

Local Procedure/Protocol	
School/Home Name:	Sandwell Learning Centre
Local Procedure/Protocol Title:	Futures: Careers and Work Related Learning
Linked to Group Policy Title & Code:	OPSP15 Futures: Careers and Work Related Learning
Date Reviewed:	DEC 2023
Next Update Due:	SEPT 2025
Procedure/Protocol Lead:	Wayne Bown - Assistant Head Teacher
Responsible Signatory:	Matthew Boyle, Projects Director
EQUALITY AND DIVERSITY STATEMENT	
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.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
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 onwards (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:

No. of careers guidance sessions delivered (GBM 8 ,GBM3)
No. of careers appointments attended (GBM8 , GBM3)

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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.
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

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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

Appendix 2 – Sandwell Learning Centre Unit Sequencing

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Appendix 1 – Career Programme Map

	Autumn Term	Spring Term	Summer Term
Year 8	Overview of post 16 options for pupils and parents, to include A levels, Applied General Qualifications (eg. BTECs), technical/ vocational qualifications, apprenticeships, traineeships and supported internships.	Employer event for students, parents – market staff event giving overview of local, regional and national opportunities and skills requirements. Meeting with careers adviser.	Technical/ vocational tasters at local college/s, training providers. Meetings with careers adviser.
Year 9	Event for University Technical Colleges Event for providers of technical education/ apprenticeships to include Further Education Colleges, UTCs or Studio Schools and training providers.	Meetings with careers adviser. KS4 options event.	Technical/vocational tasters at local college/s, training providers. Meetings with careers advisers.
Year 10	Meetings with careers adviser. Life skills – work experience preparation sessions. Meetings with careers advisor.	Technical/ vocational tasters at local college/s . training providers. Meetings with careers adviser.	Life skills – assembly and tutor group opportunities. Meetings with careers adviser.
Year 11	Post 16 provider open evenings: opportunities to visit local Further Education and sixth form colleges. Other schools UTCs, Studio schools and other training providers regarding A level, applied general, technical and vocational and apprenticeships. Meetings with careers adviser. Post 16 applications.	Post 16 interviews.	Confirmation of post 16 education destinations for all pupils.
Year 12	Higher Education Fair for a variety of HE providers including local Further Education colleges. Post 18 assembly – higher and degree apprenticeships.	Small group sessions: further education and training and employment options. Meetings with careers adviser.	Small group sessions: further education, training and employment options. Meetings with careers advisor.
Year 13	Workshops – HE and higher apprenticeship applications.	Meetings with careers advisor.	Confirmation of post 18 education destinations for all pupils.

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Appendix 2 – Sandwell Unit Sequencing

Sandwell Stage	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Links to TILG Programmes	Links to HE	Links to Local Labour Market	Gatsby Benchmarks Covered	School Guidance
<p>7 HOW DO MY SCHOOL SUBJECTS PREPARE ME FOR THE WORLD OF WORK? Students will;</p> <ul style="list-style-type: none"> • Be able to explain the difference between a job and a career. • Challenge commonly held stereotypes & misconceptions related to specific jobs or careers. • Recognise how the skills developed in their core lessons relate to those used by professionals in the workplace. • Start to recognise a range of careers, employers and employment sectors within their local area. 	1 Exploring Careers	2 Careers and the core subjects – English	3 Careers and the core subjects – Maths	4 Careers and the core subjects – Science / ICT	5 Careers and the core subjects – Humanities	6 Careers and the core subjects – Art&Design/ Technology	The National Enterprise Challenge – KS3 The Transition Challenge	Employees featuring in the videos will discuss their role and their progression routes into their chosen career which in some cases will include HE or Degree Apprenticeships.	Local & National employers explain how the skills developed in core subjects are used in the workplace.	2,4,5,7	Employer visits in assemblies employer visits to specific lessons where applicable. nb – these lessons could be used in subject lessons to promote careers across the curriculum.
<p>8 WHAT ARE EMPLOYABILITY SKILLS AND HOW CAN I DEVELOP THEM? Students will;</p> <ul style="list-style-type: none"> • Recognise the transferable soft skills that employers are looking for. • Hear directly from a range of local and national employers. • Explain why these skills are desirable to prospective employers. • Evaluate their own skills to identify areas of strength and areas for development. • Identify practical ways in which they can develop and improve these skills whilst at school. • Explain what it means to be entrepreneurial. 	1 What are employability skills?	2 Teamwork	3 Communication	4 Resilience	5 Problem Solving	6 Initiative	The National Enterprise Challenge – KS3 Teambuilding Challenge Stocks & Shares Challenge	Employees featuring in the videos will discuss their role and their progression routes into their chosen career which in some cases will include HE. Some employee interviews will discuss how key skills can be developed whilst completing a degree.	Interviews with local employers discussing the skills that they look for in prospective employees.	2,3,4,7	Employer visits in assemblies mapping key skills across the curriculum and sharing these with students in lessons as applicable.
<p>9 PREPARATION FOR OPTIONS MAKING THE RIGHT CHOICES FOR MY FUTURE Students will;</p> <ul style="list-style-type: none"> • Identify the different pathways into employment including university, apprenticeships and self-employment. • Challenge commonly held stereotypes & misconceptions about HE and apprenticeships. 	1 What are my options after year 11?	2 My perfect university – part one	3 My perfect university – part 2	4 My perfect university – part 3	5 My perfect university – part 4	6 Destinations programme	The National Enterprise Challenge – KS4 Teambuilding Challenge Stocks & Shares Challenge.	Students will be introduced to the broad range of courses available at universities across their local region and the rest of the UK. Students will hear from	Students will be encouraged to link their university's subject specialisms and Degree Apprenticeship to local labour market growth sectors and	2,3,7	Individual options meeting with all students. options evening in school.

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<ul style="list-style-type: none"> • Develop transferable soft skills through the completion of the My Perfect University Challenge. • Develop a concept for their own perfect university linked to local labour market growth sectors. • Complete their own Destinations Roadmap which identifies the steps that they will take to realise their future career goal. • Be aware of the channels through which they can seek additional careers IAG if required 								undergraduates who will challenge any misconceptions they may have about Higher Education. Students will also hear from apprentices completing degree apprenticeships.	local employers.		
<p>10 LEARNING FROM LOCAL LABOUR MARKET INFORMATION</p> <p>Students will;</p> <ul style="list-style-type: none"> • Identify current trends within their local labour market. • Learn more about employment and training opportunities within 4 key growth sectors. • Identify the skills that local employers are looking for across each industry sector. • Demonstrate these skills through the completion of an industry-linked task. • Complete / re-visit their Destinations Roadmaps to consider what specific steps they could take to develop the sector specific skills to work in their chosen industry. 	<p>*Ensure destinations programme is completed.</p> <p>1 Your local labour market</p>	<p>2 Growth sector workshop one transport, logistics and supply chains curriculum link - geography / maths</p> <p>3 Growth sector workshop 2 low carbon energy curriculum link - geography / science</p>	<p>4 Growth sector workshop 3 – creative & digital curriculum link - graphics / art / imedia / business studies</p> <p>5 Growth sector workshop 4 health and social care curriculum link - science</p>	<p>6 Growth sector 5 workshop – agro-food curriculum link - food technology / graphics</p> <p>7 Growth sector 6 workshop – advanced manufacturing curriculum link - science / technology / resistant materials</p>	<p>8 Growth sector 7 workshop – business & finance curriculum link - business studies / maths</p> <p>9 Workshop 8 – visitor economy curriculum link - business studies / english / art / geography</p>	<p>10 Growth sector workshop 9 - cyber curriculum link - ict / computing</p> <p>11 Researching your options</p>	<p>The National Enterprise Challenge – KS4 Teambuilding Challenge Stocks & Shares Challenge Study Skills.</p>	<p>Within each identified sector students will hear from professionals who have completed degrees, degree apprenticeships and other professional qualifications or training. Students will also be informed which careers require a degree and will learn more about where these courses can be studied locally.</p>	<p>The 4 sectors featured represent key growth sectors within the local region and feature representatives from a selection of local businesses and employers discussing their roles, career progression routes and the key skills they look for in prospective employees.</p>	2,3,5,7	visit to a local or online careers fair. work experience placement. virtual work experience placement / challenge.
<p>11 PREPARATION FOR EMPLOYMENT</p> <p>Students will;</p> <ul style="list-style-type: none"> • Identify their own personal skills and qualities. • Recognise the key characteristics of an effective CV, letter of application and application form. • Complete their own CV. • Understand how social media can be an effective tool when seeking employment in the future. • Be able to explain what employers expect to see in an effective interview. 	<p>1 Building brand you</p>	<p>2 CV Writing</p>	<p>3 Applications</p> <p>*Prior to starting this activity students should have completed their own cvs and should have a copy with them</p>	<p>4 Social media and your future career</p>	<p>5 Preparing for interviews</p>	<p>6 Mock interview experience</p> <p>*The careers lead will need to mark this lesson as complete ahead of the</p>	<p>The National Skills Challenge Teambuilding Challenge Stocks & Shares Challenge Study Skills.</p>	<p>Students will understand how a degree can enhance future earning potential. Workshops will prepare students for college / university</p>	<p>Guidance will include advice from local employers. Online mock interview will feature questions posed by real employers.</p>	2,3,5,7	College open evenings careers interview invite local business professionals into school to work with students as they write their cvs and

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• Participate in a virtual mock-interview process.			whilst completing this session.			lesson so that all students can access the mock interview resources on their personal accounts.		application and interviews in the future.			develop their interview technique.
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