



Local Procedure/Protocol

School/Home Name:	Hilden Park
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:	Katharine Brock
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: HPS-V03-0225	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.

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.

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 2
Linked to Policy Number:	OPSP11		

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:

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 3
Linked to Policy Number:	OPSP11		

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 parent's 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.

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 4
Linked to Policy Number:	OPSP11		

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
 Appendix 2- Provider Access Policy.

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Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 5
Linked to Policy Number:	OPSP11		

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 6
Linked to Policy Number:	OPSP11		

Appendix 1 – Career Programme Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	recognising what they want to learn next and when they are successful	finding out about the qualities and skills needed to do a caring job	recognising their achievement when they have learnt something new even if they found it difficult initially	responding to trusted adults who can help them identify their needs	being aware of what charities do and how they can be a charity worker recognising that people seek different rewards when considering paid work that they'd like to do	being able to consider if the information they have found is accurate/reliable
5	being willing to take on challenges that help them to grow	being able to design a scheme for classifying a set of jobs being able to explain what interests them about particular jobs	making a step-by-step plan to enable them to achieve something they would like to be able to do	reflecting on what they achieved and what they would do differently or better next time exploring how people relate to each other in work settings	being aware that imbalances between people's life and work affects their wellbeing recognising what they can do to help keep themselves and others safe at school	being aware of trends that hint at how working life may change for them by the time they embark on their careers exploring the benefits and possible drawbacks of scientific and technological
6	recording and commenting on what they have experienced and achieved relating to people whose identities and backgrounds are different to theirs	exploring the connection between uniforms and status recognising that the subjects and topics that they take further can lead to qualifications and	being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out being able to weigh up the pros and cons of a	being able to take on different work-related roles in group play or teamwork, including as leader when required explaining what they found out from a visitor about setting up their own businesses	being aware that people's work needs change during their lives recognising unfair barriers to opportunity and being willing to challenge them	exploring jobs and ways of working that help to protect the environment exploring what they and others can do to prevent people having to do harmful work

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 7
Linked to Policy Number:	OPSP11		

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<ul style="list-style-type: none"> -To develop study, organisational, research and presentation skills. -To review their strengths, interests, skills, qualities and values and know how to develop them. -To set realistic, yet ambitious, targets and goals. -To understand the skills and attributes that employers value. -To know the importance and benefits of being a lifelong learner. -To know the benefits of setting ambitious goals and being open to opportunities in all aspects of life. -To recognise and challenge stereotypes and family, or cultural expectations, that may limit aspirations. 	<p>making progress in their careers</p> <p>choice they are thinking of making</p> <p>being able to make decisions about saving, spending and budgeting</p> <p>Communication - Expressive</p> <ul style="list-style-type: none"> -To be able to ask questions that support the aim of the project and their role within it's success. -To use Standard English to clearly and coherently: articulate, argue, justify, reason and evaluate -To actively participate and demonstrate enthusiasm in shared discussion, bot adult-led and independently. -To be able to have discussions with peers which centre on a theme or problem and which remain focused. -To participate in a discussion, presentation and/ or debate at least once during a project. 	<ul style="list-style-type: none"> Identifies the number to phone in a medical emergency is 999 Explains how to contact the appropriate emergency services. Explains why they require assistance with a medical issue Identifies an ambulance service uniform Role plays a call to emergency services Identifies people I uniform, e.g. police, nurse. Gives examples of people who help them with health concerns. Identifies that teeth should be brushed twice a day. Identifies that they should visit a dentist to have their teeth checked. Identifies that a dentist should be visited if teeth or gums hurt 	<ul style="list-style-type: none"> -To understand what careers are. -To know how careers can be developed. -To know there are of different kinds of work. -To know why people's satisfaction with their working lives can change. -To understand different business organisational structures. 	<ul style="list-style-type: none"> -To know why we have and use money. -To know the functions of money. -To know what bartering is. -To know what people do with their money. -To know where people keep their money. -To know the different ways in which purchases can be paid for. -To know the advantages and disadvantages of different payment methods. -To develop study, organisational, research and presentation skills. -To review their strengths, interests, skills, qualities and values and know how to develop them. -To know the skills and attributes that employers value. -To know the skills and qualities required to engage in enterprise. 	<ul style="list-style-type: none"> Uses the comparative terms' front and back' correctly when describing clothing. Negotiates a safe passage along a pavement Identifies that they must check the traffic has stopped before crossing Describes the basic safety principles of crossing a road. Choosing Appropriate clothing Chooses suitable clothes for a familiar occasion mostly correctly. Explains why it is unsafe to walk along train and/or tram tracks Recognises some risks when waiting at a bus stop. Identifies how they would respond to potential issues at different points of a familiar journey Identifies one way to prevent a fire hazard

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 8
Linked to Policy Number:	OPSP11		

8	<p>-To review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>-To understand the skills and attributes that employers value.</p> <p>-To learn how to develop routes into work, training and other vocational and academic opportunities, and progression routes.</p>	<p>Communication: Receptive</p> <p>-To demonstrate that they listen to adults and peers at every stage of the process.</p> <p>-To demonstrate understanding of what engages listeners by successfully keeping an audience's attention.</p> <p>-To be able to listen to of range of people and their opinions and successfully: understand, maintain attention and discuss and evaluate the topic.</p> <p>-To understand how to communicate in different situations.</p>	<p>Identifies exercise or choices that make keep themselves healthy.</p> <p>Identifies ways they can feel better mentally</p> <p>Recognises that it is normal and acceptable to feel different emotions</p> <p>Identifies different emotions using the appropriate names</p> <p>Labels and expresses anger or other strong feelings appropriately</p> <p>Identifies emotions of others when looking at facial expressions</p> <p>Identifies who to go to when feeling sad or angry</p> <p>Demonstrates some ways to calm themselves down.</p> <p>States the medical condition they have when prompted</p> <p>Identifies allergies or intolerances they have when prompted.</p>	<p>-To be aware of what labour market information (LMI) is and how it can be useful.</p> <p>-To identify how to stand up to stereotyping and discrimination, that is damaging to people and those around them.</p> <p>-To be aware of the laws and bye-laws relating to young people's permitted hours and types of employment.</p> <p>-To know how to minimise health and safety risks to you and those around you.</p>	<p>-To know why people sometimes need to borrow money.</p> <p>-To know the different ways of borrowing money.</p> <p>-To know how a credit cards works.</p> <p>-To know what Payday lenders are.</p> <p>-To know what 'interest' is, in relation to borrowing money.</p> <p>-To know what loan sharks are.</p> <p>-To know how to keep control of our money.</p> <p>-To know how to plan a budget.</p> <p>-To assess and manage risk in relation to financial decisions that young people might make.</p> <p>-To know about values and attitudes relating to finance, including debt.</p> <p>-To manage emotions in relation to money.</p> <p>-To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p>	<p>Cleans areas of the bathroom and kitchen using the correct equipment</p> <p>Identifies which cleaning equipment is used for each area of the bathroom</p> <p>Ensures they put items away where others don't fall over them</p> <p>Identifies which type of clothing are appropriate for the task and weather</p> <p>Sorts washing by colour mostly correctly</p> <p>Select a familiar wash cycle by following instructions from the staff</p> <p>Irons small, simple items</p> <p>Identifies safe places to cross on a familiar journey</p> <p>Pays their fair/shows their pass appropriately on public transport</p> <p>Gets on/off bus at correct stop</p> <p>Identifies two or more ways to prevent a fire hazard in the home.</p>
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Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 9
Linked to Policy Number:	OPSP11		

Yr 9	<ul style="list-style-type: none"> -To develop study, organisational, research and presentation skills. -To review their strengths, interests, skills, qualities and values and know how to develop them. -To understand the skills and attributes that employers value. -To learn how to develop routes into work, training and other vocational and academic opportunities, and progression routes. 	<ul style="list-style-type: none"> -To use other key employability skills to work with at least one other person towards a short term goal -To use other key employability skills to work with at least one other person towards a long term goal - To be able to identify and express other peoples' talents -To identify and express when to use their own or someone else's skills for a particular task - To participate in decisions and offer suggestions during at least one stage of each part of the process - To use other key employability skills to express and/ or explain their own opinion or original idea. - To use other key employability skills to listen to others' views and ideas and either develop them or offer alternatives. - To use problem-solving skills effectively in order to analyse a problem with at least one other person. - To use their own and others' thoughts to draw productive conclusions. 	<p>Identifies 111 as a number to contact for an urgent healthcare need (less urgent than 999)</p> <p>Suggests some medical concerns that would require a phone call to 111</p> <p>Determines when urgent professional medical help is needed with some prompting.</p> <p>Suggests two reasons they might visit a doctor, a dentist or a pharmacist.</p> <p>List injuries or illnesses that they define as emergency to get to see a GP that day, with prompts.</p> <p>Explains how to make an appointment with a health professional.</p> <p>Identifies that if a body is not taken care of it can affect self-esteem</p> <p>Identifies that lifestyle choices impact on the health of the body</p> <p>Identifies the effects that the sun may have on the body, e.g. sunburn, dehydration</p> <p>Identifies the importance of bedtime routine and good nights sleep.</p> <p>Identifies some ways to cope with negative emotions, explaining how they can overcome them.</p>	<ul style="list-style-type: none"> -To develop study, organisational, research and presentation skills. -To review their strengths, interests, skills, qualities and values and know how to develop them. -To set realistic, yet ambitious, targets and goals. -To know the importance and benefits of being a lifelong learner. -To know about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process. -To know about the benefits of setting ambitious goals and being open to opportunities in all aspects of life. -To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations. 	<ul style="list-style-type: none"> -To identify if you are a saver or a spender. -To know where and how money can be saved. -To know how to be a clever consumer and get good value for money. -To know how to assess and manage risk in relation to financial decisions that young people might make -To know about values and attitudes relating to finance, including debt. -To manage emotions in relation to money. -To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions. -To recognise financial exploitation in different contexts e.g. drug and money mules, online scams. 	<ul style="list-style-type: none"> Cleans most surfaces and fixtures in the bathroom/kitchen appropriately Recognises cleaning products to use for different areas of the house Recognises a trip hazard Identifies the correct clothing for different occasions Sorts washing by colour correctly Selects a familiar wash cycle independently Ensure items are put away safely Iron 2 larger items supervised Walks a familiar journey Understands and follow foot paths appropriately Identifies three or more ways to prevent a fire hazard in the home.
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Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 10
Linked to Policy Number:	OPSP11		

ACCREDITATION

By the End of Year 9 Level Pupils will have had a 1:1 external and impartial career advice session and have had employment and work place encounters and experiences.
By the end of Year 9 students will have had an opportunity to be awarded a minimum of 3 AQA unit awards over a variety of subjects.

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 11
Linked to Policy Number:	OPSP11		

<p style="text-align: center;">Yr 10</p>	<p>1.1 State what is meant by customer experience 1.2 Give examples of the benefits of delivering consistently high-quality customer experience 1.3 Give examples of barriers to providing effective customer experience 2.1 Compare the services/products offered by at least two different organisations 2.2 Describe how at least two organisations deliver a good customer experience 2.3 Explain how an individual member of staff can deliver a good customer experience 2.4 Describe how organisations can gather customer feedback 3.1 Give examples of when you have received good customer service 3.2 Give examples of common customer complaints 3.3 Explain how you could respond to two different types of customer complaint</p>	<p>1.1 Describe your personal strengths 1.2 Describe areas for own personal development 2.1 Set targets for personal development 2.2 Explain your choice of targets 2.3 Produce a personal development plan with actions and dates for reviewing targets 3.1 Outline what you have achieved whilst working on your personal development plan 3.2 Obtain feedback from at least one other person on your progress 4.1 Give examples of future targets for personal development 4.2 Explain how personal development can build resilience</p>	<p>1.1 Give examples of sources of information about career options 1.2 Give examples of career options relevant to own skills and interests 1.3 Describe advantages and disadvantages of the identified career options 1.4 Describe the skills and qualities required for the identified career options 1.5 Outline the possible steps needed to reach one of your career options 1.6 Identify job vacancies or training opportunities relevant to chosen career option 2.1 State different methods of applying for jobs 2.2 Produce a CV which highlights own skills, experience and achievements 2.3 Produce a covering letter for a specific job role 2.4 Complete an application to an appropriate standard for submission 3.1 Describe what to consider when preparing for an interview 3.2 Explain how to create a good impression at an interview</p>	<p>1.1 To know how to effectively budget, including the benefits of saving. 1.2 To know how to make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. 1.3 To recognise and manage the range of influences on their financial decisions. 2.1 To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights. 2.2 The skills to challenge or seek support for financial exploitation in different contexts including online. 3.1 To evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts.</p>	<p>1.1 Know how to plan a given journey on public transport. 1.2 Be able to travel a route safely and independently. 1.3 Know own strengths and weaknesses. 1.4 Know own skills and investigate ways of self-improvement 2.1 Be able to set personal objectives and make action plans for self-improvement. 2.2 Be able to use a budget. 2.3 Know the skills needed for successful independent living. 3.1 Know about skills for coping in difficult situations. 3.2 Identifies four or more ways to prevent a fire hazard in the home.</p>	<p>1.1 Explain why presentations are used 1.2 Give examples of different situations when presentations may be used 2.1 Describe the features of an effective presentation you have reviewed/watched 2.2 Give examples of things to avoid when creating presentations 2.3 Give examples of the benefits of practising before delivering a presentation 3.1 Explain the materials used to support your presentation 3.2 Give a presentation using at least one presentation aid 4.1 Obtain feedback on your presentation 4.2 Describe what aspects of your presentation went well 4.3 Describe what aspects of your presentation could have been improved 4.4 Give examples of skills that you have developed</p>
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Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 12
Linked to Policy Number:	OPSP11		

			<p>3.3 Prepare responses to potential interview questions</p> <p>3.4 Give examples of questions you might pose at interview</p> <p>3.5 Obtain feedback on own performance in a real or simulated interview</p> <p>3.6 Review own performance at interview to identify personal strengths and areas for improvement</p>			
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Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 13
Linked to Policy Number:	OPSP11		

<p style="text-align: center;">Yr 11</p>	<p>1.1 State what is meant by emotional wellbeing</p> <p>1.2 Give examples of factors that can affect mental health</p> <p>1.3 Explain what is meant by resilience</p> <p>1.4 Give examples of ways to develop resilience</p> <p>2.1 State what is meant by physical wellbeing</p> <p>2.2 Describe how your physical wellbeing can be impacted by your lifestyle</p> <p>2.3 Identify characteristics of healthy relationships</p> <p>2.4 Give examples of elements of personal hygiene that are important for physical wellbeing</p>	<p>1.1 Describe the benefits of eating a balanced diet</p> <p>1.2 Outline the main components of a balanced diet</p> <p>1.3 Give examples of what should be avoided in a balanced diet</p> <p>2.1 Outline what is meant by “body image”</p> <p>2.2 Give examples of factors that may impact on dietary choices</p> <p>2.3 Explain how social media may impact on dietary choices</p> <p>3.1 Select a nutritious meal to cook</p> <p>3.2 Outline how the chosen meal meets the components of a balanced diet</p> <p>3.3 Plan how to make the meal</p>	<p>1.1 State how physical activity can contribute to a healthy lifestyle</p> <p>1.2 Explain how lack of physical activity can affect the human body</p> <p>1.3 Outline recommended levels of physical activity</p> <p>2.1 Identify resources and facilities which can support physical activity</p> <p>2.2 Describe risks that may occur when taking part in physical activities</p> <p>2.3 Explain how you could reduce the risks identified</p> <p>3.1 Provide evidence of own participation in physical activities</p> <p>3.2 Describe how you ensured you reduced risks when participating in physical activities</p>	<p>1.1 State advantages of working as a team</p> <p>1.2 State problems of working as a team</p> <p>1.3 Explain why appropriate communication is important for team working</p> <p>1.4 Describe individual behaviours that are important when working in a team</p> <p>1.5 Explain the role of a team leader</p> <p>2.1 Give examples of activities you have participated in as a team member</p> <p>3.1 Describe the contributions you made during teamwork activities</p> <p>3.2 Obtain feedback on your own teamwork skills</p>	<p>1.1 Give examples of successful enterprises</p> <p>1.2 Explain why the enterprises are successful</p> <p>2.1 Outline the strengths and weaknesses of potential enterprise project ideas</p> <p>2.2 Create a timeline for the chosen enterprise project including tasks and resources required</p> <p>2.3 Contribute to undertaking some market research for the chosen enterprise project</p> <p>2.4 Explain how much you will charge for the products or services</p> <p>3.1 Contribute to the creation of a marketing resource for the enterprise project</p>	<p>During this time students will be supported with study skills classes to support them with revision for their examinations</p> <p>1.1 Adopt a growth mindset to build confidence and persistence</p> <p>1.2 Appreciate how memory works and what it takes to understand and remember well</p> <p>2.1 Set learning goals and identifying actionable steps to achieve those goals</p> <p>2.2 Use strategies to increase reading comprehension and improve analytical skills</p> <p>2.3 Manage their time and overcome procrastination</p> <p>3.1 Prepare for assessments</p>
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Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 14
Linked to Policy Number:	OPSP11		

		<p>including ingredients, timings and equipment required</p> <p>3.4 Calculate the cost of the ingredients</p> <p>3.5 Give examples of how to minimise hygiene risks when preparing food</p> <p>3.6 Prepare the chosen meal</p> <p>3.7 Give examples of skills used in preparing the meal</p> <p>4.1 Describe ways you could make your own diet healthier</p>	<p>4.1 Describe what you enjoyed about taking part in physical activities</p> <p>4.2 Describe how you could make own life more physically active</p>	<p>3.3 Give examples of how the team worked well together</p> <p>3.4 Explain how being part of a team provides opportunities for personal development</p> <p>3.5 Give examples of teamwork skills you want to develop</p> <p>3.6 Explain what skills you could bring to the role of a team leader</p>	<p>3.2 Take part in the enterprise project</p> <p>4.1 Give examples of what went well with the enterprise project</p> <p>4.2 Give examples of how the enterprise project could have been improved</p> <p>4.3 Calculate how much profit or loss the enterprise project made</p> <p>4.4 Review your own participation in the enterprise project</p>	
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Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 15
Linked to Policy Number:	OPSP11		

Hilden Park School: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 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.
- to 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.
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making It Meaningful checklist.

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 16
Linked to Policy Number:	OPSP11		

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils.

Previous providers

As we are a new school, we are in the process of building employer partnerships, however the Witherslack Group partner with many nationally recognisable companies, such as:

- Microsoft
- British Airways
- Wagamamas
- John Lewis
- Roadchef

Destinations of our pupils

As we are a new school, we have not had any leavers' destination data yet.

Management of provider access requests

Procedure

A provider wishing to request access should contact Katharine Brock, Careers Leader, katharine.brock@witherslackgroup.co.uk

Opportunities for access

The school offers the provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Year group	Autumn Term	Spring Term	Summer Term
Year 8	Event for University Technical College	Employer event for pupils, parents – market stall event giving overview of local, regional and national opportunities and skills requirement	Technical/vocational tasters at local college/s, training providers
Year 9	Meeting with careers adviser	KS4 options event – college and apprenticeship providers attending to give presentations to pupils	<i>No encounters – legislation requires encounters to take place by 28 February if in year 9</i>

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 17
Linked to Policy Number:	OPSP11		

Year 10	Post 16 technical education options assembly with local Colleges Life Skills – work experience preparation sessions	Technical/vocational tasters at local college/s, training providers	Technical/vocational tasters at local college/s, training providers
Year 11	Post 16 provider open evenings. Post 16 apprenticeships assembly Meetings with careers adviser Post 16 applications	Post-16 interviews	<i>No encounters – legislation requires encounters to take place by 28 February if in year 11</i> Confirmation of post-16 education and training destinations for all pupils

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader, Senior Leadership Team member, or a member of Futures team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school reception desk, and this will be given to the Careers Leader.

Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Document Number: HPS-V03-0225	Issue Date:	JUNE 2024	Version Number: 04
Status: FINAL	Next Review Date:	SEPT 2025	Page 18
Linked to Policy Number:	OPSP11		