



<b>Local Procedure/Protocol</b>	
<b>School/Home Name:</b>	Lakeside School
<b>Local Procedure/Protocol Title:</b>	Futures: Careers and Work Related Learning
<b>Linked to Group Policy Title &amp; Code:</b>	OPSP15 Futures: Careers and Work Related Learning
<b>Date Reviewed:</b>	DEC 2023
<b>Next Update Due:</b>	DEC 2024
<b>Procedure/Protocol Lead:</b>	Michael Clark – Deputy Headteacher
<b>Responsible Signatory:</b>	Matthew Boyle, Projects Director
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
<b>ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT</b>	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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### 1 Introduction

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

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

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

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

### 2 Pupil Entitlement

#### 2.1 Primary Pupils

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

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

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

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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.

## 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.

We have an action plan in place to support the achievement of the Gatsby Benchmarks. **See Appendix 2.**

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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)
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

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Our school 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](#)  
[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 – Career Action Plan

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## Appendix 1 – Career Programme Map: 2023-2024

	Autumn Term	Spring Term	Summer Term
KS2 and Y7		STEM visits National Careers Week activities	PSHE Careers sessions Group taster sessions with careers advisor University/college visits
Year 8	WG Futures Speakers/Visits	Meeting with careers advisor. STEM visits National Careers Week activities	PSHE Careers sessions Meetings with careers advisor University/college visits
Year 9	WG Futures Speakers/Visits  Meetings with careers advisor.	Meetings with careers adviser. National Careers Week activities	PSHE Careers sessions  KS4 options event University/college visits

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Year 10 (no current Y10 cohort)			
Year 11 (no current Y11 cohort)			

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**Appendix 2: Careers Action Plan**

<b>Benchmark 1</b>		<b>Benchmark 2</b>	
Lakeside 2022-23 score	47%	Lakeside 2022-23 score	80%
Lakeside 2021-22 score	23%	Lakeside 2021-22 score	0%
Percentage of school meeting this benchmark nationally 2021	43%	Percentage of school meeting this benchmark nationally 2021	66%
Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.		Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	
<b>Actions to be completed for 2023-2024</b>		<b>Actions to be completed for 2023-2024</b>	
<ul style="list-style-type: none"> <li>Review and update documents for the approved careers programme at all key stages</li> <li>Review documents for the KS3 careers programme</li> <li>KS4 provision to be reviewed in line with new KS4 cohort for September 2024</li> <li>Update policy and ensure there are clear intentions</li> <li>Set dates for academic year for visits, liaising with WG Futures team</li> <li>Develop links with Futures ambassadors each term</li> <li>Work with WG Futures to look at developing careers information for various audiences</li> <li>Provide governance report with updates and developments</li> </ul>		<ul style="list-style-type: none"> <li>Set dates for academic year with Career Connect (impartial careers advice) for all pupils for all year groups</li> <li>Review of contract for independent careers advisor</li> <li>Information for colleges or providers to be available for all local authority areas.</li> <li>Develop the information provided to parents about the WG Futures programmes</li> <li>KS3 into 4 students to have an input into the different options available at KS4.</li> </ul>	

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<b>Benchmark 3</b>		<b>Benchmark 4</b>	
Lakeside 2022-23 score	63%	Lakeside 2022-23 score	100%
Lakeside 2021-22 score	63%	Lakeside 2021-22 score	0%
Percentage of school meeting this benchmark nationally 2021	38%	Percentage of school meeting this benchmark nationally 2021	60%
Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.		All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	
<b>Actions to be completed for 2023-2024</b>		<b>Actions to be completed for 2023-2024</b>	
<ul style="list-style-type: none"> <li>Produce provision map to support and show careers input from KS2 or when a pupil starts at Lakeside School</li> <li>Development of KS4 subject provision, liaising with other WG schools</li> <li>Develop the aspiration journeys for each pupil within school</li> <li>Use the data collected for each pupil's careers aspirations to develop links with WG Futures in welcoming relevant businesses into school</li> <li>To work with Careers Connect to ensure that career guidance is tailored towards pupil interests.</li> </ul>		<ul style="list-style-type: none"> <li>Year 7 have access to careers advisor as part of group session and opportunity to discuss on a 1-1 basis also</li> <li>STEM day trip to Manchester Airport</li> <li>To review and develop the careers provision within PSHE</li> <li>Develop curriculum MTPs to reflect careers links within the wider curriculum</li> </ul>	
<b>Benchmark 5</b>		<b>Benchmark 6</b>	
Lakeside 2022-23 score	100%	Lakeside 2022-23 score	75%
Lakeside 2021-22 score	0%	Lakeside 2021-22 score	0%
Percentage of school meeting this benchmark nationally 2021	56%	Percentage of school meeting this benchmark nationally 2021	36%
Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.		Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	

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Actions to be completed for 2023-2024	Actions to be completed for 2023-2024
<ul style="list-style-type: none"> <li>• Future Ambassadors: Caddick Construction</li> <li>• Future Ambassadors: Kirsty Doyle Weddings</li> <li>• Future Ambassadors: Mersey Rail</li> <li>• Future Ambassadors: Inclusion Homes</li> <li>• Future Ambassadors: Longworth UK</li> <li>• Future Ambassadors: John Lewis</li> <li>• Future Ambassadors: Microsoft</li> <li>• Future Ambassadors: Trust Ford</li> <li>• Future Ambassadors: Vinci</li> </ul> <p>Local university visits:</p> <ul style="list-style-type: none"> <li>• Liverpool Hope</li> <li>• Liverpool University</li> <li>• Edge Hill University</li> <li>• John Moors University</li> <li>• Liverpool Institute of Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Visits for KS3 pupils (Manchester airport/ Amazon depot)</li> <li>• Visitors to discuss careers in school and visits to workplaces</li> <li>• To develop work experience opportunities for KS4 where appropriate</li> <li>• To develop additional opportunities with the Witherslack Group Futures Team</li> </ul>

Benchmark 7		Benchmark 8	
Lakeside 2022-23 score	75%	Lakeside 2022-23 score	75%
Lakeside 2021-22 score	0%	Lakeside 2021-22 score	0%
Percentage of school meeting this benchmark nationally 2021	33%	Percentage of school meeting this benchmark nationally 2021	65%

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All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.
<b>Actions to be competed for 2023-2024</b>	<b>Actions to be competed for 2023-2024</b>
<ul style="list-style-type: none"> <li>• Development of visits to university for KS3 pupils</li> <li>• To invite University into school – Liverpool Hope/John Moores/Edge Hill to work with MFL theme week</li> <li>• To ensure the careers visitors discuss various career pathways to employment</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils to continue to have impartial careers advice (Careers Connect)</li> <li>• This to be carefully planned out in the academic cycle, one day per half term</li> <li>• Information prior to meeting in form of visual to support pupils, supplied by Careers Connect</li> <li>• To set regular meeting dates with the independent careers adviser, liaising with Careers Connect</li> </ul>

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