

# PRINCE HENRY'S CAREERS ADVICE AND GUIDANCE STRATEGY 2025-2026

PHGS VISION FOR CAREERS
PHGS strives to equip our students with an ambitious and aspirational, knowledge-rich curriculum that empowers young people to have the currency of choice for their futures. Our responsive curriculum will give students the necessary knowledge, skills and habits to become successful learners with balanced lifestyles and become successful adults beyond school, opening the door to university, apprenticeships or employment. Our curriculum acknowledges the importance of developing students' cultural capital, developing an awareness of the world beyond their frame of reference and deliberately developing the necessary vocabulary that enables them to make sense of the world. We want students to comprehend this complex and ever-changing world through appreciating others, understanding what it means to be a good citizen and how to contribute to their communities. We want students to face challenges within school and in their wider life with courage, curiosity, critical thinking and resilience.

## THE GATSBY BENCHMARKS

The Gatsby benchmarks set out a framework for schools to deliver good careers guidance to their students. The benchmarks below are fully implemented into our strategy.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
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.
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.
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 careers paths.
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.
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 to expand their networks.
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.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers 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.

## MEET OUR CAREERS ADVISER

### Fiona Quinlan

My background includes working in education for over eleven years. I started as a manager within the social, emotional and mental health team providing a service for children and young people with Special Educational Needs and Disabilities (SEND). After qualifying at the University of Huddersfield I worked at a multi-academy trust in Wakefield within careers, which I thoroughly enjoyed. I am thrilled to join the team to provide high-quality impartial Careers Education, Information Advice and Guidance (CEIAG) and support the careers programme.

Health	Retail
Financial Services	Digital Technology
	Telecoms

		Half Term 1 (Sep - Oct)	Half term 2 (Nov - Dec)	Half Term 3 (Jan - Feb)	Half Term 4 (Feb - Mar)	Half Term 5 (Apr - May)	Half Term 6 (Jun - Jul)	
		Year 7 Step Up	Year 8 Step On	Year 9 Step Forward	Year 10 Step Forward	Year 11 Step Ahead	Year 12 Step Further	Year 13 Step into the Future
		Unifrog Launch	Unifrog - Self Awareness	Enterprise Challenge	National Careers Week			
		Careers Assembly - Steps to Success		PSHE – Preparing for the Future - Enterprise	National Careers Week			Unifrog- Choices Enterprise - Tyre Challenge
		BIMA Digital Day	Unifrog - Pathways	PSHE – Preparing for the Future – GCSEs and Beyond GCSE Options – Small Group Interviews GCSE Options Evening	National Careers Week Music - Launch Pad GCSE Options – SEND support*			
		PSHE – Preparing for the Future – Finance		Unifrog- See the Big Picture	National Careers Week	IAG – One to One Meetings		IAG – One to One Meetings Mock Interviews Work Experience Project
		IAG – One to One Meetings IAG Options - SEND Support*	Post 16 Taster lessons Pathways Day - HE/College Providers Post 16 Open Evening IAG – One to One Meetings PSHE – Preparing for the Future – Post 16 Pathways	Unifrog- Post 16 IAG – One to One Meetings Post 16 Taster Morning Post 16 Interviews	National Careers Week Post 16 Interviews	Post 16 Interviews		Post 16 Induction Day
		Post 16 Enrolment Drop-in Enrichment Rotation 1 Ongoing PSHE Job Tasters	Pathways Day - HE/College Providers Future Focus Day 1 (Unifrog/WEX Launch) Pathways Enrichment Enrichment Rotation 2	Early Applicants HE Evening Future Focus Day 2 (World of Work) Pathways Enrichment Enrichment Rotation 3	National Careers Week HE and Alternative to HE Evening Pathways Enrichment	Pathways Enrichment		Work Experience Week Unifrog- HE/Career Tutorials Future Focus Day 3 (UCAS) Progression and Future Planning Day
		UCAS Application Support Progression Interviews Higher Education Parents' Evening Post 18 Pathway Preparation	Pathways Day - HE/College Providers UCAS Application Support Pathway Apprenticeship Support Module Future Focus Day 4 (Life Beyond School) Red Kite Interviews (Oxbridge, Medic, Vets & Dentist)	UCAS Application Support Pathway Apprenticeship Support Module Future Focus Day 5 (Life Skills) Post 18 Pathway Preparation	National Careers Week Post 18 Pathway Preparation			

## CALENDAR KEY

UNIFROG	PSHE/CAREERS LEARNING LESSONS
ASSEMBLY	YEAR GROUP SPECIFIC EVENT
NATIONAL EVENT	NATIONAL EVENT
BESPOKE IAG GUIDANCE	CAREERS EVENT
STEM	

## LABOUR MARKET INFORMATION

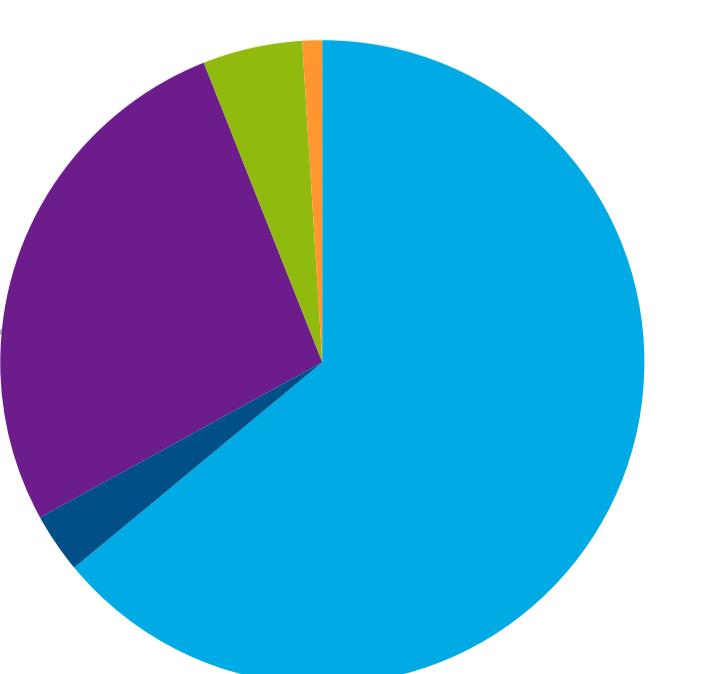
### What is LMI?

LMI effectively describes the world of work – ranging from descriptions of different careers, their entry routes, promotional prospects, salaries paid, skills and qualifications needed, etc. Crucially for young people, LMI also covers future demand – what kinds of skills will be needed? Why is LMI important to young people? It is vital, in an environment where new industries are emerging and many of the most important jobs of the future don't yet exist, that individuals have access to high-quality labour market information and earnings data to underpin their choices.

## DESTINATIONS

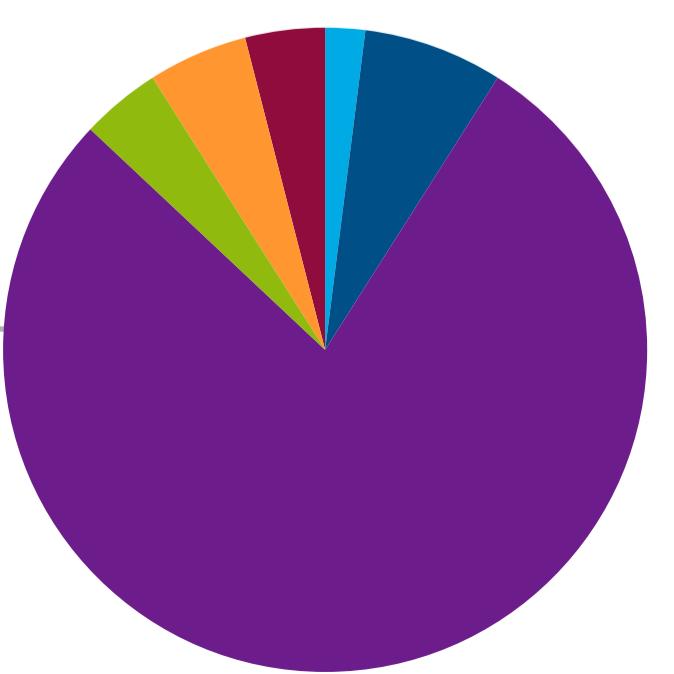
### Post 16 destinations (students leaving 2025)

Stay at PHGS	64%
Apprenticeship	3%
College	27%
Other school Sixth Form	5%
NEET	1%



### Post 18 destinations (students leaving 2025)

Return to PHGS	2%
Apprenticeships	7%
University	78%
Gap Year	4%
Employment	5%
Unknown	4%



## ALUMNI



### Chloe Tear

**Chosen path:** Leeds Trinity University – Psychology and Counselling  
**Current role:** I work for Scope as a Disability Ambassador and Disability Vlogger



### Tim Frankland

**Chosen path:** Durham University – Pure Maths  
**Current role:** Working with Microsoft as a Software Engineer