



Local Procedure/Protocol

School/Home Name:	Hartwell School
Local Procedure/Protocol Title:	Futures: Careers and Work Related Learning
Linked to Group Policy Title & Code:	OPSP15 Futures: Careers and Work Related Learning
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Procedure/Protocol Lead:	Pamela Fisher
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 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, workplace 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)
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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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1-6		EHCP/Transition Annual Reviews		National Careers Week – visit from local businesses	<p>We work with the LOUD! Network to produce these KS2 lessons on job skills and influences and goals. They're designed to expand pupils' understanding of the work that adults do and the links between understanding themselves, their interests and their strengths. They also support the promotion of leadership, teamwork, decision-making and problem solving. The lessons will help pupils to:</p> <ul style="list-style-type: none"> Identify a range of jobs, as well as the skills and experience needed to carry them out Recognise their personal qualities and strengths, and the role they place in setting goals for the future Practise effective goal setting, including describing the steps and challenges to achieving goals 	
Year 7	<p>Careers Assembly – Visiting Speakers</p> <p>SMART targets</p> <ul style="list-style-type: none"> Know what a SMART target is Be able to sequence a series of events based on a specific target (buying a bike) Understand the usefulness of action planning Be able to identify a personal target/goal Be able to set a SMART target based on their identified goal 	<p>Finding career information</p> <ul style="list-style-type: none"> Know what is meant by careers information Know what sources of careers information are Understand how to access careers information Evaluate if a source is reliable and credible Be able to use trustworthy careers websites to research their dream job 	<p>Career management Planning for the future</p> <p>Highlight interests.</p> <p>Set Goals</p> <p>Plan how to meet goals.</p>	<p>National Careers Week</p> <p>Character trains and skills</p> <p>Identify skills</p> <p>Identify qualities</p> <p>Identify strengths</p> <p>Identify interests</p> <p>Identify their dream job</p> <p>Link their qualities, strengths, skills and interests to their dream job</p>	<p>EHCP Annual Reviews</p> <p>Personal skills and qualities</p> <p>be able to identify their personal and social skills.</p> <p>understand how these link to their career dreams and aspirations.</p> <p>understand the employability skills employers are looking for</p>	<p>Impartial Careers Adviser – Group Session</p> <p>Careers and your future</p> <p>understand the meaning of the word career</p> <p>be aware of how careers education can help you plan for the future</p> <p>Recognise the limitations of making career choices based on 'dream' ideas</p> <p>be aware of what considerations are involved in making realistic choices</p>
Year 8	<p>Careers Assembly – Visiting Speakers</p> <p>Careers Interests</p> <p>Identifying dream job</p> <p>Linking personal skills to identified job</p> <p>Linking personal qualities to identified job</p> <p>Gaining knowledge of what job sectors are</p> <p>Gaining knowledge of jobs available within several sectors</p> <p>Use specific job search/information websites</p> <p>Complete a job profile using job search/information websites</p>	<p>Labour Market Information</p> <p>Understand the definitions of key words</p> <p>Reflect on the impact of Brexit and recession</p> <p>Reflect on why developing skills is important to the individual, industry and the economy</p> <p>Identify workforce change</p> <p>Identify main factors changing the world of LMI</p> <p>Identify specialist job sectors and employers</p>	<p>Exploring Careers</p> <p>Identify an appropriate career/job websites</p> <p>Identify a job of interest</p> <p>Use website to complete job profile on their dream job</p> <p>Create a dream job (if there were no limits)</p> <p>Create a job advert</p>	<p>National Careers Week</p> <p>Making decisions</p> <p>Identify jobs from images</p> <p>Identify subjects that have to be studied for each job</p> <p>Identify skills required for jobs</p> <p>Gain knowledge around job growth and replacement (LMI)</p> <p>Understand consequences (positive and negative) to choices/decisions made</p>	<p>EHCP Annual Reviews</p> <p>Options and Pathways</p> <p>understand the range of subjects which are available for KS4</p> <p>Options</p> <p>be aware of the subjects they currently have an aptitude for and like</p> <p>be able to describe the benefits of the subjects on offer</p>	<p>Impartial Careers Guidance Meetings</p> <p>Qualifications and pathways</p> <p>understand the value and advantages of gaining qualifications</p> <p>be aware of the learning and progression pathways available</p>
Year 9	<p>Careers Assembly – Visiting Speakers</p>	<p>Communicating with others in the workplace</p>		<p>Impartial Careers Guidance Meeting</p> <p>National Careers Week</p>	<p>Maintaining work standards</p>	

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	<p>Health and Safety within the workplace</p> <p>Understand rights and responsibilities relating to workplace health and safety</p> <p>Understand health and safety arrangements in own workplace</p> <p>Understand how to prevent and deal with accidents</p> <p>Be able to perform workplace tasks safely</p>	<p>Understand how communication takes place in your own organisation</p> <p>Be able to communicate appropriately with others at work</p>	<p>EHCP/Transition Annual Reviews</p> <p>Overcoming barriers to work and support available</p> <p>Understand the factors that enable an individual to be successful in accessing and staying in work</p> <p>Be able to identify barriers to accessing work and identify how to get support to help overcome them</p> <p>Be able to plan to deal with money issues associated with becoming an employee</p>	<p>Understand why employees are expected to comply with workplace standards and codes of conduct</p> <p>Know what standards are required in your own organisation</p> <p>Be able to plan for, and meet, timekeeping and attendance requirements of your own organisation</p> <p>Be able to complete activities to specified work standards</p>		
Year 10	<p>Career exploration</p> <p>Identify a career goal and explore routes to achieving the goal</p> <p>Identify skills and qualities appropriate to a chosen career</p> <p>Prepare for a career interview</p> <p>Take part in a mock interview</p> <p>Review the outcomes of a career interview</p>	<p>Impartial Careers Guidance Meeting</p> <p>EHCP/Transition Annual Reviews</p> <p>Rights and responsibilities in the workplace</p> <p>Understand that employees have rights in the workplace</p> <p>Understand that employees have responsibilities in the workplace</p>	<p>National Careers Week</p> <p>Exploring Job Opportunities.</p> <p>Be able to identify suitable job opportunities</p> <p>Be able to identify steps for working towards getting a job</p>	<p>Applying for a Job –</p> <p>Be able to carry out activities to apply for a job</p> <p>Be able to prepare for and take part in an interview and to learn from the experience</p> <p>CV/Letter of application/personal profile/application form writing</p>		
Year 11	<p>Impartial Careers Guidance Meetings</p> <p>Visit to local apprenticeship/Careers event</p> <p>Exploration of Post 16 options with form groups including college, apprenticeships, supported internships, traineeships, technical qualifications.</p> <p>Visit to FE/HE provider with form group.</p> <p>Applications to chosen post-16 provision.</p>	<p>EHCP Annual Reviews</p> <p>Visit to FE/HE provider with form group.</p> <p>Applications to chosen post-16 provision.</p>	<p>Visit to local apprenticeship/Careers event</p> <ul style="list-style-type: none"> • Complete any outstanding visits to colleges • Complete application forms • College research to ensure they have a smooth transition • Complete outstanding CV/letter of application 	<p>National Careers Week</p> <ul style="list-style-type: none"> • Complete any outstanding visits to colleges • Complete application forms • College research to ensure they have a smooth transition • Complete outstanding CV/letter of application 	<p>Transition Visits</p>	<p>Transition Visits</p>

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Appendix 2

Please see our action plan as linked to the Gatsby Benchmarks

BENCHMARKS	Where are we now?	What are our next steps?	How are we doing?
A Stable Careers Programme	Written careers program for all perspective and current students.	To embed knowledge and understanding for all students. Embed careers into curriculum	Program is created and running with current pupils. Teachers starting to show careers within medium term planning.
Learning From Career/Labour Market Information	Labour Market Information Covered in PSHE/Careers lessons	To continue 1-1 interviews.	Year 7 and 8 have at least one group session per year. Year 9, 10 and 11 have at least one 1-1 impartial careers advice and guidance session per year.
Addressing the needs of each pupil	Students are provided with information in varying formats to match different learning styles. Students have bespoke careers interviews with our Independent L6 Careers Advisor taking into account students personal circumstance, breaking down barriers and raising aspirations. Lessons are tailored for pupils to have ownership for research in specific careers areas of choice	To continue 1-1 interviews	Very effective and ODSTED approved according to the Gatsby benchmarks. Lesson visits, work scrutinise, student voice.
Linking curriculum learning to careers	Careers Subject Specific Posters in classrooms and on displays around school. These posters suggest likely progression routes. STEM Lessons will link curriculum to careers. Teachers to show careers within medium term planning.	To arrange visits to local businesses. Online activities for students to access.	Online activities ongoing throughout the academic year Teachers starting to show careers links within medium term planning for their subjects.
Encounters with Employers and Employees	External visits to local businesses, Business to visit school and talk about their company/positions available within their business. Work Placements/shadowing.	To continue educational visits/trips	Pupils have visited Careers fairs, and guest speakers have attended the school
Experiences of The Workplace	External visits to local businesses, Business to visit school and talk about their company/positions available	Arrange Careers Fair - inviting local colleges, training providers, apprenticeships.	Annual careers fairs are held within school, virtual workplace sessions are held throughout the year

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	within their business. Work Placements/shadowing. Virtual workplace visits		
Encounters with Further And Higher Education	External visits to colleges/Colleges invited in to talk to students. 'Action plan highlights - Next Steps.	To continue educational visits/trips	Visits to several post-16 provisions. Careers fairs.
Personal Guidance/Impartial Careers Guidance	Dedicated Independent L6 Careers Advisor, Tutor in school? PSHE Lessons, EHCP - LEA statutory careers guidance.	Students Self -referral to Careers Advisor	1-1 sessions have been held with our KS4 pupils – college visits arranged based on interests. Group sessions with year 7 and 8 annually.

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