



Aylesbury
UTC

CAREERS POLICY

March 2025

**AUTC Local
Governing Body**

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1. Policy Statement

Aylesbury UTC is fully committed to ensuring that all students acquire the skills, knowledge, and professional behaviours to manage their learning and career progression. Our vision is to send every young person into the world able and qualified to play their full part in it. Our key values of "Community, Respect, and Growth" underpin everything we do, linking closely to our ethos in careers education, guidance, and advice.

2. Purpose

The purpose of this policy is to specify Aylesbury UTC's approach to developing students' understanding of career and progression routes and the level of preparation required for the workplace. The school's role includes:

- Helping students understand and develop their key strengths, work-ready skills, qualities, and work preferences.
- Helping students recognise career and further education opportunities.
- Supporting students and families with their career and education pathways.
- Developing students' ability to research and enter the labour market and progress effectively within their chosen sector.

3. Scope

This policy relates to all students, applicants, current and past students, apprentices, or employers irrespective of race, gender, disability/difficulty, or any other protected characteristic at Aylesbury UTC. It is for all staff involved in the delivery of information, advice, and guidance; careers guidance; teaching; enterprise; and employability.

4. Aims and Objectives

Aylesbury UTC aims to deliver high-quality, professional careers education, information, advice, and guidance to all students, enhancing their personal, social, and employability skills. The school will achieve this by adhering to the eight Gatsby benchmarks:

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

5. Outcomes

Aylesbury UTC works to achieve the eight Gatsby benchmarks, recognizing that monitoring activities and outcomes with continuous improvement is essential to keep up with the changing career landscape.

6. Implementation of CEIAG

Curriculum/Teaching Learning and Assessing:

- Delivery of careers PSHCE lessons in Years 10 & 11.
- Pastoral Programme for individual needs.
- Mentoring programme by Careers Accelerator.
- Employability skills, interests, qualities, and experience identified through Next Steps meetings and UNIFROG targeting.
- Form tutor and pastoral support for learners in preparing students for their next steps.
- Embedding careers into the curriculum, recorded on Compass+.

Support Staff:

- Logging all Employer Engagements and Higher Education activities on Compass+.
- Ensuring learners and families receive information regarding vacancies, career, and further/higher education opportunities.
- Sharing and celebrating career activities with the community.
- Liaising with all staff, including specialism teaching staff, HEAD of SEND, students, and parents for Next Steps appointments.

Careers Lead:

- Completing Careers Leader training.
- Providing accessible, professional, impartial 1:1 careers guidance interviews.
- Developing and delivering the Careers Plan using The Careers & Enterprise Company's Compass+.
- Supporting curriculum and pastoral staff by delivering careers and progression sessions.
- Organising Higher Education, Apprenticeship, and workplace sessions/visits.

7. Partnership Work

Aylesbury UTC will continue to work with a range of partners to assist in the delivery of CEIAG and labour market information, including employer sponsors and partners, local and national employers, charitable organisations, recruitment consultants, apprenticeship employers, alumni, and professional bodies.

8. Quality Assurance

Stakeholder feedback, including from students, parents, and employer partners, is key to the development of the service and is obtained through evaluations after 1:1 guidance, group work, talks, events, and activities. Survey feedback forms via Microsoft Forms are part of our Quality Assurance measure and influence the development of our careers provision.

9. Destinations

Intended Destinations:

- Supporting Buckinghamshire County with the completion and return of Year 11 'What Next Forms'.
- Individual student meetings with the Careers Lead for Year 11 and 13 students to ensure they have a place for the following September.

Actual Destinations:

- Collection of Year 11 County destination data by the CCIS Manager at Buckinghamshire County Council.
- Collection of detailed data on leavers' destinations by emailing a Microsoft Form to families and students annually.
- Tracking destinations annually and reporting to the Careers Lead, SLT, and Trustees.

10. Review

The Careers Policy will be reviewed every three years, following the PLAN DO CHECK ACT circular review process along with ISO 90001:2018 guidelines. If a significant change occurs with the provision of education at Aylesbury UTC or a change in government policy, the Careers Policy will be automatically reviewed.

11. Careers Education Roadmap

