



## Local Procedure/Protocol

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| <b>School/Home Name:</b>                                                                                                                                                                                                                                                                                                                  | Pontville 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>                                                                                                                                                                                                                                                                                                                     | SEPT 2025                                         |
| <b>Next Update Due:</b>                                                                                                                                                                                                                                                                                                                   | SEPT 2027                                         |
| <b>Procedure/Protocol Lead:</b>                                                                                                                                                                                                                                                                                                           | Stuart Walker                                     |
| <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, either from Primary school, harnessing early curiosity and ambitions, to beyond Secondary school, 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.

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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, that now operates across both primary and secondary year groups.

## 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, 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, workplace visits, mentoring, and work placements. In addition to this, support will be provided through dedicated staff to support pupils stepping into actual employment pathways, both directly upon leaving and also as part of a comprehensive alumni support programme.

## 3 GATSBY BENCHMARKS

### 3.1 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 Lead, 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 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 appointments attended (GBM8, GBM3)      |
| No. of employer encounter sessions (GBM5, GBM2)        |
| No. of experiences of the workplace (GBM6, GBM2, GBM3) |

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|                                                 |
|-------------------------------------------------|
| No. of visits to college (GBM7)                 |
| No. of experiences of university (GBM7)         |
| Technical pathway sessions Yr 8/9 (GBM7)        |
| Technical pathway sessions Yr 10/11 (GBM7)      |
| Technical pathway sessions Yr 12/13 (GBM7)      |
| No of Careers in the Curriculum Sessions (GBM4) |

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. There is also monthly reporting by Careers Leads to the central Employability Lead on careers delivery and engagement with the WG Futures programme.

## 4 CURRICULUM & WG FUTURES 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 personalised 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.

**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.

**4.4** The WG Futures Curriculum sits alongside the traditional curriculum and provides pupils with a dynamic and aspirational additional programme of learning, designed to prepare them for future pathways through meaningful engagement with highly skilled employer partners.

**4.5** The WG Futures Curriculum offers a rich breadth of experiences that extend beyond the classroom. By combining academic study with practical, employer-led insight, the WG Futures Curriculum equips pupils with the knowledge, skills, and confidence to pursue ambitious career goals and make informed choices about their next steps in education, training, or employment.

## 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 sought-after 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.

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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 and ongoing expert-led recruitment support, connection with job opportunities, and unrivalled levels of ongoing alumni support to ensure that their steps beyond education are successful ones.

## 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

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

## 8 ASSOCIATED FORMS

- 8.1 N/A

## 9 APPENDICES

- 9.1 Appendix 1 – Career Programme Map

|                               |                   |           |                             |
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Appendix 1 – Career Programme Map

Subject: Careers

Intent (Gatsby Benchmarks 1, 2, 3, 4, 7, 8)

Our careers programme is designed to:

- Promote emotional and physical well-being as a foundation for successful engagement in future education, employment, and independent living (**Benchmark 1, Benchmark 8**).
- Provide structured opportunities for pupils to make progress towards EHCP outcomes while embedding careers-related learning across the curriculum (**Benchmark 3, Benchmark 4**).
- Prepare pupils for their next steps in life, learning, and work by fostering motivation, independence, and resilience (**Benchmark 8**).
- Offer a wide range of engaging and memorable experiences that broaden pupils’ horizons and expose them to the world beyond the classroom, including cultural, community, and workplace contexts (**Benchmark 6, Benchmark 7**).
- Support pupils in understanding their role as active citizens and contributors to society, developing values and skills relevant to the workplace and wider community (**Benchmark 4, Benchmark 8**).
- Ensure pupils develop the knowledge, skills, and attitudes needed to make informed decisions about their futures (**Benchmark 2, Benchmark 8**).

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Implementation (Gatsby Benchmarks 1, 2, 4, 5, 6, 7)

Our careers programme is informed by national research and tailored to the needs of our learners. Key features include:

- A stable, timetabled careers curriculum delivered across all key stages, ensuring consistent exposure to career-related learning (**Benchmark 1**).

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- Integration of labour market information and career pathways into lessons, helping pupils understand opportunities and make informed choices (**Benchmark 2**).
- Curriculum links to careers in subjects such as outdoor learning, creative arts, and life skills, making learning relevant and purposeful (**Benchmark 4**).
- Regular encounters with employers and employees through enrichment activities, guest speakers, and enterprise projects (**Benchmark 5**).
- Experiences of workplaces through off-site visits, community engagement, and vocational tasters, supported by robust planning and risk assessment via Evolve (**Benchmark 6**).
- Encounters with further and higher education providers through events, visits, and transition planning (**Benchmark 7**).
- Structured independent careers advice for all students, who will receive one to one appointments from key stage 3 upwards (**Benchmark 3**)

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### Impact (Gatsby Benchmarks 3, 4, 6, 8)

By the time pupils leave Pontville School, they will:

- Demonstrate increased confidence, independence, and readiness for transition into further education, training, or employment (**Benchmark 8**).
- Have made measurable progress towards EHCP outcomes and developed transferable skills across the curriculum (**Benchmark 3, Benchmark 4**).
- Have accessed a wide range of career-related experiences, including outdoor, community, and cultural opportunities, contributing to a rich understanding of the world of work (**Benchmark 6**).
- Understand the values and behaviours expected in the workplace and wider society, including teamwork, resilience, respect, and responsibility (**Benchmark 4, Benchmark 8**).
- Be equipped with the knowledge and skills to make informed decisions about their future pathways, supported by personal guidance and structured careers education (**Benchmark 2, Benchmark 8**).

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| Pathway | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Cycle B | <p>A visit from a business can be a powerful and age-appropriate way to introduce primary pupils to the world of work, helping them understand how learning connects to real-life roles and responsibilities (Gatsby Benchmark 4). It provides a meaningful encounter with an employer (Benchmark 5), sparking curiosity and broadening aspirations by showing children the variety of jobs people do and the skills they use. These visits also support a stable careers programme (Benchmark 1) by embedding early career-related learning in a way that is engaging and accessible. By linking the visit to classroom topics and encouraging questions, pupils begin to develop awareness of the wider world and their place within it, laying the foundation for informed choices in later years (Benchmark 2, 8).</p> <p>A careers fair for primary pupils offers a vibrant and engaging way to introduce children to the world of work, helping them begin to understand the wide variety of roles people play in society and how their interests and skills can shape future choices. It supports Gatsby Benchmark 1 by contributing to a stable and structured careers programme, and Benchmark 5 by providing direct encounters with employers and employees in a child-friendly format. Pupils benefit from hands-on activities, conversations, and demonstrations that make</p> | <p>Through personal development students will be introduced to foundational career-related skills and concepts in a meaningful, age-appropriate way. Visiting a garden centre and purchasing items with increasing independence supports financial literacy and decision-making, linking to real-world experiences and Gatsby Benchmark 6 (experiences of workplaces). Learning about plant types and using garden tools safely introduces pupils to horticulture and environmental careers, supporting Benchmark 4 (linking curriculum learning to careers). Creating kindness stones and decorated plant pots encourages creativity, teamwork, and social responsibility, which are transferable skills valued in many professions (Benchmark 4, Benchmark 8). Organising and participating in a plant sale develops enterprise, communication, and planning skills, offering a practical encounter with business and entrepreneurship (Benchmark 5, Benchmark 6). Throughout, pupils communicate positively with others, building confidence and interpersonal skills essential for future success (Benchmark 8), while the variety of experiences contributes to a stable and engaging careers programme (Benchmark 1).</p> <p>National Careers Week and National Apprenticeship Week provide valuable opportunities to enrich a primary school's careers programme and align directly with several Gatsby Benchmarks. These themed weeks contribute to Benchmark 1 by embedding careers education into the school calendar in a structured and consistent way. They support Benchmark 2 by</p> | <p>Another visit from a business who are linked to the Futures Team is scheduled to take place. It will be another age-appropriate way to introduce primary pupils to the world of work, helping them understand how learning connects to real-life roles and responsibilities (Gatsby Benchmark 4). It provides a meaningful encounter with an employer (Benchmark 5), sparking curiosity and broadening aspirations by showing children the variety of jobs people do and the skills they use. These visits also support a stable careers programme (Benchmark 1) by embedding early career-related learning in a way that is engaging and accessible. By linking the visit to classroom topics and encouraging questions, pupils begin to develop awareness of the wider world and their place within it, laying the foundation for informed choices in later years (Benchmark 2, 8).</p> |

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|  | abstract job concepts tangible and relatable, while also linking learning to real-life applications (Benchmark 4). These experiences help broaden aspirations early, spark curiosity, and lay the foundation for informed decision-making in later years, aligning with Benchmark 2 and Benchmark 8. | introducing pupils to age-appropriate labour market information and helping them understand the variety of roles and pathways available, including apprenticeships. Through guest speakers, interactive activities, and themed lessons, pupils gain Benchmark 5 experiences with employers and employees, while any visits or virtual tours of workplaces contribute to Benchmark 6. These events also help pupils begin to link classroom learning to real-world applications (Benchmark 4) and encourage positive conversations about future aspirations, supporting early personal guidance (Benchmark 8). Overall, both weeks help broaden horizons and build early awareness of the world of work in an engaging and accessible way. |  |
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#### UKS2 (Y5-6)

| Pathway | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|  | <p>within it, laying the foundation for informed choices in later years (Benchmark 2, 8).</p> <p>A careers fair for primary pupils offers a vibrant and engaging way to introduce children to the world of work, helping them begin to understand the wide variety of roles people play in society and how their interests and skills can shape future choices. It supports Gatsby Benchmark 1 by contributing to a stable and structured careers programme, and Benchmark 5 by providing direct encounters with employers and employees in a child-friendly format. Pupils benefit from hands-on activities, conversations, and demonstrations that make abstract job concepts tangible and relatable, while also linking learning to real-life applications (Benchmark 4). These experiences help broaden aspirations early, spark curiosity, and lay the foundation for informed decision-making in later years, aligning with Benchmark 2 and Benchmark 8.</p> | <p>and entrepreneurship (Benchmark 5, Benchmark 6). Throughout, pupils communicate positively with others, building confidence and interpersonal skills essential for future success (Benchmark 8), while the variety of experiences contributes to a stable and engaging careers programme (Benchmark 1).</p> <p>National Careers Week and National Apprenticeship Week provide valuable opportunities to enrich a primary school's careers programme and align directly with several Gatsby Benchmarks. These themed weeks contribute to Benchmark 1 by embedding careers education into the school calendar in a structured and consistent way. They support Benchmark 2 by introducing pupils to age-appropriate labour market information and helping them understand the variety of roles and pathways available, including apprenticeships. Through guest speakers, interactive activities, and themed lessons, pupils gain Benchmark 5 experiences with employers and employees, while any visits or virtual tours of workplaces contribute to Benchmark 6. These events also help pupils begin to link classroom learning to real-world applications (Benchmark 4) and encourage positive conversations about future aspirations, supporting early personal guidance (Benchmark 8). Overall, both weeks help broaden horizons and build early awareness of the world of work in an engaging and accessible way.</p> | <p>their place within it, laying the foundation for informed choices in later years (Benchmark 2, 8).</p> |
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KS3 (Years 7-9)

| Pathway | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|         | Employer Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Work Experience Based Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Employer Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Cycle B | <p>A careers fair for pupils will offer a vibrant and engaging way to introduce children to the world of work, helping them begin to understand the wide variety of roles people play in society and how their interests and skills can shape future choices. It supports Gatsby Benchmark 1 by contributing to a stable and structured careers programme, and Benchmark 5 by providing direct encounters with employers and employees in a child-friendly format. Pupils benefit from hands-on activities, conversations, and demonstrations that make abstract job concepts tangible and relatable, while also linking learning to real-life applications (Benchmark 4). These experiences help broaden aspirations early, spark curiosity, and lay the foundation for informed decision-making in later years, aligning with Benchmark 2 and Benchmark 8.</p> <p>This careers education programme supports Gatsby Benchmark 1 by forming part of a stable and structured careers curriculum that is embedded across year groups. It meets Benchmark 3 by addressing the individual needs of each student, helping them explore personal aspirations, develop teamwork skills, and make informed career choices. It also links to Benchmark 4 by connecting curriculum learning to real-world careers, showing students how subjects and skills taught in</p> | <p>Participating in National Careers Week and National Apprenticeship Week provides students with valuable exposure to the world of work, helping them make informed decisions about their future pathways. These events align closely with the Gatsby Benchmarks, particularly Benchmark 1 (a stable careers programme), Benchmark 5 (encounters with employers and employees), and Benchmark 7 (encounters with further and higher education). Through workshops, talks, and interactive sessions, students gain insights into a wide range of careers and apprenticeship opportunities, enhancing their understanding of routes beyond school. These experiences not only raise aspirations but also support personal development and readiness for employment, making them essential components of a structured and impactful careers education programme.</p> <p>Registration for the Witherslack Groups 'Futures Programme'. Designed specifically, the programme provides tailored support that raises aspirations and builds confidence through real-world experiences. With access to over 350 employer partnerships—including Microsoft, Mercedes, and John Lewis—students gain hands-on exposure to diverse industries, helping them understand workplace expectations and develop essential employability skills. The programme also offers lifelong support, ensuring students transition successfully into education, employment, or training, making it a powerful tool for securing positive long-term outcomes and empowering students to thrive beyond school.</p> | <p>A visit from a business can be a powerful and age-appropriate way to introduce pupils to the world of work, helping them understand how learning connects to real-life roles and responsibilities (Gatsby Benchmark 4). It provides a meaningful encounter with an employer (Benchmark 5), sparking curiosity and broadening aspirations by showing children the variety of jobs people do and the skills they use. These visits also support a stable careers programme (Benchmark 1) by embedding early career-related learning in a way that is engaging and accessible. By linking the visit to classroom topics and encouraging questions, pupils begin to develop awareness of the wider world and their place within it, laying the foundation for informed choices in later years (Benchmark 2, 8).</p> |

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|  | school relate directly to future employment opportunities. |  |  |
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KS4/5

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|         | Employer Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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                                                                                                                                                                                                                                                                                                                                                                   | Higher and Further Education/Work based Employer Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| Cycle B | <p>Students through personal development will attend library-based activities which support multiple Gatsby Benchmarks by providing students with meaningful, real-world learning experiences. Visiting the library and engaging with staff aligns with Benchmark 5, offering encounters with professionals in a public service setting. Exploring how to join and use the library, including finding books and resources, supports Benchmark 4 by linking curriculum learning—such as literacy and research skills—to practical applications. Investigating local educational facilities and services contributes to Benchmark 7, introducing students to further learning opportunities beyond school. Additionally, these activities reflect Benchmark 6 by offering experiences in a workplace-like environment, and Benchmark 3 by addressing individual interests and needs through personalised exploration of resources and support.</p> <p>A careers fair for pupils will offer a vibrant and engaging way to introduce children to the world of work, helping them begin to understand the wide variety of roles people play in society and how their interests and skills can shape future choices. It supports Gatsby Benchmark 1 by contributing to a stable and structured careers programme, and Benchmark 5 by providing direct encounters with employers and employees in a child-friendly format. Pupils benefit from hands-on activities, conversations, and demonstrations that make abstract job concepts tangible and relatable, while also linking learning to</p> | <p>Participating in National Careers Week and National Apprenticeship Week provides students with valuable exposure to the world of work, helping them make informed decisions about their future pathways. These events align closely with the Gatsby Benchmarks, particularly Benchmark 1 (a stable careers programme), Benchmark 5 (encounters with employers and employees), and Benchmark 7 (encounters with further and higher education). Through workshops, talks, and interactive sessions, students gain insights into a wide range of careers and apprenticeship opportunities, enhancing their understanding of routes beyond school. These experiences not only raise aspirations but also support personal development and readiness for employment, making them essential components of a structured and impactful careers education programme.</p> <p>Learning about financial choices through PSHE equips students with essential life skills that support their independence and future success. By understanding budgeting, saving, spending, and evaluating financial risks, students become more confident in managing money and making informed decisions. This learning links to Gatsby Benchmark 4 by connecting curriculum content—such as maths and PSHE—to real-world financial literacy. It also supports Benchmark 3 by addressing individual needs and preparing students for adult life, and Benchmark 2 by helping them interpret financial information relevant to career and lifestyle choices. These skills are vital for navigating employment, further education, and everyday responsibilities.</p> <p>Through personal development students meet a range of Gatsby Benchmarks by helping students build essential employability and life skills through engaging, practical experiences. Mock interviews with peers or teachers align with</p> | <p>Work experience preparation and reflection activities play a vital role in helping students understand the expectations of the workplace and develop key employability skills. Students will prepare for work experience by writing and requesting a placement at a local business during HT5, which directly supports Gatsby Benchmark 6 (<i>Experiences of workplaces</i>) by providing meaningful engagement with real-world environments. These activities also align with Benchmark 3 (<i>Addressing the needs of each pupil</i>) by allowing personalised reflection and skill-building tailored to individual aspirations.</p> <p>Team projects and enterprise challenges, such as running a mini-business or solving real-world problems, encourage collaboration, creativity, and leadership. Through the futures team, we will engage with enterprise companies to develop students' skills and knowledge in this area. These experiences link classroom learning to career development, fulfilling Benchmark 4 (<i>Linking curriculum learning to careers</i>), and often involve interaction with external professionals, supporting Benchmark 5 (<i>Encounters with employers and employees</i>). Together, these activities ensure students leave school with practical experience and a clearer understanding of the skills needed for future success.</p> <p>Students with engage with higher education pathways and visit local businesses through connections with the Futures Team, aligning strongly with several Gatsby Benchmarks. Firstly, it supports Benchmark 7: Encounters with further and higher education, by allowing students to explore university options and understand the qualifications and</p> |

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|  | <p>real-life applications (Benchmark 4). These experiences help broaden aspirations early, spark curiosity, and lay the foundation for informed decision-making in later years, aligning with Benchmark 2 and Benchmark 8.</p> <p>College visits will be organised to give students direct exposure to further education environments, helping them understand the range of courses, support services, and progression pathways available. These visits support Gatsby Benchmark 7: Encounters with further and higher education, by allowing students to meet college staff, explore facilities, and ask questions about entry requirements and course content. They also contribute to Benchmark 3: Addressing the needs of each pupil, by helping students make informed decisions based on their individual interests and aspirations. Additionally, these experiences reinforce Benchmark 1, ensuring that college visits are part of a stable and structured careers programme that prepares students for their next steps.</p> <p>‘Your Futures Week ‘ Families and students invited to be part of a week-long opportunity to access a variety of career related content to support them with their next steps. Opportunities to listen to colleagues promote their roles and responsibilities from the Witherslack Group Futures team and hear from businesses promoting career-based skills for the future. This initiative aligns with multiple Gatsby Benchmarks—notably Benchmarks 1, 5, and 7—by embedding structured careers education, facilitating meaningful employer encounters, and providing exposure to further and higher education options.</p> <p>To prepare students for their next steps in the workplace or further education, personal development</p> | <p>Benchmark 5, offering meaningful encounters with adults that simulate real-world recruitment processes. The presentation challenge supports Benchmark 4 by linking curriculum learning—such as communication and literacy—to career-relevant skills. Team-building games and STEM challenges contribute to Benchmark 6, providing experiences that mirror workplace collaboration and problem-solving. Creating a weekly planner supports Benchmark 3, helping students develop personal organisation and time management tailored to their individual needs. Together, these activities form part of a stable careers programme under Benchmark 1, preparing students for future education, employment, and training.</p> | <p>routes available to them. Secondly, the business visits contribute to Benchmark 6: Experiences of workplaces, giving students direct exposure to real working environments and helping them understand different roles and industries. These activities also support Benchmark 5: Encounters with employers and employees, as students interact with professionals who can share insights into career paths and workplace expectations. Finally, by encouraging students to reflect on their interests and future goals, these experiences help meet Benchmark 3: Addressing the needs of each pupil, ensuring that career guidance is personalised and relevant to their aspirations.</p> |
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|  | lessons will focus on creating a draft personal statement that can open doors to future employment or educational opportunities. This activity supports Gatsby Benchmark 3 by addressing the needs of each pupil through self-reflection and the articulation of individual skills and aspirations. It links to Benchmark 4 by connecting curriculum learning to real-world career and education pathways, while also contributing to Benchmark 7 as students engage with the expectations of further and higher education providers. Additionally, the process encourages Benchmark 8, as students receive personal guidance and feedback from tutors or careers advisors to refine their statements and effectively present themselves for future opportunities. |  |  |
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