

## Local Procedure/Protocol

<b>School/Home Name:</b>	<b>THE EAVES LEARNING CENTRE</b>
<b>Local Procedure/Protocol Title:</b>	<b>Futures: Careers and Work Related Learning</b>
<b>Linked to Group Policy Title &amp; Code:</b>	<b>OPSP15 Futures: Careers and Work Related Learning</b>
<b>Date Reviewed:</b>	DEC 2023
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<b>Procedure/Protocol Lead:</b>	Jonathan McAllister – School Based Lead
<b>Responsible Signatory:</b>	Matthew Boyle, Projects Director
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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### 1 Introduction

We are passionate about helping pupils to identify and realise their ambitions, aspirations and secure futures that are right for them as individuals. Whether pupils want to be an astronaut, an artist, or just aren't sure what they want to be today, we will support them to understand their skills and talents, their interests and any areas of development. This will help them on their next steps, whether through further or higher education or training, to secure their career of choice and prepare them ready to enter employment. Being realistic, we understand that pupils might change their minds at any point. We are all human: situations and interests can change. We are committed to equipping pupils with the confidence, life, and transferable skills to be able to adapt to whatever the future presents, equipping them with a range of options and career pathways.

We embrace our responsibility to ensure all pupils leave school and continue with their education, employment, or training. It is our responsibility to ensure that they can enter the next phase of their lives in something which is sustainable and will support them in their careers and future lives.

Our careers and work related learning programmes have always been personalised, and compliant with the DfE guidance, Independent School Standards, and best practice. We have been keen to ensure the pathways available to all pupils, from the earliest age, are broad, relevant, well planned, and secure successful long-term outcomes.

### 2 Pupil Entitlement

#### 2.1 Primary Pupils

Within our primary settings our pupils' journey towards understanding the options and opportunities around their future career begins via:

- Embedding career-related learning in the school's curriculum
- Conducting career-related activities and experiences within both the classroom and wider school environment
- Engaging wider stakeholders, including parents and carers in supporting the pupils in learning about career opportunities and relevant skills

Our primary settings aim to broaden the aspirations of each pupil and present them with a continued range of experiences and opportunities to positively challenge stereotypes and extend their understanding of the careers and futures they could create for themselves.

The focus at this stage is all around continually presenting pupils with career-related learning and experiences that broaden their horizons and raise their level of aspiration and engagement with their future. The aim is to ensure our pupils understand that there are many options open and available to them.

This ongoing careers-related activity and experience acts as a precursor for the careers and employability programmes delivered from Year 7 onwards, alongside the dedicated WG Futures programme.

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## 2.2 Secondary Pupils

The minimum required expectations are that all pupils in Years 7 to 13 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.
- 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.
- understand how to make applications for the full range of academic and technical courses.
- have access to an impartial independent careers advisor from the age of 12 upwards (ISS 2(2)e)

## 2.3

We exceed these expectations by ensuring that the curriculum provides many opportunities to encourage pupils to develop ambition and interest in their futures.

We embrace our duty, and it is our overarching aim to ensure pupils are well equipped to succeed and cope with the ever-changing needs of society and the modern world. With this in mind, the Witherslack Group has developed the provision even further, by developing a programme called WG Futures. This offers a network of employers to facilitate direct engagement across our schools in the provision of employer speakers, work place visits, career events and roadshows, and work placements. In addition to this, support will be provided through dedicated staff to support pupils stepping into actual employment with the direct provision of a high volume of live job roles.

## 3 GATSBY BENCHMARKS

We use the Gatsby Benchmarks to ensure best practice. All Witherslack Group schools are committed to meeting the eight Gatsby Benchmarks, which support us to deliver best practice in ensuring readiness for the world of work and securing successful careers and future lives:

- 1) A Stable Careers Programme.
- 2) Learning from Career and Labour Market Information.
- 3) Addressing the Needs of Each Pupil.
- 4) Linking Curriculum Learning To Careers.
- 5) Encounters with Employers and Employees.
- 6) Experiences of The Workplace.
- 7) Encounters with Further and Higher Education.
- 8) Personal Guidance.

Schools will be supported in the attainment of compliance through the guidance of the Group's dedicated Employability Manager, who will provide support to Careers Leads and through the development of a central resource hub for all aspects around the Gatsby Framework.

School leaders will be asked to report directly to their respective School Board meeting on progress of Gatsby compliance, general careers and employability activity, and engagement with the wider initiatives provided by a dedicated careers digital platform and the WG Futures programme in general. This reporting will be structured to align with the respective Gatsby Benchmarks, thus ensuring an ongoing focus on compliance and continued improvement with regard to the delivery of careers and employability programmes. An example of some of the key reporting metrics are detailed below:

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No. of careers guidance sessions delivered (GBM 8 ,GBM3)
No. of careers appointments attended (GBM8 , GBM3)
No. of employer encounter sessions (GBM5, GBM2)
No. of experiences of the workplace (GBM6, GBM2, GBM3)
No. of visits to college ( GBM7)
No. of experiences of university (GBM7)
Technical pathway sessions Yr 8/9 ( GBM7 ) (The Baker Clause)
Technical pathway sessions Yr 10/11 (GBM7) (The Baker Clause)
Technical pathway sessions Yr 12/13 ( GBM7) (The Baker Clause)
No. of parents sessions delivered ( GBM1, GBM2)
No. of CV's completed (GBM3)
No of Careers In the Curriculum Sessions (GBM4)
No. of school Careers advice support sessions (GBM3)

Additionally, schools will report to School Board meetings on a termly basis on the individualised career aspirations and intended destinations of students from the start of Year 10 onwards, thus allowing prioritised support and personalised pathways to be put in place, supported by the WG Futures programme and personnel.

## 4 Curriculum Provision

4.1 Careers provision is mapped against the Gatsby Benchmarks and the careers programme is delivered through a combination of methods, with schemes of work and a calendar of events for each Key Stage.

The DfE provide a recommended framework for the curriculum at each stage and each School has an individualised careers programme particular to their School based on this framework. **See Appendix 1**

4.2 To further enhance the level of resource available and the richness of the career and employability offer, an additional third party platform is also available for schools to embed within their curriculum. This provides a breadth of both teaching resources and employer engagement experiences that can be incorporated within careers and employability learning for all year groups. The platform also enables tracking at both school and individual pupil level and schools will be tasked with evidencing engagement and progress via this system, alongside wider reporting.

### 4.3

All schools will produce and work to a WG Futures delivery plan, that aims to accommodate increasing levels of employer engagement and experience. At the same time, greater priority and resource will be provided, over time, to personalising employability skills and preparation to each young person’s individual needs and future employment pathway.

## 5 Our WG Futures Principles

1. The development of our young people’s futures is a Group-wide priority driven by all educational teams, careers support staff, and the dedicated Futures personnel.
2. We place future employability at the heart of the learning experience, both within and outside the curriculum, and provide our young people with the opportunities and support they need to develop into employable and highly attractive candidates to employers.
3. We utilise direct employer insight, experience, and expertise as part of the development of employability programmes and practices that will achieve significant and measurable outcomes for every young person.

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4. We offer a portfolio of career opportunities and work placements that enables all young people to be encouraged to broaden their interests, knowledge, and experiences in whatever field they choose to pursue.
5. Young people will be supported to acquire real understanding of what personal attributes they have to offer employers and the skills they possess. They should in turn be able to demonstrate these to employers in a quantifiable way. Through this they will gain confidence, resilience, and ambition, which will present them as 'ready to work' to employers.
6. We will provide our young people with actual job opportunities and unrivalled levels of ongoing support to ensure that their first steps beyond education are successful ones that lead directly to employment.

## 6 Statutory requirements and recommended reading

Witherslack Group uses and follows the statutory guidance provided from Gov.uk. References are provided as a link to this guidance in the references section of this policy.

## 7 REFERENCES

[GOV.UK Statutory Guidance: Careers guidance and access for education and training providers](#)  
[Independent School Standards, Part 1, Section 2.\(2\)\(e\)](#)  
[The Independent School Standards, Guidance for independent schools](#)

## 8 ASSOCIATED FORMS

N/A

## 9 APPENDICES

Appendix 1 – Career Programme Map

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## Appendix 1 – Career Programme Map

Year 3			
	Area of Learning	Outcomes	Activities
Autumn 1	Self-awareness 1	Describe what you are like, what you are good at and what you enjoy doing	Children describe themselves to their e-pen pals, keep learning diaries and do card sorts to identify personal attributes (e.g. 'that's like me', 'that's not much like me')
Autumn 2	Self-determination 2	Explain how to get what you want	Children draw up a list of rules that they would like everyone to follow when holding class discussions.
Spring 1	Exploring careers and career development	Give examples of what it means to have a career	'Who am I?' quiz. The teacher reveals ten clues, one at a time, about the career of someone known to the children. They discuss different career patterns and structures
Spring 2	Exploring careers and career development		National Careers Week
Summer 1	Self-improvement as a learner	Identify what you are learning from careers, employability and enterprise activities and experiences	Children talk and write about what they have gained from going on a visit or engaging with a visitor
Summer 2	Investigating work and working life	Give examples of what people like and dislike about the work they do	Children draw pictures and write about the things they would use or wear in a job they would like to do. Children interview visitors about what they like most and what they like least about their jobs. A themed set of careers talks is arranged for them e.g. a series of talks given by members of the medical profession

Year 4			
	Area of Learning	Outcomes	Activities
Autumn 1	Understanding business and industry (6)	describe a local business, how it is run and the products and/or services it provides	Pupils complete a project on shops and businesses in the high street with inputs from owners and staff who work in them. Pupils explore businesses that exist in the local area – for example on the journey to school
Autumn 2	Understanding business and industry (6)	describe a local business, how it is run and the products and/or services it provides	
Spring 1	Investigating jobs and labour market information (7)	describe the main types of employment in your area: past, present and emerging	Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live.
Spring 2	Investigating jobs and labour market information (7)	describe the main types of employment in your area: past, present and emerging	National Careers Week
Summer 1	Valuing equality, diversity and inclusion (8)	recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	Children write their own accounts of news stories about discrimination and exploitation at work
Summer 2	Learning about safe working practices and environments (9)	be aware of how to keep yourself safe and well when you are learning and playing	Children run a 'safety in the classroom' or 'safe travel to school' campaign.

Year 5			
	Area of Learning	Outcomes	Activities
Autumn 1	Making the most of careers information, advice and guidance (10)	be aware of where to get impartial information and support when you need it and how to make good use of it	Children compare different sources of information about the same subject (e.g. a local secondary school) and identify strategies for critiquing them. Year 7 pupils tell younger children in a class blog about life in secondary school
Autumn 2	Preparing for employability (11)	identify key qualities and skills that employers are looking for	Children write a job description for a babysitter and hold mock interviews
Spring 1	Showing initiative and enterprise (12)	show that you can use your initiative and be enterprising	Children take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions
Spring 2	Showing initiative and enterprise (12)		National Careers Week
Summer 1	Developing personal financial capability (13)	show that you can make considered decisions about saving, spending and giving	Children compare terms and conditions on a range of children's savings products
Summer 2	Developing personal financial capability (13)	show that you can start budgeting and buying to a budget.	Shopping activity for a family based on different budgets and needs of people.

Year 6			
	Area of Learning	Outcomes	Activities
Autumn 1	Identifying choices and opportunities (14)	be able to compare information about the secondary education choices open to you	Children make a podcast of their impressions of secondary school and what it might entail.
Autumn 2	Planning and deciding (15)	know how to make plans and decisions carefully	Children make a T-chart listing pros and cons of a choice they are considering
Spring 1	Handling applications and selection (16)	know how to make a good impression on other people	Children write a personal manifesto as a candidate in a mock election.
Spring 2	Handling applications and selection (16)		National Careers Week
Summer 1	Managing changes and transitions (17)	identify ways of making successful transitions such as the move from primary to secondary school	Children use 'Google maps – street view' to locate local secondary schools and plan routes if they were to have to travel to them
Summer 2	Managing changes and transitions (17)	To familiarise students with how the careers programme will look in years 7-11	Teacher to set up a 'tour' of the work and provide small taster activities for what pupils have got to look forward to.

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<b>Year 7</b>			
<b>Notes</b>			
Introduce concept of labour market			
Make links between careers and STEM subjects (Science, Technology, Engineering & Maths)			
1 x employee encounter			
	<b>Area of Learning</b>	<b>Outcomes</b>	<b>Activities</b>
<b>Autumn 1</b>	Self-awareness (1)	Describe yourself, your strengths and preferences	You can talk about your strengths. You know what you like and enjoy doing. Plan employer encounter
<b>Autumn 2</b>	Self-determination (2)	Be able to focus on the positive aspects of your wellbeing, progress & achievements	You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing. You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing
<b>Spring 1</b>	Self-improvement as a learner (3)	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions
<b>Spring 2</b>	Exploring careers and career development (4)	describe different explanations of what careers are and how they can be developed	National Careers Week. Pupils discuss different metaphors for career such as career as a journey and career as a race. Pupils find out how the careers of different members of staff have developed and then reflect on the diversity of career patterns and structures.
<b>Summer 1</b>	Investigating work and working life (5)	give examples of different kinds of work and why people's satisfaction with their working lives can change	Pupils explore the similarities and differences between paid work, gift work and work in the home. Pupils explore the purpose of work clothes/ uniforms/ 'business attire' and whether people like or dislike wearing them (linked to non-uniform day). Pupils use comprehensive website video clips to support a teacher/employer led discussion
<b>Summer 2</b>	Understanding business and industry (6)	give examples of different business organisational structures	Pupils investigate different types of organisational structure and consider their fitness for purpose. Pupils create a visual aid that shows the contractors and suppliers linked to their own school. Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.
<b>Year 8</b>			
<b>Notes</b>			
1 x employee / employer encounter			
1 encounter with provider of wider technical qualifications such as T levels / High Technical Qualifications (level 4 / 5) and apprenticeships <a href="https://www.gov.uk/guidance/htqs">https://www.gov.uk/guidance/htqs</a>			
	<b>Area of Learning</b>	<b>Outcomes</b>	<b>Activities</b>
<b>Autumn 1</b>	Investigating jobs and labour market information (7)	be aware of what labour market information (LMI) is and how it can be useful to you	Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources. Pupils use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPS, NCS and data from LMI for All Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources. Pupils use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPS, NCS and data from LMI for All
<b>Autumn 2</b>	Making the most of careers information, advice and guidance (10)	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Pupils create a visual diagram to show their personal networks of support. Pupils provide a guide to 'making the most of information, advice and guidance' in their school to support their thinking and decision making especially at key transition points.
<b>Spring 1</b>	Valuing equality, diversity and inclusion (8)	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Pupils role play incidents at work involving bullying and discrimination Pupils work with their alumni mentors for advice on how to combat stereotyping and discrimination
<b>Spring 2</b>	Learning about safe working practices and environments (9)	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	National Careers Week. Pupils use the information from the local authority to write a true or false quiz to test other pupils' knowledge of the laws and bye-laws relating to employment of schoolage children. A local employer talks about the importance of the laws and as an employer what their responsibilities to their employees are.
<b>Summer 1</b>	Preparing for employability (11)	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability. Employers provide an introduction to employability skills.
<b>Summer 2</b>	Showing initiative and enterprise (12)	recognise when you are using qualities and skills that entrepreneurs demonstrate	Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign. Short-term enterprise activities are delivered and supported by local employers

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Year 9			
<b>Notes</b>			
1 encounter with provider of wider technical qualifications such as T levels / High Technical Qualifications (level 4 / 5) and apprenticeships <a href="https://www.gov.uk/guidance/htqs">https://www.gov.uk/guidance/htqs</a>			
1 x encounter with higher education			
Interview with careers advisor			
	Area of Learning	Outcomes	Activities
Autumn 1	Developing personal financial capability (13)	Developing personal financial capability	show that you can be positive, flexible and well-prepared at transition points in your life
Autumn 2	Planning and deciding (15)	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Pupils engage in target-setting and review activities with their tutors and subject teachers
Spring 1	Identifying choices and opportunities (14)	know how to identify and systematically explore the options open to you at a decision point	Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects.
Spring 2	Handling applications and selection (16)	know how to prepare and present yourself well when going through a selection process	National Careers Week Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors. Employers co-deliver a curriculum learning activity on presentation skills that includes the use of social media and platforms such as LinkedIn.
Summer 1	Managing changes and transitions (17)	show that you can be positive, flexible and well-prepared at transition points in your life	Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school.
Summer 2	Managing changes and transitions (17)	Make informed decisions about option choices for year 10	on these routes Research possible futures careers and look into the requirements of them. What choices need to be made to facilitate progression?
Year 10			
<b>Notes</b>			
1 x employee / employer encounter			
1 encounter with provider of wider technical qualifications such as T levels / High Technical Qualifications (level 4 / 5) and apprenticeships <a href="https://www.gov.uk/guidance/htqs">https://www.gov.uk/guidance/htqs</a>			
Personal guidance including writing a CV and mock interviews			
Interview with careers advisor			
	Area of Learning	Outcomes	Activities
Autumn 1	Self-awareness (1) & Self-determination (2)	recognise how you are changing, what you have to offer and what's important to you explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	Pupils complete an interests questionnaire and discuss the job and course suggestions with a trusted adult. Pupils bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths.
Autumn 2	Self-improvement as a learner (3) & Exploring careers and career development (4)	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences. Discuss the skills involved in managing your own career	Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport' Pupils investigate career development in organisations by interviewing HR managers. Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers. This could be through a series of careers talks presented in a speed dating exercise.
Spring 1	Investigating work and working life (5)	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Pupils debate the pros and cons of introducing a universal basic income. Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years. Employers are invited into a humanities lesson and support the teacher when discussing local changes to work and the impact on society
Spring 2	Understanding business and industry (6) & Investigating jobs and labour market information (7)	explain different types of business organisational structures, how they operate and how they measure success be able to find relevant labour market information (LMI) and know how to use it in your career planning	National Careers Week. Pupils compare and contrast their experience in two different enterprise simulations - one based on a shareholder model and the other on a co-operative model. An employee from both models prepares and delivers a talk and question session with the teacher. Pupils reflect on what organisational structure appeals most to them and why Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans. Pupils use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data.
Summer 1	Valuing equality, diversity and inclusion (8)	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'.
Summer 2	Learning about safe working practices and environments (9)	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop. An HR consultant provides a talk on rights and responsibilities at work

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