

Local Procedure/Protocol

School/Home Name:	Cedar 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:	Viki Hindle
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 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)

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.

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 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**

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- 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

None

9 APPENDICES

Appendix 1 – Whole School plan for careers

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Careers: Whole School Mapping 2023-2024

CURRICULUM INTENT

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. (Holman J)

Cedar House School follows the eight Gatsby benchmarks for delivering careers

Benchmark 1: Cedar House School has a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers program is taught through the PSHE curriculum as well as through discreet lessons throughout the year – these lessons may be taught by either form tutors as part of basic skills or by the careers lead.

Benchmark 2: Cedar House School supports learning from career and labour market information, this is done locally through Inspira. By the age of 14, all pupils will have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Benchmark 3: Cedar House School addresses the needs of each pupil. Pupils have different career guidance needs at different stages. Opportunities for advice and support are tailored to the needs of each pupil. The careers programme embeds equality and diversity considerations throughout.

Benchmark 4: Cedar House School links curriculum learning to careers. All teachers link curriculum learning with careers. All teachers and tutors highlight the relevance of their subject for a wide range of career paths.

Benchmark 5: Through the Futures Program, Cedar House School facilitates encounters with employers and employees each pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6: Through the Futures Program, Cedar House School facilitates experiences of workplaces Each pupil has the opportunity to engage in 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.

Benchmark 7: Cedar House School enables encounters with further and higher education By the age of 16, every pupil has had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This includes the opportunity to meet both staff and pupils.

Benchmark 8: Cedar House School provides personal guidance to every pupil, giving them the opportunity for guidance interviews with a careers adviser, within school this is Viki Hindle, externally this is provided by Inspira. This is available upon request available or whenever significant study or career choices are being made. This advice is expected for all pupils and is timed to meet their individual needs.

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END POINTS

Year Group	Health and Well-Being Autumn 1	Relationships Autumn 2	Living In The Wider World Spring 1	Health and Well-Being Spring 2	Relationships Summer 1	Living In The Wider World Summer 2
Year 8	<p>What's a career? Discover the careers information area in your school</p> <p>What are the jobs of the future? Predict the jobs that will exist and the skills you'll need</p>	<p>What's your dream job? Match your classmates to their top job</p>	<p>TAUGHT THROUGH PSHE</p> <p>Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p> <ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choice 	<p>What makes you tick? Analyse your strengths and weaknesses</p> <p>Have you got the skills you need? Complete a skills health check</p> <p>Careers: how can you find out more? Start researching future jobs</p>	<p>Do you want to go to uni? Discover your options after sixth form</p> <p>Could you be an apprentice? Uncover the facts about apprenticeships</p> <p>What can you learn this summer? Plan how to make the most of your holidays</p>	<p>What have others decided? Explore real-life career stories</p> <p>Can a celeb help with your career plans? Discover what they did before they were famous</p> <p>How do you find a job? Try your hand at decoding job adverts</p>

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Year 9	<p>How can you showcase your strengths? Write down activities that have helped you grow your skills</p> <p>What are your values? Play the Values game to find out more</p> <p>What are transferable skills? Discover where else your skills can be applied</p>	<p>What is education all about? Discuss the value of learning</p> <p>What difference would a degree make? Discover how a degree could benefit you</p> <p>What could you study at uni? Find out the different courses available</p>	<p>TAUGHT THROUGH PSHE</p> <p>Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</p> <ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	<p>Have you opened a bank account? Learn how to compare banks</p> <p>do your best How can you make the most of your money? Find out how to make your money go further</p> <p>Save or spend? Create a budget and manage your money</p>	<p>What next after 16? Start thinking about what you will study next</p> <p>What do you know about uni? Sort the truths from the myths</p> <p>Are you ready to explore a uni? What to look for on a uni visit</p>	<p>TAUGHT THROUGH PSHE</p> <p>Employability skills Employability and online presence</p> <ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online
Year 10	<p>What will you do after sixth form? Think ahead and discover your options</p> <p>What are higher and degree apprenticeships? Find out what</p>	<p>What does university cost? Discover how uni can be affordable</p> <p>What next after 16? Find out about your qualification options post-16</p> <p>COLLEGE VISITS</p>	<p>TAUGHT THROUGH PSHE</p> <p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <ul style="list-style-type: none"> • how to effectively budget and evaluate savings options 	<p>What will it be like at sixth form? Explore what it will be like</p> <p>How important are your qualifications? Prepare yourself to get the best grades</p> <p>COLLEGE VISITS</p>	<p>How can you land your dream career? Come up with three top tips</p> <p>What makes a good CV? Start building your own CV</p> <p>How can you make the most of your summer?</p>	<p>TAUGHT THROUGH PSHE</p> <p>Work experience Preparation for and evaluation of work experience and readiness for work</p> <ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development

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	apprenticeships are all about		<ul style="list-style-type: none"> • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 		Build your employability skills	<ul style="list-style-type: none"> • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience
Year 11	<p>TAUGHT THROUGH PSHE</p> <p>Building for the future Self-efficacy, stress management, and future opportunities</p>	<p>How will you choose your qualifications next year? Consider the reasons underlying your choices</p> <p>What about vocational</p>	<p>TAUGHT THROUGH PSHE</p> <p>Next steps Application processes, and skills for further education, employment and career progression</p>	<p>What happens on exam results day? Find out what to expect</p> <p>How can you study successfully? Create a study advice display</p>	<p>Why is work experience so important? Find out the difference work experience can make</p> <p>Prepare your CV ready to make the most of the holidays</p>	

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<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online 	<p>qualifications? Find out more about BTECs</p> <p>How can you save money? Learn some money-saving tips</p> <p>COLLEGE VISITS</p>	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance 	<p>What's the best way to revise? Get ready for your exams</p>		
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