



Local Procedure/Protocol	
School/Home Name:	Pontville 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:	Michael Hooper/Gemma Sillett
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:

No. of careers guidance sessions delivered (GBM 8 ,GBM3)
No. of careers appointments attended (GBM8 , GBM3)

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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

	Autumn Term	Spring Term	Summer Term
Key Stage 3			
Year 7-8	<p>Futures registration</p> <p>National Manufacturing Day</p> <p>Employer engagement sessions and visits</p>	<p>National Apprenticeship Week</p> <p>National Careers Week</p> <p>Careers assembly</p> <p>Employer engagement sessions and visits</p> <p>Careers Escape Room</p>	<p>Group sessions with careers adviser (Career Connect), including all overviews of post-16 options to include A levels, Applied General Qualifications (eg. BTECs), technical/vocational qualifications, apprenticeships, traineeships and supported internships.</p> <p>Employer engagement sessions and visits</p> <p>Pontville Careers Fair</p> <p>Summer fair: group enterprise</p>
	<p>Careers lessons (Developing skills and aspirations):</p> <p><u>Cycle A</u></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 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>Careers lessons (Community and Careers):</p> <p><u>Cycle B</u></p> <ul style="list-style-type: none"> -To review their strengths, interests, skills, qualities and values and 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. 	<p>Careers lessons (Careers and the world of work):</p> <p><u>Cycle A</u></p> <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. <p>Careers lessons (Careers and the world of work):</p> <p><u>Cycle B</u></p> <ul style="list-style-type: none"> -To be aware of what labour market information (LMI) is and how it can be useful. -To identify how to stand up to stereotyping and discrimination, that is damaging to people and those around them. -To be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment. 	<p>Careers lessons (Teamwork and enterprise skills):</p> <p><u>Cycle A</u></p> <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. <p>Careers lessons (Financial decision making):</p> <p><u>Cycle B</u></p> <ul style="list-style-type: none"> -To know why people sometimes need to borrow money. -To know the different ways of borrowing money. -To know how a credit cards works. -To know what Payday lenders are. -To know what ‘interest’ is, in relation to borrowing money. -To know what loan sharks are. -To know how to keep control of our money. -To know how to plan a budget.

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		<ul style="list-style-type: none"> -To know how to minimise health and safety risks to you and those around you. 	<ul style="list-style-type: none"> -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.
Year 9	<p>National Manufacturing Day</p> <p>Employer engagement sessions and visits</p> <p>Event for providers of technical education/apprenticeships (to include Further Education Colleges, UTCs or Studio Schools and training providers)</p>	<p>National Apprenticeship Week</p> <p>National Careers Week</p> <p>Careers Escape Room</p> <p>Careers assembly</p> <p>Employer engagement sessions and visits</p> <p>Group sessions with careers adviser</p> <p>Apprenticeship provider sessions</p> <p>Year 9 options evening</p> <p>Year 9 options taster sessions</p>	<p>Individual sessions (informal) with careers adviser (Career Connect)</p> <p>Employer engagement sessions and visits</p> <p>Pontville Careers Fair</p> <p>Transition to key stage 4 assembly</p> <p>Summer fair: group enterprise</p> <p>Technical/ vocational tasters at local college/s, training providers</p>
	<p>Careers lessons (Employability skills):</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 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. 	<p>Careers lessons (Setting Goals):</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. 	<p>Careers lessons (Finance education):</p> <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.

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Year 10	<p>National Manufacturing Day</p> <p>Employer engagement sessions and visits</p> <p>16-19 open evening</p> <p>Work experience</p> <p>College tours</p> <p>Apprenticeship workshop</p> <p>Individual sessions (formal) with careers adviser (Career Connect)</p>	<p>National Apprenticeship Week</p> <p>National Careers Week</p> <p>Careers assembly</p> <p>Employer engagement sessions and visits</p> <p>Work experience</p> <p>Individual sessions (formal) with careers adviser (Career Connect)</p> <p>Technical/ vocational tasters at local college/s, training providers</p>	<p>Employer engagement sessions and visits</p> <p>Pontville Careers Fair</p> <p>Summer fair: group enterprise</p> <p>Work experience</p> <p>Festival of Apprenticeships (Manchester)</p>
	<p>Careers lessons (Financial decision making):</p> <ul style="list-style-type: none"> -To know how to effectively budget, including the benefits of saving. -To know how to make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. -To recognise and manage the range of influences on their financial decisions. -To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights. -The skills to challenge or seek support for financial exploitation in different contexts including online. -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>Careers lessons (Employment and careers):</p> <ul style="list-style-type: none"> -To know about the labour market, local, national and international employment opportunities. -To know about employment sectors and types, and changing patterns of employment. -To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities. -To know the benefits and challenges of cultivating career opportunities online. -To know the strategies to manage their online presence and its impact on career opportunities. 	<p>Careers lessons (Career Progression):</p> <ul style="list-style-type: none"> -To evaluate and further develop their study and employability skills. -To evaluate their own personal strengths and areas for development and use this to inform goal setting. -To know about the range of opportunities available to them for career progression, including in education, training and employment. -To research, secure and take full advantage of any opportunities for work experience that are available.

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Year 11	<p>National Manufacturing Day</p> <p>Employer engagement sessions and visits</p> <p>16-19 open evening</p> <p>Work experience</p> <p>College tours</p> <p>Apprenticeship workshop</p> <p>Individual sessions (formal) with careers adviser (Career Connect)</p> <p>Technical/ vocational tasters at local college/s, training providers</p> <p>Post-16 applications</p> <p>Post 16 provider open evenings: opportunities to visit local Further Education and sixth form colleges. Other schools UTCs, Studio schools and other training providers regarding A level, applied general, technical and vocational and apprenticeships</p>	<p>National Apprenticeship Week</p> <p>National Careers Week</p> <p>Careers assembly</p> <p>Employer engagement sessions and visits</p> <p>Work experience</p> <p>Get My First Job support (application forms, CV's, cover letters, interview techniques)</p> <p>Attend a mock interview</p>	<p>Employer engagement sessions and visits</p> <p>Pontville Careers Fair</p> <p>Summer fair: group enterprise</p> <p>Work experience</p> <p>Transition visits to new placements (leavers)</p> <p>Confirmation of post 16 education destinations for all pupils.</p>
	<p>Careers lessons (Next steps):</p> <p><u>Learning skills</u></p> <ul style="list-style-type: none"> -To evaluate and further develop study and employability skills. -To evaluate own personal strengths and areas for development and use this to inform goal setting. -To know how strengths, interests, skills and qualities are changing and how these relate to future career choices and employability. <p><u>Choices and pathways</u></p> <ul style="list-style-type: none"> -To know about the range of opportunities available to them for career progression, including in education, training and employment. -To know about the need to challenge stereotypes about particular career pathways. -To maintain high aspirations for their future and embrace new opportunities. 	<p>Careers lessons (Employment rights and responsibilities):</p> <ul style="list-style-type: none"> -To know the skills and attributes to manage rights and responsibilities at work, including health and safety procedures. -To know about confidentiality in the workplace, when it should be kept and when it might need to be broken -To know about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it. 	<p>Careers lessons (Employability skills):</p> <ul style="list-style-type: none"> -To evaluate and further develop their study and employability skills. -To evaluate their own personal strengths and areas for development and use this to inform goal setting. -To know about the range of opportunities available to them for career progression, including in education, training and employment. -To develop their career identity, including values in relation to work. -To know how to maximise their chances when applying for education or employment opportunities.
Year 12	Higher Education Fair for a variety of HE providers	Small group sessions: further education and training and employment options.	Small group sessions: further education, training and employment options.

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	<p>including local Further Education colleges.</p> <p>Post 18 assembly – higher and degree apprenticeships.</p> <p>Employability Skills Qualification inc:</p> <p>Managing personal finances Working as part of a team</p> <p><u>Transition</u></p> <p>Post Pontville options Qualities and skills Interview skills Independent skills CV writing Completing application forms College visits Mindfulness</p>	<p>Meetings with careers adviser.</p> <p>Employability Skills Qualification inc:</p> <p>Searching for a job Effective communication</p>	<p>Meetings with careers advisor.</p> <p>Employability Skills Qualification inc:</p> <p>Developing personal confidence Coping with change</p>
Year 13	<p>Workshops – HE and higher apprenticeship applications.</p> <p>Employability Skills Qualification inc:</p> <p>Career planning and making applications</p> <p>Building working relationships in the workplace</p>	<p>Meetings with careers advisor.</p> <p>Employability Skills Qualification inc:</p> <p>Recognising the benefits of work life balance</p>	<p>Confirmation of post 18 education destinations for all pupils.</p> <p>Employability Skills Qualification inc:</p> <p>Rights and responsibilities in the workplace</p>

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