

<b>Local Procedure/Protocol</b>	
<b>School/Home Name:</b>	Chilworth House Upper School
<b>Local Procedure/Protocol Title:</b>	Futures: Careers and Work Related Learning
<b>Linked to Group Policy Title &amp; Code:</b>	OPSP15 Futures: Careers and Work Related Learning
<b>Date Reviewed:</b>	DEC 2024
<b>Next Update Due:</b>	SEPT 2025
<b>Procedure/Protocol Lead:</b>	Andrew Hemming
<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.

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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 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 Term	Spring Term	Summer Term
Year 8	<ul style="list-style-type: none"> <li>• Stem events and activities</li> <li>• Employer engagements</li> <li>• Meetings with careers advisor.</li> </ul>	<p>Futures-Careers-STEP 2 LO</p> <p>Recognise the transferable soft skills that employers are looking for.</p> <ul style="list-style-type: none"> <li>• Hear directly from a range of local and national employers.</li> <li>• Explain why these skills are desirable to prospective employers.</li> <li>• Evaluate their own skills to identify areas of strength and areas for development.</li> <li>• Identify practical ways in which they can develop and improve these skills whilst at school.</li> <li>• Explain what it means to be entrepreneurial</li> </ul>	<ul style="list-style-type: none"> <li>• Employer engagement</li> <li>• Post 16 applications</li> <li>• Meetings with careers advisor.</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Careers advisor meetings</li> <li>• Employer engagement</li> <li>• Stem activities</li> </ul>	<ul style="list-style-type: none"> <li>• Careers advisor meetings</li> <li>• Employer engagement</li> <li>• Stem activities</li> <li>• Futures meetings</li> </ul>	<p>Futures-Careers-STEP 3 LO</p> <p>Identify the different pathways into employment including university, apprenticeships and self-employment.</p> <ul style="list-style-type: none"> <li>• Challenge commonly held stereotypes &amp; misconceptions about HE and apprenticeships.</li> <li>• Develop transferable soft skills through the completion of the My Perfect University Challenge.</li> <li>• Develop a concept for their own perfect university linked to local labour market growth sectors.</li> <li>• Complete their own Destinations Roadmap which identifies the steps that they will take to realise their future career goal.</li> <li>• Be aware of the channels through which they can seek additional careers IAG if required <ul style="list-style-type: none"> <li>• GCSE options parents evening</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>• Employer engagements</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Meetings with external careers advisors</li> <li>• Mock interview event</li> <li>• External careers fair</li> <li>• Employer engagement</li> <li>• Work experience</li> </ul>	<p>Futures-Careers-STEP 4 LO</p> <p>Identify current trends within their local labour market.</p> <ul style="list-style-type: none"> <li>• Learn more about the employment and training opportunities within local growth sectors.</li> <li>• Hear insights into each sector from local businesses and their employees.</li> <li>• Identify the skills that employers are looking for across each industry sector.</li> <li>• Pitch and present their ideas to their peer</li> </ul>	<ul style="list-style-type: none"> <li>• Careers advisor meetings</li> <li>• Work experience</li> <li>• Employer engagement</li> <li>• Futures meetings</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Meetings with external careers advisors</li> <li>• Mock interview event</li> <li>• External careers fair</li> <li>• Employer engagement</li> <li>• Post 16 applications</li> <li>• Open evenings</li> <li>• Work experience</li> <li>• Futures meetings</li> </ul>	<ul style="list-style-type: none"> <li>• College visits/tours</li> <li>• Meetings with external careers advisor</li> <li>• Employer engagement</li> <li>• Open evenings</li> <li>• Work experience</li> <li>• Futures meetings</li> </ul>	<p>Futures-Careers-STEP 5 LO</p> <p>Identify their own personal skills and qualities.</p> <ul style="list-style-type: none"> <li>• Recognise the key characteristics of an effective CV, letter of application and application form.</li> <li>• Complete their own CV.</li> <li>• Understand how social media can be an effective tool when seeking employment in the future.</li> <li>• Be able to explain what employers expect to see in an effective interview.</li> <li>• Participate in a virtual mock-interview process <ul style="list-style-type: none"> <li>• Confirmation of post 16 places</li> <li>• Transitional visits</li> </ul> </li> </ul>

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