



Local Procedure/Protocol				
Sandwell Learning Centre				
Futures: Careers and Work-Related Learning				
OPSP15 Futures: Careers and Work-Related Learning				
SEPT 2025				
SEPT 2027				
Wayne Bown				
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EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1 INTRODUCTION

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

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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)
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.

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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.
- 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

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9 APPENDICES

9.1 Appendix 1 – Career Programme Map

Appendix 1 – Career Programme Map

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activities as potential 8 Understand the Importance of Education and Qualifications
To explain how education and qualifications impact career choices and pathways. 9 Understand the importance of job satisfaction and personal fulfilment in choosing a career 10 Understanding the Labour Market and Future Trends emeraina industries and how the economy and new technologies affect job opportunities.

different career pathways 6 Create mind maps showing how subjects are related to career options.
7 Investigate where lessons they have been taught in school will be used in careers 8 Investigate wider personal skills which are taught in school necessary to succeed in the workplace.

Additional objectives: Key Employability Skills 7 Identify core employability skills Design a "Perfect Employee' 8 Identify the qualities employees need to be

successful at work

6 Carry out a volunteering or work experience task Reflect on and Evaluate their Work Experience of Volunteering experience 8 Create a short presentation or poster about their volunteering or work experience.

they can seek additional careers IAG if required

Additional objectives: Decision Making and the Role of Work in

7 Investigate the decision-making process for choosing future education options. 8. Explore how work-life balance and career satisfaction influence career choices. 9. Complete a selfassessment on values (e.g., job security, creative work, salary).

ns, and preparing for emp Career Planning Key Stage Four: Focus: Deepe ng understanding of care er paths, higher education and further training opti oyment.

Enrichment Opportunities:

Careers/apprenticeship Independent careers adviser meetings Talent Manager -Interview support Futures Curriculum sessions and events Futures Friday Focus Days Guest Speakers from various industries. Work Experience placements or internships (for Key Stage 3 and 4) Career Fairs with Ic businesses and universities. Job Shadowing opportunities. Employer Visits to schools, including hands-on workshops or skills clinics

Learning from local labour market information (Step 4 Lightbulb Online)

Students will: 1 Identify current trends within their local labour market 2 Learn more about employment and training opportunities within four key growth sectors. 3 Identify the skills that local employers are looking for across each industry sector. 4 Demonstrate thes skills through the completion of an industry-linked task 5 Complete / re-visit

their Destinations

specific steps they

develop the sector specific skills to work

Roadmaps to

consider what

could take to

in their chosen

Additional objectives: Local Labour Market Information 6 Research the RAF Brize Norton base as an employer. 7 Investigate local market data for West Oxfordshire 8 Visit a small local business in Carterton and investigate iobs/careers they offer

Pathways After GCSEs

Students will: 1 Explore the main pathways after GCSEs: Further Education (Sixth Form or College), Apprenticeships, Employment, and Vocational Training 2 Research and compare different post-16 options, including apprenticeships and college courses

Understanding Apprenticeships and Vocational Training 3 Explain the benefits of apprenticeships including on-the-job training and earning while learning. 4 Invite an apprenticeship provider to give a talk or video interview about apprenticeship opportunities. 5 Compare and contrast apprenticeships with and Vocational Training 6 Identify the key benefits of apprenticeships and

vocational training for both individuals and society.
7 Understand the Key Components of Apprenticeship Apprenticeship
Programs
8 Explore the structure
and key components
of effective
apprenticeship programs.
9 Compare Vocational Training vs. Academic Education 10 Understand the

Challenges and Opportunities in Apprenticeships and Vocational Training

Preparation for Employment (Step 5 Lightbulb Online)

Students will: 1 Identify their own personal skills and gualities. 2 Recognise the key characteristics of an effective CV, letter of application and application form.
3 Complete their own 4 Understand how

social media can be an effective tool when seeking employment the future. 5 Be able to explain what employers expect to see in an effective interview. 6 Participate in a virtual mock-interview process.

Additional objectives: Preparing for the World of Work 7 Complete a job application form. 8 Create an action plan for experiences or qualifications they would like on their CV - this can be related to a career of their choice.

Networking and Workplace

Students will: 1 Understand what professional networking is, why it's important, and how it can impact their careers 2 Understand the importance of professional networks and workplace relationships. 3 Explore online platforms like LinkedIn and how they can help with career progression. 4 Practise writing professional letters, emails or LinkedIn messages 5 Create a presentation identifying professional Etiquette in a chosen 6 Understand workplace behaviour including how to present themselves and interact with colleagues. 7 Practise networking skills in a structured setting. 8 Understand the variety of career pathways available and how networking can help them advance in their chosen fields.

9 Create an advert

about themselves for

potential employers.

goals.

and Decision-Making for the

Future Students will: 1 Develop basic Students will: 1 Identify and reflect on their strengths. interests, and career 2 Research the aspirations. 2 Understand how to make informed decisions about what to study after GCSEs and how to set decisions. realistic career goals. 3 Research chosen finance and its careers, networking, and setting goals. 4 Create a career and Salary, how plan, taking into account the different types of changing nature of the job market. is structured. 6 Identify their interests, strengths, and skills to guide manage monthly expenses. career choices and research 7 Investigate different career pathways and explore various 7 Learn about career options.
8. Investigate Post-16 Options available and how debt. they relate to their career aspirations 9 Understand the value of networking and gaining work experience to advance their works. careers.
10. Create a career plan incorporating SMART targets and steps towards caree

Personal Finance and Salary Expectations

financial literacy skills, including budgeting, salary expectations, average salary for different careers and discuss how personal finance fits into career 3 Understand the concept of personal importance in daily life. 4 Understand Incom income is earned, the income, and how salary 5 Learn how to create a personal budget and 6 Understand the importance of saving money and planning for future financial goals borrowing money, types of debt, and how to manage and avoid 8 Understand different financial products and how to choose the right 9 Introduce the concept of investing and how it 10 Understand the role of taxes and National Insurance in personal finance, consumer Rights and how to protect yourself financially.

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