



| Local Procedure/Protocol | |
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| School/Home Name: | Queensmead House School |
| 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: | June 2024 |
| Next Update Due: | SEPT 2025 |
| Procedure/Protocol Lead: | Richard Hurrell |
| 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:

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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

| | | Key Stage One | | Key Stage Two | | | Key Stage Three | | | Key Stage Four | | | |
|---------------|--|---|--|---|---|---|--|---|--|--|--|---|--|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | |
| Term/ Subject | | Summer 2 Jobs and Shopping | Summer 2 Jobs and Money | Summer 2 Jobs and Money | Summer 2 Jobs and Money | Summer 2 Careers and Money | Summer 2 Careers, Money and Moving on | Summer 1 Careers and Money | Summer 1 Careers and Money | Summer 1 Careers and Money | Summer 1 Careers and Money | Summer 2 Careers, Money and Moving on | |
| Themes | Know that everyone has different strengths, in and out of school | Know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments | Identify jobs that people may have from different sectors e.g. teachers, business people, charity work | Identify jobs that people may have from different sectors e.g. retail, health, charity work | Identify jobs that people may have from different sectors e.g. retail, health, charity work | Recognise and challenge career stereotypes through examples of role models in different fields of work e.g. women in STEM | Know how or why someone might choose a certain career | Describe a range of jobs that people might have and the qualities they might need to do them | Recognise how strengths, qualities and things we learn in school might link to possible future jobs | Recognise how strengths, qualities and things we learn in school might link to possible future jobs | Recognise that there are different types of employment e.g. paid/unpaid (voluntary), full time/part time, work placements. | Identify transferable career skills, abilities and interests | |
| | Know how different strengths and interests are needed to do different jobs | Know how money can be kept and looked after | Know that people can have more than one job at once or over their lifetime | Know that people can have more than one job at once or over their lifetime | Know that people can have more than one job at once or over their lifetime | Understand how people make different spending decisions based on their budget, values and needs | Understand what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values | Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do | Identify some of the ways in which different adults who work in school contribute to school life | Know how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity | Understand equality of opportunity in life and work | Know how to demonstrate strengths | |
| | Recognise people whose job it is to help us in the community | Explain about getting, keeping and spending money | Recognise interests, skills and achievements and how these might link to future jobs | Recognise interests, skills and achievements and how these might link to future jobs | Recognise interests, skills and achievements and how these might link to future jobs | Know how to keep track of money and why it is important to know how much is being spent | Know and understand various money-related terms eg. debit, credit, cash, card, contactless, spend, save, bank | Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others | Describe a range of jobs that people might have and the qualities they might need to do them. | Know about a broad range of careers and the abilities and qualities required for different careers | Understand the difference between employment, self-employment and voluntary work | Know how to manage feelings relating to transition, future study and employment | |
| | Identify different types of jobs and the work people do | Know that people are paid money for the job they do | Know how to set goals that they would like to achieve this year e.g. learn a new hobby | Know how to set goals that they would like to achieve this year e.g. learn a new hobby | Know how to set goals that they would like to achieve this year e.g. learn a new hobby | Know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them | Recognise some of the ways in which we can spend money via technology | Know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money | Know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money | Identify possible KS4 options and how these might relate to jobs | Know how to challenge stereotypes and discrimination in relation to work and pay | Know how to work towards aspirations and set meaningful, realistic goals for the future | |
| | Know what money is used for and to recognise coins | Know how to recognise the difference between needs and wants | Know how people make choices about spending money, including thinking about needs and wants | Know how people make choices about spending money, including thinking about needs and wants | Know how people make choices about spending money, including thinking about needs and wants | Know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics | Describe the potential impact of spending money online without permission | Understand what is meant by value for money and how to judge if something is value for money | Understand common risks associated with money, including debt, fraud and gambling | Know about equality of opportunity in careers | Know how to set aspirational goals for future careers | Research and agree on good causes/charities who would benefit from a social enterprise | |
| | To experience a shopping role-play and/or shopping in the community | Know how people make choices about spending money, including thinking about needs and wants | Understand how people make different spending decisions based on their budget, values and needs | Know different ways to pay for things such as cash, cards, e-payment and the reasons for using them | Know different ways to pay for things such as cash, cards, e-payment and the reasons for using them | Experience shopping in the community with an agreed budget and for an agreed purpose | Identify strategies to save money | Understand how companies encourage customers to buy things | Know how having or not having money can impact on a person's emotions, health and wellbeing | Know how to challenge stereotypes, broaden their horizons and how to identify future career aspirations | Identify various Post 16 options and how to plan for these | Set up a social enterprise with support e.g. making and selling goods, offering a service | |
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Appendix 1 – Career Programme Map

| | Autumn Term |
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| 1/10 | 11-12pm mentoring session - Trust ford (At QHS) |
| 3/10 | BA work experience - 10 students (year 10 and 11) |
| 5/10 | BCA open day 10-2pm |
| 9/10 | Catalyst Education (year 11's) - Ethics workshops (2 groups of 6) |
| 12/10 | Farnham College open day 9:30-12 |
| 14/10 | Mubadala - meet the mentors 11-1pm |
| 16/10 | 50 ways into football (up to 30 students) - students to sign up |
| 19/10 | Bracknell and Wokingham College open day 9:30 - 12pm |
| 22/10 | Mabadala to meet mentors |
| 23/10 | Careers Fair, Reading Penta Hotel 10-2pm |
| NOV | Year 11 students – independent careers advisor meetings |
| 4-9/11 | Green Careers Week |
| 5/11 | Careers Exhibition, Year 10 - The Kia Oval, South London |
| 11/11 | Mentoring session with Trust Ford (10-10:50) |
| 11/11 | Mentoring session with Trust Ford (11:15-12:00) |
| 11/11 | Futures Lead to meet staff to give update (3:30-3:45) |
| 14/11 | Inspirational Speaker - year 11s |
| 15/11 | Careers Fair, Reading Town Hall 10:00-13:00 (year 11) |
| 15-16/11 | What University? & What Career? Olympia London (During this week students will have the opportunity to access CV clinics, Careers advice & more. Whilst also meeting the UK's top employers & |

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| | Universities they will receive expert advice & one-to-one support that will help you kickstart your future.) https://www.whatcareerlive.co.uk/events/london/ |
| 16/11 | BCA Open Day 10:00-14:00 |
| 16/11 | Reading College Open Day 09:30-12:00 |
| 18/11 | Work experience at Trust Ford (Staines) (10am-10:30am) |
| 26/11 | Mubadala Mentoring session (Must be there for 12pm) 12-1:30 |
| 27/11 | Mubadala mentoring session (11-12:30) |
| 28/11 | Crown Estate in to do 2 Ambassador sessions (yr10 and yr11) |
| DEC | Complete Compass Report |
| DEC | Follow up Y11 leavers destinations |
| 3/12 | Talent Manager and Futures Lead to meet selected students |
| 5/12 | International Volunteers Day https://www.un.org/en/observances/volunteer-day |

| Spring Term | |
|-------------|---|
| Jan | Collate KS3/KS4 Aspirations and Intended destinations. Ensure aspirations journey document is updated. |
| Feb | Y10 pupils to have had an interview with a professional and impartial careers adviser. |
| 11/2 | International Day of Women and Girls in Science https://www.un.org/en/observances/women-and-girls-in-science-day https://www.womeninscienceday.org/ |
| 11-12/2 | National Apprenticeship Show, Surrey https://nationalapprenticeshipshow.org/london-se/ |
| 10-16/2 | National Apprenticeship Week https://www.apprenticeships.gov.uk/influencers/national-apprenticeship-week |
| March | CAREERS WEEK - 5 employers, one each day linked to five subjects areas. Range of careers activities as part of National Careers Week including a Careers Fair and activities about LMI Extra emphasis on linking subject areas to career paths in English/Maths/Science as part of National Career Week activities. |

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| | Update year 9 options booklet. |
| 4/3 | World Engineering Day http://worldengineeringday.net/ |
| 3-7/3 | National Careers Week https://nationalcareersweek.com/ |
| 8-17/3 | British Science Week https://www.britishscienceweek.org/ |
| 17-22/3 | Open Doors Construction week https://opendoors.construction/ |
| Summer Term | |
| April | Complete Compass Report. Destinations of Y11 leavers followed up for success. |
| May | Collate KS3/KS4 Aspirations and Intended destinations. Update aspirations journey document. Year 9 students – independent careers advisor meetings Parents/Carers Year 9 options evening. |
| 4/5 | International Firefighters Day https://www.firefightersday.org/ |
| 5/5 | International Day of the Midwife https://www.rcm.org.uk/international-day-of-the-midwife-2022/ |
| 12/5 | International Nurses Day https://www.rcn.org.uk/get-involved/campaign-with-us/nurses-day |
| June | Years 6/7 pupils have accessed a group Careers session led by the impartial careers adviser. College Taster Sessions. |
| 23/6 | International Women in Engineering Day http://www.inwed.org.uk/ |
| TBC | Big Bang Fair https://www.thebigbang.org.uk/the-big-bang-fair/ |
| July | Compass report. |

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| | <p>Ensure destinations of Y11 leavers are followed up for success. Review and evaluate the SLA. Confirmation of Post 16 education destinations for all students and bespoke visits put in place to support transition as required.</p> |
| 15/7 | <p>World Youth Skills Day https://worldskills.org/what/projects/world-youth-skills-day/</p> |

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