



Local Procedure/Protocol

School/Home Name:	Lavender Lodge 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:	DEC 2023
Next Update Due:	SEPT 2025
Procedure/Protocol Lead:	Lorraine Titchener
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.	

Document Number: LLS-V01-0924	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1	INTRODUCTION
2	PUPIL ENTITLEMENT
3	GATSBY BENCHMARKS
4	CURRICULUM PROVISION
5	OUR WG FUTURES PRINCIPLES
6	STATUTORY REQUIREMENTS AND RECOMMENDED READING
7	REFERENCES
8	ASSOCIATED FORMS
9	APPENDICES

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.

Document Number: LLS-V01-0924	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 2
Linked to Policy Number:	OPSP11		

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.

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 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](#)

Document Number: LLS-V01-0924	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 3
Linked to Policy Number:	OPSP11		

8 ASSOCIATED FORMS

N/A

9 APPENDICES

Appendix 1 – Career Programme Map

Document Number: LLS-V01-0924	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 4
Linked to Policy Number:	OPSP11		

Appendix 1 – Career Programme Map

	Autumn Term	Spring Term	Summer Term
EY/Y1	People who help us – school is visited by services such as ambulance, fire,police	Role play areas for imaginative play	Role play areas for imaginative play
Year 2	People who help us – school is visited by services such as ambulance, fire,police	Role play areas for imaginative play	School jobs that can be applied for; librarian, postperson, lunch helper etc. Pupils write a letter of interest and attend a small interview
Year 3	People who help us – school is visited by services such as ambulance, fire,police	Practise letter writing, application forms for jobs	School jobs that can be applied for; librarian, postperson, lunch helper etc. Pupils write a letter of interest and attend a small interview
Year 4	People who help us – school is visited by services such as ambulance, fire,police	Practise letter writing, application forms for jobs	School jobs that can be applied for; librarian, postperson, lunch helper etc. Pupils write a letter of interest and attend a small interview
Year 5	People who help us – school is visited by services such as ambulance, fire,police	Practise letter writing, application forms for jobs	School jobs that can be applied for; librarian, postperson, lunch helper etc. Pupils write a letter of interest and attend a small interview
Year 6	People who help us – school is visited by services such as ambulance, fire,police	Practise letter writing, application forms for jobs	School jobs that can be applied for; librarian, postperson, lunch helper etc. Pupils write a letter of interest and attend a small interview

Document Number: LLS-V01-0924	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 5
Linked to Policy Number:	OPSP11		