



Local Procedure/Protocol

School/Home Name:	Hartwell 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 2025
Next Update Due:	SEPT 2027
Procedure/Protocol Lead:	Charlene Graham
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.	

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1	INTRODUCTION
2	PUPIL ENTITLEMENT
3	GATSBY BENCHMARKS
4	CURRICULUM PROVISION
5	OUR WG FUTURES PRINCIPLES
6	STATUTORY REQUIREMENTS AND RECOMMENDED READING
7	REFERENCES
8	ASSOCIATED FORMS
9	APPENDICES

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.

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 2
Linked to Policy Number:	OPSP11		

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)

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 3
Linked to Policy Number:	OPSP11		

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.

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 4
Linked to Policy Number:	OPSP11		

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

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 5
Linked to Policy Number:	OPSP11		

Appendix 1 – Career Programme Map

SCHOOL /DEPARTMENTAL CONTEXT	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.	
INTENT	To raise aspirations of our students by giving them an experience and knowledge of a variety of post 16 career options. In addition, the aim is for students to have greater understanding, appreciation and be able to work towards developing the personal qualities that employers currently look for in employees in order to give them an understanding of the job market around them with specific focus on careers that students have expressed an interest in. Primary pupils will have activities throughout the year that meets the objectives relevant to their age or stage of development.	
IMPLEMENTATION	We will use a range of images, videos, printed resources, strategies provided by speech and language therapist and teacher input to support pupils. Pupils will use group discussion, role play and peer/group tasks to develop their social interactions and skills which are key to being successful in a workplace environment.	
IMPACT	Pupils will be able to identify their personal and social skills and qualities, linking them to their career dreams. Pupils will understand the importance of improving their skills to achieve their career dream. Pupils will have an understanding of the current job market and what is available in the local area as well as nationally in order for them to have the widest opportunities and greatest aspirations for their future. Students will be well informed as to what they need to do both academically and socially to be able to succeed in their career area of interest.	

	Objectives covered	Possible Activities
Key Stage 1	Recognising that they and other people like to choose the work they do (MC) Looking forward to what they are going to learn next (MC) Describing a goal or target they are working towards. (MC) Being proactive about trying different approaches to solving challenges. (MC) Recognising that decisions can have unexpected consequences. (MC) Recognising the contribution, they make to work that is done in the home. (BLW) Being aware of what volunteers do and how they can be a volunteer. (BLW) Exploring the rewards, they would like to get from paid work. (BLW) Being aware that overwork is harmful to people's health. (BLW) Recognising how they can help keep themselves safe in school. (BLW) Exploring what happens in the first few days when people start work (BLW) Being aware that they and others can play a part in helping to ensure that people are treated well at work. (BLW) Being aware of how money can be earned (BLW) Being aware of how work is portrayed differently in different stories. (SBP) Recognising that the way that work is shown is not always accurate/reliable (SBP) Exploring how working life is changing for people now. (SBP) Being aware of how scientific and technological aids help people do their work. (SBP) Exploring work practices in the school environment that promote sustainability(SBP) Exploring jobs that people do to help each other. (SBP) Identifying new jobs that are just coming into being (CO) Being able to describe what their needs are (CO) Choosing what they want to achieve and the way they go about it (CO) Being aware of how to communicate with co-workers & customers in work settings (CO) Being able to make a positive contribution in group play or teamwork based on a business activity (CO) Thinking about questions they would like to ask a visitor about their job (CO) Being aware that jobs are made up of tasks (EP) Exploring what people do whose jobs involve caring for children and keeping them safe (EP) Being able to give examples of jobs in different sectors. (EP) Being able to explain their views about similarities & differences between jobs (EP) Investigating similarities & differences between men and women's work clothes (EP)	Set up themed play areas: • Doctor's Surgery – lab coats, stethoscopes • Post Office – letters, parcels, uniforms • Construction Site – hard hats, building block • Home Corner Job Dress-Up & Role Play • What they do: Dress up as different workers (e.g., chef, doctor, builder, teacher). • Why it works: Encourages imagination, social skills, and understanding of job roles. Who Am I?" Job Guessing Game • What they do: One child describes a job using clues; others guess (e.g., "I work in a hospital. I help people get better.") • Why it works: Boosts communication, critical thinking, and listening. Job Sorting Activity • What they do: Match tools, uniforms, or workplaces to the correct job (e.g., fire hose → firefighter). • Why it works: Helps categorise and understand job functions. Career Colouring Pages • What they do: Colour pictures of people in different jobs. • Why it works: Fine motor development, job recognition, and a calm, focused task. <u>Books – examples of what might be used.</u> "Whose Tools Are These?" by Sharon Katz Cooper "Clothesline Clues to Jobs People Do" by Kathryn Helling and Deborah Hembrook "What Do People Do All Day?" by Richard Scarry "When I Grow Up" by Andrew Daddo and Jonathan Bentley
Key Stage 2	Being aware that choice and opportunity make careers possible. (MC) Recognising their achievement when they have learnt something new even if they found it difficult initially (MC) Making a step-by-step plan to enable them to achieve something they would like to be able to do (MC) Being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out (MC) Being able to weigh up the pros & cons of a choice they are thinking of making (MC) Being able to explain the idea of division of labour with reference to the work that is done in the home (BLW) Being aware of what charities do and how they can be a charity worker (BLW) Recognising that people seek different rewards when considering paid work that they'd like to do (BLW) Being aware that imbalances between life and work affects wellbeing (BLW) Recognising what they can do to keep themselves & others safe at school (BLW) Being aware that people's work needs change during their lives Recognising unfair barriers to opportunity and being willing to challenge them (BLW) Being able to make decisions about saving, spending and budgeting (BLW) Being aware of what the author is encouraging them to think about when work is a theme in a story (SBP) Being able to consider if the information they have found is accurate/reliable (SBP) Being aware of trends that hint at how working life may change for them by the	Manage a career: - Identify a role model and explain why that person is a role model to them. - Take part in an activity that tells the story of a person with a career journey. - Application for a classroom role, e.g. whiteboard monitor. - Transition planning, e.g. for the move to a new year group and/ or from primary to secondary school. - Project activities that encourage learners to make and adapt a plan. Balance Life & Work: - Simulate the life of an adult and recognise the need to manage work, responsibilities, leisure/play, health and family. Consider the consequences of neglecting one of these aspects. - Imagine they are arranging an outing OR KS2 imagining they are the boss of a company of their choice. What would they need to do to make sure their staff are safe at all times? What extra measures could they do to support the mental wellbeing of their staff? - Plan a holiday with a budget of £2,500 for a family of four. How do families budget and what sacrifices do they make? How do families earn the money to pay for a holiday? - Think about how people may be less fortunate than they are (wealth/health/family/ happiness etc) and plan a charitable or voluntary activity to help others. See the big picture: - Take part in a debate about what is most important to people in work recognising that there are not necessarily a right or wrong answer and that people are entitled to their own views - This could be approached via discussion about role models and their work values. - A community project to identify, research and visit an employer of one of the local growth/priority sectors in the local labour market.

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 6
Linked to Policy Number:	OPSP11		

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	Action Points	Finding Careers Information	Career Management	Character Traits and Skills	Personal Skills & Qualities	Careers and your Future
	<u>Overview:</u> To be able to identify different types of SMART Targets and goals. To understand the usefulness of action planning. To be able to plan and take action to move forward <u>Skills:</u> Throughout this term learners will be able to set themselves SMART Targets, construct a careers action plan and take responsibility for making things	<u>Overview:</u> To know where to look for careers information. To be able to select suitable sources of careers information that are fit for purpose <u>Skills:</u> By the end of this term learners will understand where to go to access careers information, evaluate if a source is reliable and credible and to use trustworthy careers website to research their dream job. <u>Assessment:</u> Formative – verbal and written responses throughout lessons	<u>Overview:</u> To be able to identify different types of goals. To understand the usefulness of target setting to help achieve goals. To be able to plan and take action to move forward. <u>Skills:</u> Learners will be able to set themselves meaningful goals, construct a careers action plan and take responsibility for making things	<u>Overview:</u> To be able to describe their personal qualities and dispositions. To feel positive about themselves. To understand what skills are and to recognise those that they possess. <u>Skills:</u> By the end of the term learners will be able to describe their personal qualities, to celebrate their successes with	<u>Overview:</u> Learners will be able to identify their personal and social skills, understand how these link to their career dreams and aspirations and understand the employability skills employers are looking for <u>Skills:</u> By the end of the term learners will be able to understand the difference between a skill and a quality, evaluate their own	<u>Overview:</u> Learners will understand the meaning of the word career, be aware of how careers education can help them plan for the future, recognise the limitations of making career choices based on 'dream' ideas and be aware of what considerations are involved in making realistic choices <u>Skills:</u> Learners will become aware of how important careers education

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 7
Linked to Policy Number:	OPSP11		

	happen in their own lives. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	Summative – End of topic quiz/STAR analysis	happen in their own life. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	others and understand their own strengths and weaknesses. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	skills and qualities and understand the importance of improving their skills ‘toolbox’. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	is, of how not to limit their future career options and future opportunities in learning and work. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis
RATIONALE: ‘Why this? Why now?’	The main aim of the year 7 Careers curriculum is to give learners and understanding of themselves and basic knowledge of the key areas of careers. Looking at how they can become successful.					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 8	Careers interests and Jobs	Labour Market Information	Exploring Careers	Making Decisions	Options and Pathways	Qualification and Pathways
	<u>Overview:</u> To help learners think carefully about potential careers and focus on their interests and preferences, be aware that understanding themselves and their interests will	<u>Overview:</u> Learners to be aware of what labour market information (LMI) is and how it can be useful to them, be able to start using LMI to get a realistic picture of the labour market which they will use to help make decisions about future careers.	<u>Overview:</u> By the end of the term learners will be able to identify the 10 main UK Job sectors, explore a wide variety of jobs and evaluate the different qualifications, starting salaries	<u>Overview:</u> Learners will understand what is needed for effective decision making, a decision-making model and recognise who can help them with information and advice.	<u>Overview:</u> Learners will learn about the range of subjects which are available for KS4 Options, be aware of the subjects they currently have an aptitude for and like and be able	<u>Overview:</u> By the end of the term learners will understand the value and advantages of gaining qualifications and be aware of the learning and progression

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 8
Linked to Policy Number:	OPSP11		

	help shape their choices about KS4 Options and future career ideas. <u>Skills:</u> Learners will learn how to identify a wide range of jobs, understand that each sector in society contains many career opportunities and know how to plan for their future career. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	<u>Skills:</u> Learners will understand what Labour Market Information is, be able to explain how Brexit has impacted local Labour Markets in the UK and identify the main factors that impact Labour Market Information. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	and duties of a wide range of jobs. <u>Skills:</u> Learners will be able to identify a range of different UK Job sectors, know the starting salaries of a range of jobs and explain their dream job or career. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	<u>Skills:</u> Learners will be able to reflect on their careers journey so far, understand what should be taken into account when making important decisions and understand how their current choices can impact their future choices. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	to describe the benefits of the subjects on offer. <u>Skills:</u> Learners will understand their schools core curriculum at KS4, their option choices at KS4 and know what they would like to study at KS4. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis	pathways available. <u>Skills:</u> Learners will understand post 16 progression routes available to them, understand the links between qualifications and pay and understand post 18 progression routes available to them. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic quiz/STAR analysis
RATIONALE: 'Why this? Why now?'	This year learners will build on their knowledge from year 7. They will start to look at what they are wanting for their future and what choices they can make in their KS4 options to support this. They will look at Labour market information to help them make informed choices about what jobs may be available in the future and how they can improve their skills to support them with becoming successful in the 'world of work'.					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 9
Linked to Policy Number:	OPSP11		

YEAR 9	Health and Safety in the workplace	Communicating with others	Overcoming Barriers to Work	Maintaining work standards
	<u>Overview:</u> Learners will gain knowledge of Health and safety in the workplace from both an employer and an employee viewpoint <u>Skills:</u> Throughout this topic learners will learn about rights and responsibilities relating to workplace health and safety, health and safety arrangements in a workplace that they are interested in, how to prevent and deal with accidents and prove that they can perform workplace tasks safely by completing a practical task within the lesson. <u>Assessment:</u> Formative – verbal and written responses throughout lessons Summative – End of topic written assessment	<u>Overview:</u> Learners will gain knowledge of different forms of communication within the workplace, using this knowledge they will effectively communicate with others using appropriate methods. <u>Skills:</u> Learners will gain knowledge of different forms of communication within workplaces. They will use this information to research communication methods off a job of their choice and complete two practical communication tasks that are relevant to them	<u>Overview:</u> Throughout this unit learners will identify general and their own barriers to work and identify what support is needed and available to overcome and/or support with these. They will also be able to identify and understand factors that can make them employable. <u>Skills:</u> By the end of this unit learners will understand the factors that enable an individual to be successful in accessing and staying in work, be able to identify barriers to accessing work	<u>Overview:</u> Throughout this unit learners will be able to identify and work to specific standards within a specific timeframe within workplace standards and codes of conduct. <u>Skills:</u> By the end of this unit learners will understand why employees are expected to comply with workplace standards and codes of conduct, know what standards are required in own organisation, be able to plan for, and meet, timekeeping and attendance requirements of own organisation and be able to complete activities to specified work standards. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Annotated images and witness statements of two tasks Summative – end of topic written assessment

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 10
Linked to Policy Number:	OPSP11		

		and their chosen job. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Annotated images and witness statements of two communication tasks Summative – end of topic written assessment	and identify how to get support to help overcome them and be able to plan to deal with money issues associated with becoming an employee <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Annotated printouts of research Summative – end of topic written assessment			
RATIONALE: ‘Why this? Why now?’	This year we will start to look at topics that are required in all workplaces. We will look at generic Health and Safety and then link this to an area of interest, looking at specific policies, procedures and laws. We will look at different forms of communication and how poor communication can impact how they are perceived within the workplace. We will identify potential barriers to work and agencies that are there to support in overcoming these barriers. We will also identify what working standards are and how to plan to be able to meet these.					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 10	Career exploration		Rights and responsibilities in the workplace	Exploring job opportunities	Applying for a job	

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 11
Linked to Policy Number:	OPSP11		

	<u>Overview:</u> Throughout this unit learners will identify a career goal and explore routes on how they can achieve this goal. They will identify skills and qualities for this career, comparing these with their current skills and qualities. Learners will complete a mock interview for their chosen career goal and reflect on feedback from this interview. <u>Skills:</u> By the end of this unit learners will be able to identify a career goal and explore routes to achieving the goal, be able to identify skills and qualities appropriate to a chosen career, be able to prepare for a career interview and be able to review the outcomes of a career interview. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Annotated printouts of research Summative – end of topic written assessment	<u>Overview:</u> Throughout this unit learners will gain knowledge of employee rights and responsibilities and understand their role with these. <u>Skills:</u> By the end of the unit learners will understand that employees have rights and responsibilities in the workplace <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Summative – end of topic written assessment	<u>Overview:</u> Learners will use several sources to identify suitable jobs that are available to them. <u>Skills:</u> By the end of the unit learners will be able to identify suitable job opportunities. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Annotated internet research. Summative – end of topic written assessment	<u>Overview:</u> Throughout this unit learners will learn about the different activities that are required in the job application process and complete these (e.g. application form, personal statement, C.V., letter of application). They will also take part in a second mock job interview, using their knowledge from their last interview and be able to reflect on their performance. <u>Skills:</u> By the end of the unit learners will be able to carry out activities to apply for a job and be able to prepare for and take part in an interview and learn from the experience. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Images/witness statement of interview Summative – end of topic written assessment		
RATIONALE: ‘Why this? Why now?’	This year we will continue to look at topics to support the requirements within the workplace. We will expand on Health and Safety to look at rights and responsibilities within the workplace. We will move onto exploring careers before completing the relevant paperwork that is required to apply for a job. Pupils will familiarise themselves with the Futures platform, populating it with their information.					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 12
Linked to Policy Number:	OPSP11		

YEAR 11	Further Education research and application	Working with numbers	Completion of portfolio Subject support/revision/career meetings	Next steps, preparation for further education
	<u>Overview:</u> Learners will be supported by teacher/TA and careers advisor to research appropriate next step pathways and apply for these. <u>Skills:</u> By the end of the half term, learners will have an idea about what their next step are and have completed application forms for their chosen pathway. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Complete	<u>Overview:</u> Learners will be able to identify general ways in which number is used within the workplace and link this with how number is used within their chosen field. They will then tackle some number problems relevant to their chosen field and be able to explain the results. (E.g., area/perimeter in construction/trade etc.) <u>Skills:</u> By the end of the unit learners will understand ways in which numbers are used in the workplace, be able to plan to tackle practical number problems, be able to tackle a practical number problem using appropriate methods and be able to interpret results and present findings	<u>Overview:</u> This term learners will complete any work missing from their portfolios. Be supported with other subject catchup and revision. They will also have support from the external careers advisor with any queries about next steps and transition. <u>Skills:</u> Learners will be able to manage their own time within the lesson to complete missing work (a list will be provided for the lesson), revise or catch up on work from other subjects and meet with the career's advisor. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Meeting with careers advisor Summative – end of topic written assessment	<u>Overview:</u> During these last few weeks learners will complete any outstanding visits to colleges, complete application forms and college research to ensure they have a smooth transition <u>Skills:</u> Learners will gain confidence and become familiar with the application process. <u>Assessment:</u> Complete application forms and transition plans

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 13
Linked to Policy Number:	OPSP11		

	application form/s Summative – end of topic written assessment	<u>Assessment:</u> Formative – verbal and written responses throughout lessons. Summative – end of topic written assessment				
RATIONALE: ‘Why this? Why now?’	This year we will be concentrating on transition. We will support pupils with their post-16 applications, extra support from the external careers advisor, post-16 provision visits and alleviate any worries they may have about next steps. This should lead to a successful transition into their next steps.					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY STAGE 5	Role of Trade Unions and Employer Associations	Taxes in the UK - Why do we Pay them?	Banks and Money	Types of Employment	What is Debt	Income and State Benefits
	<u>Overview:</u> Pupils will learn about the history of trade unions in the UK and what we mean by the terms risk and reward. They will evaluate if industrial action achieves its aims more often than not. <u>Skills:</u> Pupils will explain where Trade	<u>Overview:</u> Pupils will learn about the range of taxes that exist in the UK and the purpose of paying taxes and be able to work out the income tax paid on a range of different salaries. They will also evaluate whether the UK’s progressive tax system is fair. <u>Skills:</u> Pupils will explain the range of taxes that	<u>Overview:</u> Pupils will learn about the different types of bank accounts available, including the range of mobile banking only services and be able to evaluate which account would be most suitable for different situations.	<u>Overview:</u> Pupils will learn about the different types of employment available, be able to explain the different things that motivate people to work and understand the purpose of a P45, P60 and other paperwork related to employment.	<u>Overview:</u> Pupils will learn about the range of credit options available to adults and gain knowledge of the seriousness of debt and how to overcome it. They will also learn about the difference between priority debts and non-priority debts.	<u>Overview:</u> Pupils will learn about the importance of multiple sources of income and how the government raises and spends money. They will also learn what universal credit is and other state benefits available in the UK <u>Skills:</u>

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 14
Linked to Policy Number:	OPSP11		

	Unions originate from, know the benefits of Trade Union membership and be able to evaluate a business's inclusion, diversity and equality policy. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Summative – end of topic written assessment	exist in the UK, understand what my personal tax allowance is and know how to calculate income tax. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Summative – end of topic written assessment	<u>Skills:</u> Pupils will understand the various characteristics of money, evaluate different banking options for mobile and traditional banking and understand the range and purpose of different types of bank accounts. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Summative – end of topic written assessment	<u>Skills:</u> Pupils will understand the different types of employment that exists, know the difference between a P45 and a P60, be able to explain what will motivate them to work and in their future career choices. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Summative – end of topic written assessment	<u>Skills:</u> Pupils will understand the impact getting into debt can have on themselves and their family, be able to identify priority and no-priority debts and know how to access reliable advice on debt counselling. <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Summative – end of topic written assessment	Pupils will know a range of UK state benefits including universal credit and understand the benefit of having multiple income sources <u>Assessment:</u> Formative – verbal and written responses throughout lessons. Summative – end of topic written assessment
RATIONALE: 'Why this? Why now?	Pupils will learn about the support that is available to them in employment. They will also learn about what taxes they will pay when in employment and benefits that are available to support those that need it. We will look at different types of banking and the consequences of debt.					

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 15
Linked to Policy Number:	OPSP11		

Document Number: HWS-V01-1125	Issue Date:	SEPT 2025	Protocol Version Number: 05
Status: FINAL	Next Review Date:	SEPT 2027	Page 16
Linked to Policy Number:	OPSP11		