

BEST PRACTICE GUIDE EMBEDDING INFORMATION ABOUT APPRENTICESHIPS IN SCHOOLS & COLLEGES

Version 1: December 2024



INTRODUCTION

Background

Awareness of apprenticeships continues to rise amongst young people, with many schools and colleges working hard to embed apprenticeship activities, information and resources as part of their careers programmes.

School and college settings are including apprenticeship information within their central careers plan, as well as working with subject areas to support staff to embed information within the curriculum. This is supporting subject teachers to have meaningful careers conversations with their students, linking their passion for the subject being studied to potential career paths and options.

This guide is designed to support and inspire schools and colleges, providing a framework for the continuation of sharing and embedding information about apprenticeships throughout learning environments. Version 1 draws together examples of best practice in ensuring that all key partners, from the Senior Leadership Team through to parents and carers, are engaged and supported.

This guide sets out a range of different activities you could consider, including:

Best Practice Framework: A structure for schools and colleges to refer to, looking at different audiences and providing guidance and suggested activities that support embedding apprenticeships within existing career programmes.

Resource Recommendations: Supporting resources that schools and colleges could use, making it easier to plan and deliver apprenticeship-related content.

Case Studies: Best practice case studies gathered from schools and colleges across London, Lancashire and the North East, sharing different approaches being taken by schools to embed apprenticeships within their settings.

CPD episodes: Six short CPD modules designed to support and expand understanding and awareness of apprenticeships.

How to use this guide

The guide covers 6 themes of apprenticeship development including:

1. Strategy & planning
2. Increasing awareness & visibility
3. Curriculum integration
4. Tailored student support
5. Employer & training provider partnerships
6. Celebration & recognition

Please use this framework, the suggested range of activities and inspirational case studies to help build apprenticeship awareness in your setting.

COMING SOON

Version 2 of this guide will be hosted online at AmazingApprenticeships.com on behalf of the Department for Education.

If you would like to contribute a case study, please complete this short form: amapps.uk/EC-CS

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KEY










Download resource



Case study

STRATEGY & PLANNING

Head teacher and Senior Leadership Team	Careers leader and Heads of Year	Subject leaders and teaching staff	Students	Parents and carers
<p>The Senior Leadership Team are aware of their statutory responsibilities regarding Careers Education, including Gatsby Benchmarks and Provider Access Legislation.</p>	<p>Apprenticeship activities are embedded into the school Strategic Careers Plan as relevant to each year group, and this is published on the school website.</p>	<p>Teaching staff are encouraged to look across their subject area for the year, identifying opportunities to embed careers connections within the curriculum.</p>	<p>Students in Years 12 and 13 are encouraged to create a clear personal action plan that sets them up with the basics to search and apply for apprenticeships.</p>	<p>Opportunities are identified across the year to engage with parents/carers, plotting in where and when information about apprenticeships will be included.</p>
<p>Download the statutory guidance: Careers guidance and access for education and training providers. </p> <p>Download here</p>	<p>Use the CEC guidance on Gatsby Benchmark 1: Creating a Strategic Careers Plan. </p> <p>Download here</p>	<p>Access the 'My Learning, My Future' resources available via the CEC. </p> <p>Access here</p>	<p>Download and share the student 'Get ready to apply' checklist. </p> <p>Download here</p>	<p>Download and use the parental engagement yearly planner. </p> <p>Access here</p>
<p>The Senior Leadership Team are clear on the benefit of apprenticeships as one of the post-16 and post-18 options, and this is cascaded regularly to staff, students and parents/carers.</p>	<p>The impact of activities throughout the year is tracked and monitored, looking at what is working well, and where improvements could be made.</p>	<p>Subject teachers are encouraged to share examples with other departments of how they have effectively included apprenticeship content within their lessons.</p>	<p>Students are encouraged to understand the similarities and differences in applying to full-time university and apprenticeships, including timelines and writing personal statements.</p>	<p>Parents/carers can access a schedule of opportunities to engage with the school to discuss apprenticeships and access further support.</p>
<p>See the case study on page 5 sharing how Penwortham Girls' School embed apprenticeships within the whole-school careers plan. </p>	<p>See the case study on page 5 sharing how The Charter School North Dulwich share apprenticeship information across their school community. </p>			

Embedding apprenticeships



John Ramsdale, Senior Assistant Headteacher at Penwortham Girls' High School, Lancashire shares how they have embedded apprenticeships within the whole-school careers plan, addressing PSHE lessons and employability skills, work experience, SEND, employer engagement and much more.

At our school, we have observed a growing interest in apprenticeships as a primary choice among students. To accommodate this, we've implemented a structured process for supporting apprenticeship pathways as early as Key Stage 3. This includes adapting our careers interventions and expanding exposure to a variety of industries, providing students with early insight into apprenticeship options.

- PSHE lessons focus on foundational skills such as communication, teamwork, and problem-solving - competencies that align with what employers seek in apprentices.
- We align work experience with potential apprenticeship fields, so students can visualise their future roles, helping them transition smoothly from education to employment.
- SEN students have one-on-one career guidance, participation in the ASDAN program, and visits to apprenticeship providers and colleges. We organise workplace visits and mock interview sessions, often involving parents or carers for added support.
- Students interested in specific apprenticeships are offered sessions with prominent employers. For example, those aiming to work at BAE attend focused workshops to understand the application process, practice interviews, and receive guidance tailored to the employer's expectations.

Sharing across the school community



Andrew Somerville, Assistant Headteacher at The Charter School, North Dulwich, shares the variety of ways they include information about apprenticeships across their school community, including students, staff and parents and carers.








Students: We start educating students about apprenticeships in Year 9 and drip feed information throughout years 9-11 via apprenticeship assemblies, workshops and lessons. Students in years 12 and 13 are given further support, including:

- ASK come in and deliver the assembly and registration workshops.
- We host apprenticeship fairs as part of Southwark Schools Learning Partnership. These include panels of apprentices and employers talking about apprenticeships.
- We survey students to find out who is interested in apprenticeships.
- We run an employer workshop with Investment 2020. Current apprentices run sessions on the parts of the application process.
- We deliver apprenticeship workshops ourselves to support students with searching for and applying to apprenticeships and employers.
- We have a Destinations Week, one day of which involves a carousel of apprenticeship activities with Pathway CTM.
- Former students who are now apprentices come back and do assemblies and workshops with students.

Staff: We have a Careers Champion for each department. They are responsible for auditing what their department are doing careers-wise and then as a team, they commit to what they are going to achieve over the coming year. They also meet with different employers and discuss potential activities to go into lessons.

Parents: We run parent webinars on apprenticeships every year. One of the barriers is often parental opinion on apprenticeships, so we educate them on apprenticeships and how to support their children.

INCREASING AWARENESS & VISIBILITY

Head teacher and Senior Leadership Team	Careers leader and Heads of Year	Subject leaders and teaching staff	Students	Parents and carers
<p>Apprenticeships feature within the all-staff CPD programme and opportunities to top-up knowledge are provided to all staff throughout the year.</p>	<p>Display materials are used throughout the school to encourage students to consider different apprenticeship options at all levels.</p>	<p>Subject teachers are supported to develop their knowledge and understanding of apprenticeships through INSET and CPD opportunities throughout the year.</p>	<p>Students are able to see and access case studies about past pupils and/or local case studies of apprentices working in a variety of roles and at different levels.</p>	<p>Apprenticeships information is shared regularly with parents and carers, showcasing the breadth of opportunities available through apprenticeships.</p>
<p>Subscribe to the CEC Education Leader Careers Digest to enjoy updates on the latest developments and policy considerations. Register here</p> 	<p>Download, print and share the display materials available. Include the posters for different subject areas. Download here</p> 	<p>Share the free schedule of ASK webinars with staff to increase their knowledge and confidence of apprenticeships. Access here</p> 	<p>Download and use this guidance on engaging alumni to encourage them to share their apprenticeship stories. Download here</p> 	<p>Download and share the monthly Choices magazine with parents and carers. Add it to your school website and promote via social media and newsletters. Download here</p> 
<p>The Senior Leadership Team champion the apprentices working within their establishment, and encourage those apprentices to share their stories.</p>	<p>Campaigns such as National Apprenticeship Week, are used to raise awareness and increase the visibility and prominence of apprenticeships information.</p>	<p>Subject teachers engage with key campaigns, such as National Apprenticeship Week to bring careers conversations about apprenticeships into subject lessons.</p>	<p>Information about apprenticeship vacancies (all levels) is displayed/shared regularly, and students know how and when to access this information.</p>	<p>Parents/carers are encouraged to participate in activities that enhance their knowledge and understanding of apprenticeships e.g. How to search and apply sessions.</p>
	<p>See the case study on page 7 sharing how Leyton Sixth Form College raise awareness and increase the visibility of apprenticeships.</p> 		<p>See the case study on page 7 sharing how Highlands School use apprenticeship vacancy data to support students.</p> 	

Creating multiple apprenticeship experiences



Adriano Fachini, Careers and Progression Manager at Leyton Sixth Form College, London, shares how they raise awareness of apprenticeships and increase their visibility with their students, staff and parents and carers.

At Leyton Sixth Form College, we are committed to providing students with robust resources, experiences, and guidance to support apprenticeship pathways. We do this by:

- Having a dedicated careers website that students access through the college intranet and using QR codes on posters around the college.
- Sending a weekly careers newsletter to students and tutors with available events and apprenticeships, including deadlines.
- Working closely with programme (subject) areas, sharing opportunities with teachers to enhance the link between academic subjects and careers.
- Celebrating National Apprenticeship Week by sharing external events and opportunities and taking groups of students to a variety of workshops.
- Celebrating National Careers Week in March with a vast, month-long programme of activities led by programme areas, including talks and visits, tutorial sessions and a fair with participation of more than 70 universities and apprenticeship providers.
- Holding a programme of events for year 12 in June, to facilitate and create awareness of progression opportunities featuring workshops, stands, talks and specialised visits.
- Holding specialised talks, events, visits, insight days, round tables, panel events and speed networking events with different employers.
- Sending a termly careers newsletter to parents and carers, as well as holding online information sessions throughout the year.
- Sharing up-to-date resources and holding CPD Days for staff on apprenticeship pathways.

Sharing apprenticeship vacancies



Silvana Laurenzi, Careers Leader at Highlands School, Enfield, shares how they use apprenticeship vacancy data and provide regular access to apprenticeships information to engage and support students, and their parents and carers.








To keep students informed about current apprenticeship opportunities, we regularly access and utilise up-to-date apprenticeship vacancy data from trusted platforms such as the National Apprenticeship Service (gov.uk) and our school's careers platform, Unifrog. We highlight vacancies across various sectors, which align with students' interests and local employment trends. This data is shared through:

- Weekly Careers Bulletins: Including a "Spotlight on Apprenticeships" section, featuring high-quality, upcoming vacancies. These are tailored to students' interests and filtered by level, location, and employer.
- Noticeboards (Digital Displays): Vacancies are posted on the digital notice board in the 6th form area, making apprenticeship information visible and accessible throughout the day.
- Personal Guidance Sessions: In one-on-one careers sessions, students can discuss specific vacancies in detail, explore application strategies, and gain insights into which options align with their academic backgrounds and career goals.

To engage parents and carers, we provide further information, including:

- Information Evening: We host an annual apprenticeship-focused webinar. This session clarifies how apprenticeships compare to university routes, the application process, and career progression opportunities.
- Online Resources for Parents: Our school's careers website includes a dedicated "Parent/Carer Resources" page with links to trusted apprenticeship resources, guidance on supporting students through the application process, and upcoming events and vacancies.

CURRICULUM INTEGRATION

Head teacher and Senior Leadership Team	Careers leader and Heads of Year	Subject leaders and teaching staff	Students	Parents and carers
<p>Senior Leaders support and encourage departments to embed apprenticeships information into their curriculum.</p>	<p>Heads of Year are provided with engaging information, resources and support to deliver apprenticeship assemblies to students in all year groups.</p>	<p>Teaching staff within subject areas are supported and encouraged to include and develop relevant apprenticeship content linked to the subject being taught.</p>	<p>Students are regularly encouraged to make connections between the subject they are studying, and potential career opportunities, including apprenticeships.</p>	<p>Parents/carers can access information and guidance about post-16 and post-18 progression options, including apprenticeships at all levels.</p>
<p>Use the CEC guide to Gatsby Benchmark 4: Linking curriculum learning to careers.  Access here</p>	<p>Access the 'My Learning, My Future' resources available via the CEC.  Access here</p>	<p>Utilise the Subject-led resources on the Amazing Apprenticeships website.  Download here</p>	<p>Use the Apprenticeship Arcade to support self-directed exploration of apprenticeships in a fun and engaging way.  Access here</p>	<p>Consider sharing the films created by the CEC, sharing guidance for parents and carers.  Access here</p>
<p>Senior Leaders identify best practice in subject areas embedding apprenticeships, and create opportunities to share the approach with other departments.</p>	<p>Heads of Year are supported to include information for students in years 7 through to 13 / key stage 3, 4 and 5.</p>	<p>Subject teachers are encouraged to explore local and national resources that link subjects to careers conversations, including apprenticeships.</p>	<p>Students are encouraged to explore and understand the different apprenticeship roles that link to subjects through a variety of teacher-led and self-directed resources and activities.</p>	<p>Parents/carers are able to have subject-level careers conversations at key points throughout the year e.g. consultation evenings.</p>
	<p>See the case study on page 9 sharing how Coombe Wood School integrate apprenticeships information - starting with teachers. </p>	<p>See the case study on page 9 sharing how Shirley High School embed apprenticeships information into the curriculum. </p>		

Integrating apprenticeships information



Caroline Knox, Teacher of Computing and Careers Leader at Coombe Wood School, Croydon, shares how information about apprenticeships is integrated by teachers, and reinforced by providers and employers to ensure that students are well-informed about their next steps.

We try to ensure that information delivery is always integrated, rather than occurring in isolation. Teachers introduce students to apprenticeship opportunities, which are then reinforced by education providers and employers who maintain an ongoing discussion about these options.

We regularly evaluate our events through student feedback forms and consistently find that students are positive about apprenticeship pathways, often noting that they feel more informed after each event. Being able to build students' Apprenticeship knowledge over the 3, 5 or 7 years of study with us, we ensure that when they make decisions about their next steps, those choices are well-informed. Our careers programme includes:

- A PSHE curriculum for Post-16 students that includes a dedicated lesson on apprenticeships.
- Key Stage 4 presentations by providers offering apprenticeships.
- A focussed Year 11 Drop Down Day session on apprenticeships, delivered by ReachOut2All.
- Enrichment talks in the Sixth Form featuring providers of apprenticeships.
- Utilisation of ASK to conduct a mock assessment centre for Sixth Form students upon request.
- Events such as careers fairs and speed networking sessions with employers and apprentices.
- Workplace visits where students engage with and learn from employees who have taken apprenticeship routes.

Linking apprenticeships to curriculum










SHIRLEY HIGH SCHOOL
PERFORMING ARTS COLLEGE

Vicki Murawski, Associate Assistant Principal at Shirley High School, London shares how curriculum areas are engaged to embed information about apprenticeships and careers within their departments, from displaying posters to including information about apprenticeships through curriculum maps.

We have made a concerted effort in recent years to include information about apprenticeships across all aspects of the curriculum - after all, this matches what students are telling us they're interested in. Some examples of how we achieve this include:

- Curriculum areas – classrooms and communal areas have posters about apprenticeships for that subject area. Students can notice it as they go around the school and ask questions.
- Curriculum maps – Head of Departments include information about apprenticeships within their curriculum maps for each subject.
- Subject-led resources have been shared across the school for use in subject lessons.
- Once a year we have a cross-curricular parents information evening - there is a slot to talk about careers and apprenticeships (KS4 & 5) and within this, we make parents aware of the support we can give them.
- We survey students in Years 10 & 11 to find out their career plan, then provide targeted career interventions. We arrange mini group sessions for those interested in apprenticeships and also ensure that their form tutor is aware of their potential areas of interest.
- Year 11s receive 30 minutes each week looking at different post-16 pathways e.g. T Levels, A-levels, apprenticeships and so on.

TAILORED STUDENT SUPPORT

Head teacher and Senior Leadership Team	Careers leader and Heads of Year	Subject leaders and teaching staff	Students	Parents and carers
<p>Destination data is used to monitor, and increase, the number of students progressing into apprenticeships.</p>	<p>Mechanisms are in place to identify and support those students who are actively applying for apprenticeships, and may require tailored student support.</p>	<p>Subject teachers feel equipped to assist students with their apprenticeship search, linked to the subject.</p>	<p>Students are encouraged to attend and participate in talks and workshops with former and current apprentices, and their employers in order to ask detailed questions about potential career paths.</p>	<p>Parents/carers of students who are actively seeking apprenticeships are engaged through additional activities and resources to enable them to support their child.</p>
<p>Access and evaluate destination data for your school through Gov.uk. Access here</p> 	<p>Access the CEC guide to Gatsby Benchmark 3: Addressing the needs of each pupil. Access here</p> 	<p>Share the Step-by-Step Guide with teachers so they are aware of how students can search and apply for apprenticeships. Access here</p> 	<p>Book support from the Apprenticeship Ambassador Network via the ASK Programme. Book here</p> 	<p>Download and use the Parental Engagement Toolkit developed through Talking Futures. Access here</p> 
<p>The Senior Leadership Team ensure that resource is available to provide tailored student support where required.</p>	<p>Staff are aware of the need to support students with personalised apprenticeship support, for example in proofing applications, providing feedback and support to meet deadlines.</p>	<p>Subject teachers feel confident in signposting to further information and resources about apprenticeships linked to their subjects.</p>	<p>Students submitting apprenticeship applications are provided with additional support in the next stage of the recruitment process, including video interviews and assessment centres.</p>	<p>Parents/carers are able to access specific information and support, tailored to their child and the apprenticeships they are seeking.</p>
	<p>See the case study on the page 11 sharing how Glenthore High School use the Future Skills Questionnaire to provide tailored support.</p> 		<p>See the case study on page 11 sharing how Durham Sixth Form Centre tailor the support that students receive in Year 12 and 13.</p> 	

Using FSQ to provide tailored support



Jai Bains, Director of Careers and STEM at Glenthorne High School, Surrey shares how they build awareness of apprenticeships throughout the different year groups, using the Future Skills Questionnaire to help identify any gaps in knowledge or awareness.

At Glenthorne High School we provide information about apprenticeships with a particular focus on key transition points.

- Within the careers programme: We pepper information throughout the key transition points, judging what they know and filling gaps of apprenticeship knowledge.
- During Year 10: We hold two Aspiration Days – completely about careers, a bespoke programme.
- Year 9 Future Skills Questionnaire: We look at strengths and weaknesses, then plug the weaknesses in the Year 10 aspiration day.
- External support from providers: We fill gaps working with partners. For example, ASK do a lot for us. We liaise with the local colleges and build communication with them. Their departments come in and lead activities for us.
- Year 11 Post-16 planning: We discuss post-16 options in detail – BTEC, apprenticeships etc.
- Careers advisers meet with them and produce an action plan that is also sent to the parents.
- Year 12 destinations: We ask what they're thinking of doing and they look at all options. They complete another Future Skills questionnaire. We then offer bespoke workshop for those who have answered a particular question e.g. if they don't understand apprenticeships, they go to one on this.

"The one main piece of advice I would give is to effectively use the Future Skills Questionnaire. Spend time with it and have it in your careers plan, really analyse the results and this helps move your careers plan forward"

Tailored apprenticeship support










Katherine Hasselby, Progression Lead at Durham Sixth Form Centre, explains their approach to sharing apprenticeship information and how they provide tailored support throughout the 'search and apply' process, including support to manage deadlines and prepare for interviews.

At Durham Sixth Form, we provide tailored support our students in a number of ways, including:

- In Year 12 (around October) we do a careers survey and students interested in apprenticeships are highlighted.
- We have a google classroom for all students identified as interested in apprenticeships, where we share job adverts, events and webinars.
- Every student has a careers meeting at the end of Year 12. In this, those identified as an apprenticeship student have a meeting with the Progression Lead.
- We promote an early deadline for students interested in apprenticeships, to get the UCAS application in early (all students are encouraged to apply for university too) so they have more time to focus on apprenticeships.
- In the google classroom, all students have an apprenticeship log – every time they apply to a vacancy it goes on this log to track who they've applied to and important deadlines. They are prompted to add entries during their careers and this also helps careers staff to understand the different employer application processes.
- In addition, students have 1:1 sessions that cover assessment days and interview processes.
- Towards the end of Year 12, students attend an apprenticeship conference with assessment day preparation and an apprenticeship training provider networking event. We run this event again the day after results day for Year 13s as it is optimal timing to meet with employers.

EMPLOYER & TRAINING PROVIDER PARTNERSHIPS

Head teacher and Senior Leadership Team	Careers leader and Heads of Year	Subject leaders and teaching staff	Students	Parents and carers
<p>Senior Leaders engage with the Enterprise Adviser linked to the school, providing valuable guidance to the school careers strategy.</p>	<p>Up-to-date information about local employers and training providers is held in a central place, and used to connect with the careers plan and curriculum.</p>	<p>Subject teachers are encouraged to explore local and national Labour Market Information (LMI) and link this to their subject.</p>	<p>Students are encouraged to engage with local events and opportunities to meet employers, visit workplaces and learn more about opportunities in the local area.</p>	<p>Parents/carers are aware of local employers and provided with information about local vacancies and opportunities.</p>
<p>Read this CEC guide on the benefits of working with your school Enterprise Adviser.  Access here</p>	<p>Read this guidance from Barclays Life Skills on how to organise a successful careers fair.  Access here</p>	<p>Help teachers to understand the role of Independent Training Providers through this helpful guide from AELP.  Access here</p>	<p>Encourage students to visit the Student Zone on the Amazing Apprenticeships website.  Access here</p>	<p>Share information with parents from Talking Futures, helping them to explore the different post-16 and post 18 options.  Access here</p>
<p>The Senior Leadership Team encourage and support teaching staff to meet local employers, for example through Careers Hub Teacher Encounters programmes.</p>	<p>Apprenticeship fairs and workshops are planned and co-ordinated to provide students with direct access to apprenticeship providers and employers.</p>	<p>Subject teachers are encouraged to visit local workplaces and to meet with employers to understand how their subject can link to potential career opportunities.</p>	<p>Students are aware of businesses within the local area, and have a good understanding of how to search for potential vacancies with them in a number of different ways.</p>	<p>Parents/carers are aware of the different types of training providers and how they work with employers to deliver apprenticeships.</p>
	<p>See the case study on page 13 sharing how London Design & Engineering UTC embed employer engagement with students from the start. </p>		<p>See the case study on page 13 sharing how Jo Richardson Community School connect with local employers through an Employability Day. </p>	

Employer mentoring from the start



Janice Tricks, Careers and Employer Engagement Lead at London Design & Engineering UTC shares how students are connected with employers through mentoring, subject lessons and meaningful experiences from the beginning of their programme.

At the London Design & Engineering UTC, employer engagement is embedded within everything that we do. We achieve this in a number of ways, including:

- A whole wall is dedicated to showing our student destinations (a mix of apprenticeships and higher education), and logos of our partners are up for all to see. This is powerful for students and staff, but also parents visiting the school as they can see our industry connections.
- When young people join in year 9, they go through industry mentoring. They are linked with 4 companies. Two mentors from each company will work in groups with the students. They will use a workbook to support their conversations, asking questions about why they've come to UTC and what they're looking for in a career. Over the months they'll revisit it and update it. They also record trips and visits they go on, any employer engagement they have participated in and the development of any technical/software skills.
- In year 10, students expand on the workbook, looking at their options. In March they start creating their CV based upon their workbooks and conversations. At end of year 10 they have an interview with the mentor.
- In year 11, students have an apprenticeships talk, a colleges fair and a separate careers fair in March. Students will cover applications, CV writing, video interviews and a 40 minute competency-based mock interview using early recruiters/talent teams.
- Gatsby Benchmark 2, 3, 4 and 5 are met by the wide range of employer/curriculum collaboration with projects and masterclasses across all year groups and all subject areas.

Employability Day



Olivia Draisey, Head of Year 11 at The Jo Richardson Community School, London shares how local employers are engaged through an annual Employability Day, and how this can lead to creating opportunities for future apprentices.

We are based in Dagenham, London and so although our students may have knowledge of the types of employers they could find in the City, we also want to ensure that they are aware of smaller and more local opportunities as well.

We run an annual Employability Day, where 30-40 employers and their apprentices attend. We invite a variety of employers of different sizes, representing different industries and sectors.

The day includes a variety of activities including:

- Employers will run 1:1 interviews with the students, who receive feedback and a score. This helps the students to articulate their strengths, think about their next steps and future opportunities.
- We have employer panels where students will ask the questions which enables the panellists to provide information about the opportunities within their organisations, and also their own personal career paths.
- We make sure we tell parents and carers about the event in advance so they can support their children to make the most of the day. We then tell them afterwards about what happened.

Last year, a student approached one of the employers to ask further questions about their opportunities. Fast forward one year, this student contacted the employer and reminded them of the conversation, and this resulted in gaining an apprenticeship with this employer. Employability Day helps build connections and opportunities for students where they may not have this in their immediate environment.

CELEBRATION & RECOGNITION

Head teacher and Senior Leadership Team	Careers leader and Heads of Year	Subject leaders and teaching staff	Students	Parents and carers
<p>Students progressing to apprenticeships are given equal focus and recognition through communications from the head/principal, including newsletters, alumni celebration and recognition.</p>	<p>Past pupils that secure apprenticeships are invited to share their stories through talks and case studies to inspire pupils, staff and parents/carers.</p>	<p>Case studies of past pupils that have progressed into an apprenticeship linked with a subject area are promoted and celebrated within the department to inspire other students.</p>	<p>Students that are applying to apprenticeships are encouraged to share their experiences with other students, reflecting on application and recruitment.</p>	<p>Parents/carers (and prospective parents/carers) receive information about apprenticeships, recognising the progression of students into apprenticeships at all levels.</p>
<p>The Senior Leadership Team encourages the inclusion of apprenticeship success stories through websites, displays, open events and other external communications.</p>	<p>Students progressing to apprenticeships are recognised and celebrated . For example, through awards ceremonies, walls of fame etc.</p>	<p>Departments showcase the different student destinations linked to their subject, ensuring that students can see examples of apprenticeships as well as traditional routes.</p>	<p>Past pupils that have secured an apprenticeship are buddied up with aspiring apprentices to share their experience of the process.</p>	<p>Parents/carers of past pupils that have secured an apprenticeship are invited to share their advice with the parents/carers of aspiring apprentices.</p>

Garstang Community Academy



Garstang Community Academy have built strong relationships with local employers, ensuring active participation in careers fairs and subsequent support for students they meet. One example of the success of this approach is three year 9 students who met an employer at a careers fair, engaged well and were then offered work experience. Three years later, one of them is now an apprentice with the company and coming back to the careers fair.

Paula Askew, Careers Adviser and Learning Mentor

Park Community Academy



Park Community Academy in Blackpool worked in partnership with Blackpool Transport developed a rotational all-day visit to site, where students worked with different departments (i.e. HR, Marketing, Engineering etc.) Students took part in work-based tasks throughout the day building on employability skills and talking about apprenticeship opportunities.

Michael Shanager, Careers Leader and Head of Sixth Form

La Retraite



La Retraite in London have developed a series of events for students in years 7 to 13 to explore apprenticeships and T Levels. These activities include:

- Careers lesson for all students from Year 7-13 via Personal Development
- Year 8 Creative Arts Curriculum focuses on Careers in Construction
- Year 9 have a Careers day before options evening
- Year 9 Parents have a talk about T Levels and Apprenticeships
- Year 10-12 have individual interviews with qualified Careers Advisor
- Year 10-12 have a Careers fair

Ruth Coyle, Director of Admissions, Careers and Technical Education

McKee College House



McKee College House in Poulton-le-Fylde use their Friday “Golden Hour” for providers to visit the school. Students are relaxed and doing something that they have chosen, rather than a formal assembly setting. Providers visit different classrooms, and students can choose to open up a conversation, rather than being “talked at”.

Joanna Eaves, Careers Leader

La Sainte Union



La Sainte Union

La Sainte Union in London is using a teams channel for students who are interested in apprenticeships, where the Deputy Head of Sixth Form shares upcoming vacancies, webinars and resources. During National Apprenticeship Week there will be a school-wide celebration of apprenticeships.

Hayley Boyd, Deputy Head of Sixth Form

Southbank University Academy



Southbank University Academy in London are part of the LSBU Group and receive support from their dedicated apprenticeship team. Additionally, they have established beneficial links with organisations that support them to promote apprenticeships. These include:

- Construction Youth Trust who work with students on their apprenticeship applications.
- Making The Leap who deliver mock interviews with 250 of their students and they receive written feedback following their interview.

Sophie Cunningham, Careers Leader

QUICK-ACCESS CPD

Access these short CPD episodes to support your understanding of apprenticeships.



[Episode 1: Apprenticeship Basics](#)



[Episode 2: The role of the training provider and employer](#)



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