of their education or training and beyond. Expectations are high, including for our most vulnerable and those with Special Educational Needs and Disabilities (SEND). Through the careers curriculum and Aspirations Plan students are challenged appropriately and acquire the knowledge, skills and attitudes for lifelong learning so that they become more adaptable and resilient, make decisions and transitions, be enterprising and be able to present themselves well

with applications and interviews. This will help every young person to realise their potential and enhance their employability.

**2.3** The school is committed to providing a planned programme of career education, information, advice and guidance for all students in years 7-13 in partnership with the local careers network and Local Enterprise Partnership (LEP). Huntington School has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks, and (where required) the expectations of the Career Development Institute (CDI) framework and PSHE Association. The programme is reviewed termly against the benchmarks to ensure it remains on target.

### **3. Aims**

The aims of Huntington's careers education include:

- To provide quality independent careers advice which inspires and motivates students to fulfil their potential;
- To be based on the Gatsby Benchmarks for good careers guidance;
- To raise the aspirations of our students and to support them in making realistic decisions post 16 and 18. The school, works collaboratively with internal and external stakeholders to build a cohesive programme of careers education to ensure that every student reaches their full potential;
- To ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- To provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- To equip students with the knowledge, skills and attributes that they need to make informed decisions about their learning and work through a cohesive programme of careers education;
- To support students through personalised information, advice and guidance to enable them to build the confidence to take charge of their career development and effectively manage their own progression through learning and work;
- To provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- To contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- To provide opportunities to work in partnership with employers, training providers, local colleges and other stakeholders;
- To provide opportunities to inspire students through real-life contact with the world of work;
- To develop enterprise and employability skills;
- To support inclusion, challenge stereotyping and promote equality of opportunity;
- To encourage students to see career development as a life-long process;
- To support social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities;
- To be weaved and embedded into subjects across the curriculum.

### **4. Legal Framework**

**4.1** Our definition of careers guidance is aligned to those provided by DfE. Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff, March 2015 defines Carers Advice and Guidance as: 'Careers Advice and guidance refers to a coherent programme of activities that inform, inspire and motivate

young people, preparing them for work and helping them to understand where different education and training choices could take them in the future’.

**4.2** We embrace the statement from the Careers guidance and access for education and training providers statutory guidance for schools and guidance for further education colleges and sixth form colleges – July 2021 ‘that high quality careers education and guidance is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy’.

**4.3** This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE ‘Careers guidance and access for education and training providers’ 2018
- DfE ‘Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges’ July 2021
- Section 42A and 45A of Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Technical and Further Education Act 2017

## **5. Curriculum, Labour Markets and Stem**

**5.1** The school will work to implement careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of students in their role and through their subject teaching.

**5.2** The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom the students can relate to.

**5.3** Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as career talks, career carousels and career fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Employer delivered employability workshops.
- Simulated work experience projects designed in conjunction with local employers and enterprise ambassadors.
- Full careers programme is available at: <https://huntingtonschool.co.uk/wp-content/uploads/2021/07/Careers-Provision-Overview-1.pdf>

**5.4** Students will be informed that if they do not achieve a grade 4 or higher in GCSE mathematics and English by the end of KS4, they will be required to work towards this aim as part of their 16-19 study programme.

**5.5** The school will ensure every student, and their parents/carers, has access to good-quality information about future study options and labour market opportunities. Students and their parents/carers will be referred to a range of websites (including the school one) which offers information and professional advice.

- 5.6** The school will ensure students and their parents/carers understand the value of finding out about the labour market, and support them in accessing this information. Students and their parents/carers will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 5.7** The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 5.8** To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

#### **5.9 Science Technology Engineering Mathematics (STEM) Careers**

We work to ensure that students understand that a wide range of career choice require good knowledge of mathematics and the sciences. We aim to expose students to a diverse section of professionals from varying occupations which require STEM subjects and emphasis in particular the opportunities created for different genders. We recognise that there is a need to do this in particular for girls which are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age. Through close networking with our LEP and local industry/education contacts, regular STEM inspired events will take place throughout the year. Some will be ad-hoc and in line with new initiatives and innovations while some will remain a solid fixture in our Aspirations curriculum. Example of past activities:

- Army Royal Signals activity afternoon – Year 8/9 ICT/Computer Science focus
- STEM enterprise days at Nestle
- University educational visit – Science focus
- Science week lunch time activities
- Aviva educational tour/visit
- Year 7 Yorkshire Engineering Challenge
- Year 9 Portakabin work experience project and tour

#### **5.10 Entrepreneurial skills**

Students have the opportunity to work together in order to meet a specific brief or challenge and will be encouraged to work creatively to solve problems, overcome barriers, communicate effectively, develop ideas and present confidently through our compulsory PSHE programme (work experience, simulated work experience, inter form challenges). Students also have the option to take part in additional competitions and activities to enhance their entrepreneurial enrichment. Full details of these activities will be advertised in the weekly aspirations update.

### **6. Roles and Responsibilities**

- 6.1** There is one member of staff within the core Aspirations department plus the sixth form leadership team, the SENDCO and SLT Careers Leader. Each member of staff has clearly defined roles and responsibilities regarding raising student aspirations and careers information, advice and guidance delivery. Appendix 1

## 6.2 Governing body

The governing body will appoint a Link Governor to oversee the Aspirations department. The Teaching and Learning Governors' Committee will include careers education on the termly agenda.

- Ensuring that all registered students at the school are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements in place to allow a range of education and training providers to access all students in this range and inform them about approved vocational education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and vocational education routes.
- Ensuring that the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

## 6.3 The Assistant Headteacher: Curriculum and Aspirations Teaching and Learning Manager are responsible for:

- Managing the provision of careers information within the Aspirations department.
- Liaising with the headteacher, SLT and pastoral staff to implement and maintain effective careers guidance.
- Referring students to external careers guidance as appropriate.
- Negotiating an annual service legal agreement with the Local Authority for support for vulnerable and disadvantaged students.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- Overseeing the implementation of the Aspirations development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks at 100%.
- Allowing students to have access to providers of vocational education such as colleges and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the compass tool for self-evaluating the careers provision the school offers.
- Liaising with subject leaders to implement careers education in the curriculum.
- Liaising with form tutors, Head of Year, SLT, the SENDCO and Head of Sixth Form to identify students requiring guidance.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Providing a thorough, personalised career service throughout the school.

- Staying up-to-date with relevant Continuous Professional Development and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage students to sign up to the school's career service.
- Providing an open-door and remote service for students, teachers and parents/carers to discuss careers options.
- Arranging meetings and follow-up appointments with students who are interested in the careers service.
- Publishing details of the school's careers programme and a policy statement on provider access on the school website.
- Offer services to past students for up to a year after their departure from compulsory education.
- To monitor and compile destination data of students.

#### **6.4 Teaching Staff**

- All teaching staff contribute to CEIAG through their role as form tutors and subject teachers. Pastoral staff including: Heads of Year, Form tutors, SENDCO are responsible for ensuring that students receive CEIAG to which they are entitled having regard for their individual needs.
- In addition, Subject Leaders and teachers are responsible for ensuring careers education is embedded into curriculum planning and development and that explicit links are made between classroom learning and real world careers.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan
- Promoting careers guidance in the classroom/department through visual aids e.g. wall displays
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- When any internal training needs are identified as part of the personal development cycle, or any knowledge gaps highlighted as part of the CEIAG service within school, staff will attend relevant training or CPD opportunities identified as required as part of their PD and CPD.

### **7. Addressing the needs of students**

**7.1** The school's careers programme will aim to raise aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

**7.2** All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

**7.3** Comprehensive and accurate records will be kept to support the career development of students. These will be stored either securely and electronically on the school's P Drive, or with the class's form tutor; depending on the sensitivity of the data. The school will allow access to this information, should a student or their parent/carer request it.

**7.4** The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed

by the headteacher and the careers leader on a yearly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

## **8 Targeted support**

- 8.1** The school will work with the Local Authority to identify students who are in need of targeted support or those who are at high risk of not participating in post-16 pathways (NEET) Not in Education or Training. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.
- 8.2** To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the Local Authority and local post-16 education or training providers to share student data and ensure these students receive such support.
- 8.3** The school will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.
- 8.4** The Careers Leader and Aspirations Teaching and Learning Manager will engage with the designated teacher for Looked After Children to ensure they know which students are in care/care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

## **9. Students with SEND**

- 9.1** School has high aspirations for all pupils with special educational needs and disabilities (SEND) and will support them in preparing for their next phase of education or training. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personal approach.
- 9.2** The school will work with families of students to help them understand what career options are available.
- 9.3** Careers guidance and experience will be tailored to students based on their own aspirations, abilities and needs. This information will be collected based on conversations with the SENDCO and pastoral teams. All staff working with students will support them to develop the necessary skills and experience to succeed and fulfil their potential.
- 9.4** Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 9.5** The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 9.6** Careers guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or higher education.

**9.7** The SEND local offer will be utilised; annual reviews for a student's Education, Health and Care Plan (EHCP) will be informed by good careers guidance.

**9.8** When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

## **10. Personal guidance**

**10.1** Independent and impartial careers information, advice and guidance can be accessed by any student on request.

**10.2** All students receive guidance and advice at key transition points (Yr9, 11, 13) during their education to inform progression and are made aware of all the learning pathways open to them.

**10.3** All students in Year 11 will be provided with opportunities for personal guidance interviews with a careers adviser. Such interviews will take place by the time the student reaches age 16. With the opportunity for a further interview by the age of 18.. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

**10.4** For those most at risk of disengaging from learning or becoming a NEET, targeted meetings will be prioritised throughout Y10-13. The need for these meetings will be informed by data, the SENDCO and the pastoral teams. Careers advisers working with students with SEND will use the outcome and aspirations in the EHCP to focus discussions.

**10.5** Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

## **11. Work Experience**

**11.1** Huntington School will ensure that all students have had at least one experience of a work place by the age of 18

**11.2** 16-19 study programmes will require high-quality and meaningful work experience. Flexible approach will be adopted for younger students, such as the following:

- Workplace visits
- Work experience blocks
- Job shadowing
- Career-related volunteering and social action
- Simulated work experience in PSHE
- Portakabin work experience project
- Sports leadership and other volunteering around school and the community

## **12. Further education (FE)**

**12.1** All young people in England are required to continue in education and training until their 18<sup>th</sup> birthday. The school recognises that young people need to be clear about the duty and what it means for them. In particular students must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in school, college or training provider
- An apprenticeship, traineeship or supported internship

- Full time work or volunteering (20 hours or more) combined with part time accredited study.

**12.2** The school will provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision making. Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 7 to 13 for the purpose of informing them about approved vocational education qualifications and apprenticeships.

**12.3** The school will ensure that there opportunities for providers to visit the school and speak to students in Years 7 – 13, by maintaining connections with providers of further education and apprenticeships, and arranging regular visits, presentations and workshops

**12.4** A range of opportunities for visits from providers offering other options, such as FE will also be provided.

### **13. Monitoring and Review**

**13.1** An evaluation of student retention, course swaps and drops, destinations, students progressing to Russell Group universities, attendance on trips, attendance at advertised talks and careers fairs will enable a measure of success.

**13.2** The governing board, in conjunction with the headteacher, assistant headteacher/careers leader, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training.

**13.3** The assistant headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.

**13.4** Progress towards the Gatsby Benchmark is evaluated using the online Compass tool (as recommended in Careers guidance and access for education and training providers January 2018). The development of CEIAG is a continuous priority in the school's strategic development plan.

**13.5** Provision is also monitored through regular feedback from students, parents/carers, staff, governors and our partners.

**13.6** The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, or employment. Destination data is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future CEIAG provision. This is analysed by the Careers Leader with key trends and actions fed back to SLT and Governors.

**13.7** A designated governor has responsibility for overseeing the quality of careers guidance.

### **14. Huntington Provider Access Policy Statement**

**14.1** Under Section 42B of the Education Act 1997, as of January 2018, we have a duty to provide students in Years 8 – 13 with access to providers of post-14, post-16 and post-

18 education and training. Huntington school allows access to other education and training providers, in line with their statutory responsibilities under the 'Baker Clause', putting in place a range of opportunities for providers of technical education and apprenticeships to talk to all year 8 to 13 pupils about their education or training offer. This is vital to ensure that all pupils are aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications and can consider them, alongside 8 academic options, when making decisions about their next steps.

This policy statement sets out how we manage access from these providers.

### **Student entitlement**

Students must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

### **Management of provider access requests.**

#### **Procedure**

Any provider wishing to request access should contact our careers leader, **Mr Garry Littlewood**, on **01904 752100** or via e-mail on: [g.littlewood@huntingotn-ed.org.uk](mailto:g.littlewood@huntingotn-ed.org.uk)

Our Child Protection and Safeguarding Policy set out the school's approach to allowing providers into school to speak to our students.

Once we have approved a provider, we will work with them to identify the best method for providing access to our students.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and students. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our careers leader and a nominated member of the provider's team.

Providers are welcome to leave a copy of their prospectus and other relevant course literature with Mr S Daniels, Aspirations Teacher and Learner Manager for display in the Aspirations Resource Centre.

### **Approval and review**

This policy statement was approved by the governing board's curriculum and standards committee on 6 October 2021

Signed:  Chair of Governors

Signed:  Headteacher  
Date: 06.10.2021

## **15. Development**

This policy was developed and is reviewed annually through discussions with teaching staff, the Aspirations Teaching and Learning Manager, students, parents, governing body and other external partners. It is underpinned by the school's policies:

- Curriculum Policy
- School Development Plan 2017-2020
- Equality Policy
- Health and Safety Policy
- Spiritual, Moral, Social and Cultural Education
- Safeguarding and child protection
- Special needs and disability policy, and
- Service level agreement with NYBEP

## Appendix 1:

### Role and Responsibilities

<b>Mr Littlewood</b>  <b>Assistant Headteacher: Careers Leader</b>	<b>Mr Daniel</b>  <b>Aspirations Teaching and Learning Manager</b>	<b>Mrs Naish</b> <b>Deputy Headteacher</b> <b>SENDCO</b> <b>Unit Award Leader</b>	<b>Miss Heys</b> <b>Sixth Form Head of Year</b>  <b>Mr Crabtree</b> <b>Sixth Form Head of Year</b>
Careers Leader  See Roles and Responsibilities	Year 11 Taster Day applications and Year 11 FE application (and back-ups) Year 7-13 (especially Y10,12 and 13) 1-1 careers advice Planning and Administration of Careers Fair Development of school-business links	Unit Award Leader	Year 12 and Year 13 Careers PSHE CEIAG session and assemblies e.g. university, apprenticeships and student finance
Line manager of Aspirations across the main school	Year 11 1-1 careers advice. Planning and overseeing Y11 careers interviews Planning, co-ordinating and administration of Year 9 -13 work experience and volunteering - block and extended	Planning progression routes for most vulnerable learners with Aspirations Teaching and Learning Manager, parents/carers and external agencies.	Work with PDP leader and SAD to ensure work experience is undertaken in PDP.  UCAS and personal statement help  UCAS fair visit
Curriculum development of courses to meet the needs of students to help achieve their aspirations	Planning, development and overseeing of Y7-13 Aspirations PSHE programme in line with PSHE Association guidance, PSHE subject leader, the CDI framework and Gatsby benchmarks Year 12/13 careers advice, university course guidance (working with Y12/13 tutors and HOYs) Year 12/13 careers advice and support for students not going to university e.g. apprenticeship advice and applications Undertake regular careers audit, both internal and as part of Compass process Ordering of updated resources	Liaison with external specialist teachers and external agencies in support of SEND students	Year 12 careers advice, course swaps and drops  Year 13/14 careers 1-1 advice

<p>Year 9 Progression Evening, GCSE/Level 2 option choices.</p>	<p>Work with NCS (NYBEP) to promote and deliver the NCS programme to Y11/12 students Attend Y10-13 parents' evening Attend Sixth Form open evening Attend Y9 progression evening Track and update student records around work experience, CEIAG and destinations</p>	<p>First port of call for parents/carers for transition KS3 to KS3; KS3 to KS5 for vulnerable learner and those with SEND</p>	<p>Uniq Summer Programme  Co-ordinate Career Ready programme  University mock interview skills/practice</p>
	<p>Aspirations PSHE curriculum displayed on Huntington School Aspirations website Monitoring and regular updating of Huntington Aspirations website Communicate important information available on website to staff/students/parents'/carers where required Weekly aspirations update used for dissemination of CEIAG information and promotional material, vacancies, open days sent to the staff, students, parents and carers of relevant year groups (and updated on website to allow employers/external agencies to view).</p>		<p>Oxbridge information event for students and parent/carers  Support for non-university applicants and their progression</p>
	<p>Provision of remote and in person careers sessions before/after school, break, lunch and (where appropriate) during study periods</p>		<p>UCAS application process Organising Alumni and other visiting speakers about their careers and routes taken</p>
	<p>Working with local ambassadors and organisations to promote STEM activities Working with local universities to promote further engagement with HE. Attend open evening</p>		<p>Oxbridge and Medical applicants support</p>