



Local Procedure/Protocol

School/Home Name:	Bescot Hall 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:	DEC 2024
Procedure/Protocol Lead:	Fiona Lee
Responsible Signatory:	Matthew Boyle, Projects Director
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1 Introduction

We are passionate about helping pupils to identify and realise their ambitions, aspirations and secure futures that are right for them as individuals. Whether pupils want to be an astronaut, an artist, or just aren't sure what they want to be today, we will support them to understand their skills and talents, their interests and any areas of development. This will help them on their next steps, whether through further or higher education or training, to secure their career of choice and prepare them ready to enter employment.

Being realistic, we understand that pupils might change their minds at any point. We are all human: situations and interests can change. We are committed to equipping pupils with the confidence, life and transferable skills to be able to adapt to whatever the future presents, equipping them with a range of options and career pathways.

We embrace our responsibility to ensure all pupils leave school and continue with their education, employment or training. It is our responsibility to ensure that they can enter the next phase of their lives in something which is sustainable and will support them in their careers and future lives.

Our careers and work related learning programmes have always been personalised, and compliant with the DfE guidance, Independent School Standards, and best practice. We have been keen to ensure the pathways available to all pupils, from the earliest age, are broad, relevant, well planned and secure successful long-term outcomes.

2 Pupil Entitlement

2.1 Primary Pupils

Within our primary settings our pupils' journey towards understanding the options and opportunities around their future career begins via:

- Embedding career-related learning in the school's curriculum
- Conducting career-related activities and experiences within both the classroom and wider school environment
- Engaging wider stakeholders, including parents and carers in supporting the pupils in learning about career opportunities and relevant skills

Our primary settings aim to broaden the aspirations of each pupil and present them with a continued range of experiences and opportunities to positively challenge stereotypes and extend their understanding of the careers and futures they could create for themselves.

The focus at this stage is all around continually presenting pupils with career-related learning and experiences that broaden their horizons and raise their level of aspiration and engagement with their future. The aim is to ensure our pupils understand that there are many options open and available to them.

This ongoing careers-related activity and experience acts as a precursor for the careers and employability programmes delivered from Year 7 onwards, alongside the dedicated WG Futures programme.

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2.2 Secondary Pupils

The minimum required expectations are that all pupils in Years 7 to 13 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.
- have access to an impartial independent careers advisor from the age of 12 upwards (ISS 2(2)e)

2.3

We exceed these expectations by ensuring that the curriculum provides many opportunities to encourage pupils to develop ambition and interest in their futures.

We embrace our duty and it is our overarching aim to ensure pupils are well equipped to succeed and cope with the ever-changing needs of society and the modern world. With this in mind, the Witherslack Group has developed the provision even further, by developing a programme called WG Futures. This offers a network of employers to facilitate direct engagement across our schools in the provision of employer speakers, 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:

No. of careers guidance sessions delivered (GBM 8 ,GBM3)
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No. of careers appointments attended (GBM8 , GBM3)
No. of employer encounter sessions (GBM5, GBM2)
No. of experiences of the workplace (GBM6, GBM2, GBM3)
No. of visits to college (GBM7)
No. of experiences of university (GBM7)
Technical pathway sessions Yr 8/9 (GBM7) (The Baker Clause)
Technical pathway sessions Yr 10/11 (GBM7) (The Baker Clause)
Technical pathway sessions Yr 12/13 (GBM7) (The Baker Clause)
No. of parents sessions delivered (GBM1, GBM2)
No. of CV's completed (GBM3)
No of Careers In the Curriculum Sessions (GBM4)
No. of school Careers advice support sessions (GBM3)

Additionally, schools will report to School Board meetings on a termly basis on the individualised career aspirations and intended destinations of students from the start of Year 10 onwards, thus allowing prioritised support and personalised pathways to be put in place, supported by the WG Futures programme and personnel.

4 Curriculum Provision

4.1 Careers provision is mapped against the Gatsby Benchmarks and the careers programme is delivered through a combination of methods, with schemes of work and a calendar of events for each Key Stage.

The DfE provide a recommended framework for the curriculum at each stage and each School has an individualised careers programme particular to their School based on this framework. **See Appendix 1**

4.2 To further enhance the level of resource available and the richness of the career and employability offer, an additional third party platform is also available for schools to embed within their curriculum. This provides a breadth of both teaching resources and employer engagement experiences that can be incorporated within careers and employability learning for all year groups. The platform also enables tracking at both school and individual pupil level and schools will be tasked with evidencing engagement and progress via this system, alongside wider reporting.

4.3

All schools will produce and work to a WG Futures delivery plan, that aims to accommodate increasing levels of employer engagement and experience. At the same time, greater priority and resource will be provided, over time, to personalising employability skills and preparation to each young person’s individual needs and future employment pathway.

5 Our WG Futures Principles

1. The development of our young people’s futures is a Group-wide priority driven by all educational teams, careers support staff, and the dedicated Futures personnel.
2. We place future employability at the heart of the learning experience, both within and outside the curriculum, and provide our young people with the opportunities and support they need to develop into employable and highly attractive candidates to employers.
3. We utilise direct employer insight, experience and expertise as part of the development of employability programmes and practices that will achieve significant and measurable outcomes for every young person.

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4. We offer a portfolio of career opportunities and work placements that enables all young people to be encouraged to broaden their interests, knowledge and experiences in whatever field they choose to pursue.
5. Young people will be supported to acquire real understanding of what personal attributes they have to offer employers and the skills they possess. They should in turn be able to demonstrate these to employers in a quantifiable way. Through this they will gain confidence, resilience and ambition, which will present them as 'ready to work' to employers.
6. We will provide our young people with actual job opportunities and unrivalled levels of ongoing support to ensure that their first steps beyond education are successful ones that lead directly to employment.

6 Statutory requirements and recommended reading

Witherslack Group uses and follows the statutory guidance provided from Gov.uk. References are provided as a link to this guidance in the references section of this policy.

7 REFERENCES

[GOV.UK Statutory Guidance: Careers guidance and access for education and training providers](#)
[Independent School Standards, Part 1, Section 2.\(2\)\(e\)](#)
[The Independent School Standards, Guidance for independent schools](#)

8 ASSOCIATED FORMS

N/A

9 APPENDICES

Appendix 1 – Career Programme Map

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Appendix 1 – Career Programme Map

Year Group	Curriculum links (See subject stated progression plans)	Half term 1 Sept- Oct	Half term 2 Nov- Dec	Half term 3 Jan- Feb	Half term 4 Feb- April	Half term 5 April- May	Half term 6 June- July
Key stage 2	PSHE FLS DT Art PE Maths	STEAM Project Self-care, Support and Safety (PSHE)		Host our event People who help- Emergency services	Shopping STEAM Project People who help me- In the community FLS – 2:Spr 1:People Who Help Us 2	Inspirational people Recycling project	
Visits		Local emergency service visit (where possible)		The Big Bang STEAM TBC Emergency services employer visit Going Shopping	National Careers Week Community employer visit	Work experience in our class	Work experience in our class
3	PSHE FLS DT Art PE Maths		Jobs in my community Self-care, Support and Safety (PSHE)	Growing £10 Enterprise challenge FLS – 3:Spr 1: Job, Role and Responsibilities 1	“Making a Meal of it” challenge STEAM Project	Hosting an event	STEAM Project Jobs for me
Visits		Community Employers Local emergency service visit (where possible)		The Big Bang STEAM TBC Emergency services employer visit	National Careers Week People who help me- In the community		
4	PSHE FLS DT Art PE Maths	Strengths and Talents	Jobs in my community	Run a whole school event FLS – 4:Spr 1:Job, Role and Responsibilities 2	STEAM Project FLS – 4: Spr 2: Eating in / Eating out 1	Grow a tenner FLS – 4: Sum 1: Taking Care of Myself	Our school work experience STEAM Project
Visits		Local emergency service visit (where possible)	Community Employers	The Big Bang STEAM TBC Emergency services employer visit	National Careers Week People who help me- In the community		
5	PSHE FLS DT Art PE Maths	Charity (Action For Children) (Action For Children) and Fundraising		Helping Others Relationships and Managing Feelings (PSHE)	STEAM Project Shops in the community	Plan an event	STEAM Project Enterprise
Visits		Charity (Action For Children) (Action For Children) visit		The Big Bang STEAM TBC Emergency services employer visit	National Careers Week People who help me- In the community	Prospects	University Visit

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6	PSHE FLS DT Art PE Maths		Volunteering elf-care, Support and Safety (PSHE)	FLS – 6:Spr 1: Charity: Voluntary Work	Enterprise Project STEAM Project Shops in the community	Work Experience- In school	STEAM Project Charity (Action For Children) (Action For Children) FLS – 6:Sum 2: Enterprise: Planning a Department Event
Visits		Local emergency service visit (where possible)	Volunteer visit	The Big Bang STEAM TBC Emergency services employer visit	National Careers Week People who help me- In the community	Prospects	University Visit
Year Group	Curriculum links	Half term 1 Sept- Oct	Half term 2 Nov- Dec	Half term 3 Jan- Feb	Half term 4 Feb- April	Half term 5 April- May	Half term 6 June- July
7	PSHE FLS DT Art PE Maths Food Tech ICT	STEAM Project	AP in our Community	Host our event Careers, diversity and prejudice and Aspirations (PSHE)	“Making a Meal” challenge STEAM Project		Our school work experience STEAM Project Finance, budgeting, saving and borrowing. (PSHE)
Visits		Local emergency service visit (where possible)		University life The Big Bang STEAM TBC	National Careers Week	Clean our Community	
8	PSHE FLS DT Art PE Maths Food Tech ICT	STEAM Project	AP in our Community	Growing £10 Enterprise challenge Community and Careers (PSHE)	“Making a Meal of it” challenge STEAM Project Computing Studies - 8:Spr 2; Digital Literacy		Our school work experience STEAM Project
Visits			Local emergency service visit (where possible)	The Big Bang STEAM TBC University life	National Careers Week	Virtual College/college/university experience Tours	
9	PSHE FLS DT Art PE Maths Food Tech ICT	STEAM Project	STEAM Project Options questionnaire Prospects Careers Interview AP in our Community	Run a whole school event Year 9 Options meeting Year 9 Options Evening	Our Takeaway Challenge STEAM Project	Prospects Careers Interview	Our school work experience STEAM Project Sum 2: Employability Skills (PSHE) Computing Studies - 9:Sum2; Employability Skills
Visits		Local emergency service visit (where possible)		University life The Big Bang STEAM TBC	National Careers Week	Virtual College/college Tours Local College Campus	
10	Futures Ambassadors Programme- Roadchef						

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	PSD Skilled Up English Maths Science Options: Sports Studies Art Creative Media Music Humanities	Careers and salaries STEAM Project Introduction into Business studies Take part in an Enterprise Event (Skilled Up)	Prospects Careers Interview Qualification for Me AP in our Community Introduction into Business studies Take part in an Enterprise Event (Skilled Up)	Up-cycling Enterprise challenge Introduction into Carpentry Carpentry – Planter Assignment Introduction into Horticulture 1 Gardening & Horticulture (Skilled Up)	STEAM Project Prospects Careers Interview Introduction into Carpentry Carpentry - Planter Assignment Introduction into Horticulture 1 Gardening & Horticulture (Skilled Up)	Up-cycling for the home Enterprise Work Exposure In school – Summer Enterprise Employability Passport What skills do you have (Skilled Up)	Up-cycling for the home Enterprise STEAM Project Prospects Careers Interview Work Experience roles and responsibilities (PSHE)
Visits	RoadChef Futures	Virtual College/university tours Local emergency service visit (where possible)		University life The Big Bang STEAM TBC	National Careers Week RoadChef Futures	College Tours National Apprenticeship Show	
11	Futures Ambassadors Programme- Roadchef						
	PSD Skilled Up English Maths Science Options: Sports Studies Art Creative Media Music Humanities	Careers and salaries STEAM Project Next Steps – Careers and Employment (PSHE) Business & Enterprise studies Take part in an Enterprise Event (Skilled Up)	Qualification for Me Prospects Careers Interview AP in our Community Work Experience roles and responsibilities (PSHE) Business & Enterprise studies Take part in an Enterprise Event (Skilled UP)	Enterprise Project- “Sell to Make” Carpentry Pallet furniture Assignment Home Management Dealing with an emergency, communication and Obtaining information (Skilled Up)	Enterprise Project STEAM Project Prospects Careers Interview	Up-cycling for the home Enterprise Prospects Careers Interview Work Exposure Trade taster sessions Financial Capabilities Managing finances (Skilled Up)	STEAM Project Driving Theory
Visits		Virtual College/ National Apprenticeship Show Local emergency service visit (where possible)		University life The Big Bang STEAM TBC college Tours	National Careers Week college Tours	college Tours	

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