

Local Procedure/Protocol	
School/Home Name:	Queensmead House 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:	SEPT 2023
Next Update Due:	SEPT 2024
Procedure/Protocol Lead:	Richard Hurrell
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

The minimum required expectations are that all pupils in Years 7 to 11 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)

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.

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3 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.**

Our school is 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.

Our school will report directly to our 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, our school 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

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

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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**

4.1 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 our school to embed within the 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 our school will evidence engagement and progress via this system, alongside wider reporting.

4.2 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

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 (Sep – Dec)	Spring Term (Jan – Apr)	Summer Term (Apr – Jul)
Year 5/6		National Careers Week	World of work careers lessons within PSHE
Year 7	Meaningful encounter with an employer on-site – co-ordinated with WG Futures	National Careers Week	Meaningful encounter with an employer off-site - co-ordinated with WG Futures
Year 8	Meaningful encounter with an employer on-site - co-ordinated with WG Futures	National Careers Week	Meaningful encounter with an employer off-site - co-ordinated with WG Futures
Year 9	<p>Event for providers of technical education/ apprenticeships to include Further Education Colleges, UTCs or Studio Schools and training providers.</p> <p>Meaningful encounter with an employer on-site - co-ordinated with WG Futures</p>	<p>National Careers Week</p> <p>Y9 options and Post 16 pathways event for pupils and parents, to include A levels, Applied General Qualifications (eg. BTECs), technical/ vocational qualifications, apprenticeships, traineeships and supported internships - each student to be given all information on their choices to be able to make an informed decision.</p>	One to one Year 9 transition meetings with an external, impartial careers advisor to discuss potential pathways (Adviza).
Year 10	<p>Life skills – Work Experience preparation sessions.</p> <p>College taster day – Langley College.</p> <p>Intended destinations data collection.</p> <p>Meaningful encounter with an employer on-site - co-ordinated with WG Futures</p>	<p>National Careers Week</p> <p>Work experience dependent on student’s interests/career paths.</p> <p>College open evening (February) – Strodes College.</p> <p>College open day (March) – Berkshire College Agriculture.</p> <p>College taster session (March) – Berkshire College Agriculture.</p>	<p>Life skills – Personal development form class opportunities.</p> <p>QHS Newsletter to be sent out to include information re Post 16 processes and career pathways</p> <p>College open evening (May) - Berkshire College Agriculture (BCA).</p> <p>College taster session (June) – Langley College.</p> <p>College taster session (June) – Berkshire College Agriculture.</p>

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Year 11	<p>Apprenticeship Support and Knowledge (ASK) sessions on Apprenticeship opportunities, Labour Market Data and CV writing.</p> <p>One to one meeting with an external careers advisor (Adviza).</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>Work experience dependent on the student's interests/career paths.</p> <p>College taster day (December) – Langley College.</p> <p>Post 16 applications to be submitted following discussion at EHCP Annual Review meetings – guidance to be given where needed.</p> <p>Meaningful encounter with an employer on-site - co-ordinated with WG Futures.</p>	<p>National Careers Week</p> <p>Post 16 interviews.</p> <p>College open evening (February) – Strodes College.</p> <p>College open day (March) – Berkshire College Agriculture.</p> <p>College taster session (March) – Berkshire College Agriculture.</p> <p>Meaningful encounter with employer off-site - co-ordinated with WG Futures.</p>	<p>Confirmation of Post 16 education destinations for all students and bespoke visits put in place to support transition as required.</p>
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Appendix 2 - Careers and Work-Related Learning Action Plan

Please see our [2023-2024 action plan](#) as linked to the Gatsby Benchmarks:

GATSBY BENCHMARKS	Where are we now?	What are our next steps?	How are we doing?
A Stable Careers Programme	<ul style="list-style-type: none"> Identified Careers Leads (Assistant Headteacher and HLTA) Discretely planned careers programme for secondary pupils and careers programme planned within PSHE for primary pupils Compass Tool used to benchmark the school's progress against each of the Gatsby Benchmarks (October 2023) 	<ul style="list-style-type: none"> Ensure Careers Provision Map in policy reflects different career-based activities for each secondary class/year group (November 2023) Careers Policy to be approved by WG governance structure/SLT and published on the website for parents/carers (November 2023) Gather pupil views about the existing careers provision at QHS (December 2023) Evaluate and refine the careers programme, as part of PSHE/Citizenship in primary and discrete lessons in secondary (February 2024) 	
Learning From Career/Labour Market Information	<ul style="list-style-type: none"> Discretely planned careers programme for secondary pupils and careers programme planned within PSHE for primary pupils 	<ul style="list-style-type: none"> Evaluate and refine the careers programme, as part of PSHE/Citizenship in primary and discrete lessons in secondary – ensure LMI learning opportunities included (February 2024) 	

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	<ul style="list-style-type: none"> • SLA in place with impartial careers adviser 	<ul style="list-style-type: none"> • Offer a range of careers activities as part of National Careers Week including a Careers Fair and activities about LMI (March 2024) • Options evening for Y9 to be arranged and options booklet updated (April 2024) 	
Addressing the needs of each pupil	<ul style="list-style-type: none"> • SLA in place with impartial careers adviser • Career aspiration and stereotypes challenged through WG Futures opportunities • Destination data is available. 	<ul style="list-style-type: none"> • Ensure destinations of Y11 leavers are followed up for success (December 2023, April 2024, July 2024) • ‘Aspiration Journey’ document and detailed tracker to be in place for each pupil which will record an individual’s experiences of all careers and enterprise activities (January 2024) • Ensure that impartial careers advice reports are shared with pupils, parents/carers, local authorities during EHCP Annual Reviews and social care where relevant eg. during PEP meetings (December 2023 onwards) 	
Linking curriculum learning to careers	<ul style="list-style-type: none"> • PSHE/Citizenship topics include careers lessons in primary. Discrete lessons are in place in secondary 	<ul style="list-style-type: none"> • All subject leads to create a corridor or classroom display board showing links to possible careers (January 2024) • Refine the careers programme, as part of PSHE/Citizenship in primary and discrete lessons in secondary (February 2024) • Careers Week 2023 to be planned and executed (March 2024) 	

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		<ul style="list-style-type: none"> Link subject areas to real career paths in English/Maths/Science as part of National Career Week activities and Y9 options booklet (March 2024) 	
Encounters with Employers And Employees	<ul style="list-style-type: none"> Adopted the WG Futures Programme. Secondary pupils have already had access to a range of encounters and there is a plan in place for additional encounters this academic year. 	<ul style="list-style-type: none"> Virtual or face to face encounters with at least two employers from different industries as part of National Career Week activities for all pupils (March 2024) Ensure primary pupils have had access to encounters to employers/employees 	
Experiences of The Workplace	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As part of SMSC opportunities, ensure primary and secondary pupils have opportunity to be involved in social enterprise activities on-site eg. Fair-Trade Fortnight (Feb 2024), Comic Relief (March 24), Mental Health Awareness Week (May 2024) Supported work experience/vocational learning programme to be developed for KS4 pupils (June 2024) 	
Encounters with Further And Higher Education		<ul style="list-style-type: none"> KS3 and KS4 pupils to experience face to face and virtual visits to a FE college and/or university as part of their careers programme (July 2024) 	

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Personal Guidance/Impartial Careers Guidance	<ul style="list-style-type: none"> • SLA in place with impartial careers adviser • All Year 11 pupils have had an interview with a professional and impartial careers adviser 	<ul style="list-style-type: none"> • All Y10 pupils to have had an interview with a professional and impartial careers adviser (February 2024) • All 9 pupils to have had an interview with a professional and impartial careers adviser (May 2024) • All Y6/7 pupils to have accessed a 'group' Careers session led by the impartial careers adviser (June 2024) • Review and evaluate the SLA (July 2024) 	
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