Local Procedure/Protocol

School/Home Name:	**The Secret Garden 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
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Procedure/Protocol Lead:	Kirsty Marshall
Responsible Signatory:	Matthew Boyle, Projects Director

EQUALITY AND DIVERSITY STATEMENT

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

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

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

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

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1 INTRODUCTION

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

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)

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.

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

Appendix 1 – Career Programme Map

KS1/2			
Year	Autumn	Spring	Summer
1	• looking forward to what they are going to learn next • being able to describe what their needs are • exploring how different strengths and interests can lead to different jobs. • understanding that people learn and work in different ways. • recognising that emotions are important in many jobs. • respect, teamwork and kindness are important in all jobs. • learning to cooperate and take turns mirrors workplace collaboration.	• being aware that jobs are made up of tasks • recognising that they and other people like to choose the work they do • understanding that people have different jobs. • learning that people earn money through work. • exploring how workers provide goods and services.	• being aware of what volunteers do and how they can be a volunteer • being aware of how work is portrayed differently in different stories • recognising that the way that work is shown is not always accurate/ reliable • exploring how working life is changing for people now • recognising trusted adults and safeguarding roles. • understanding jobs that protect and support children and families. • learning about people who provide important community services. • exploring careers that help protect the environment. • understanding how everyone can contribute to their community.
2	• exploring what they have experienced and achieved • feeling positive about people whose identities and backgrounds are different to theirs • being able to explain what they are gaining from the subjects and topics they are learning about	• recognising that decisions can have unexpected consequences • exploring work practices in the school environment that promote sustainability • understanding that people earn money through work. • exploring how different jobs provide goods and services.	• recognising how they can help keep themselves safe at school • being able to explain their views about similarities and differences between jobs • thinking about questions they would like to ask a visitor about their job • understanding communities and belonging introduces careers that support people and local areas.

	• being proactive about trying different approaches to solving challenges • being aware of how to communicate with co-workers and customers in work settings • learning about feelings, friendships, teamwork and conflict resolution develops key employability skills needed in every workplace. • exploring medicines and healthy lifestyles links to healthcare professions.	• learning about money management and financial responsibility. • recognising how workers contribute to their communities.	• learning about online safety and technology introduces modern digital careers. • exploring diversity helps pupils understand that people from all backgrounds can pursue a wide range of careers.
3	• being aware of what the author is encouraging them to think about when work is a theme in a story • understanding mental and physical health introduces careers that support wellbeing. • exploring resilience, emotional regulation and self-esteem helps pupils develop employability skills valued in all careers. • learning about healthy lifestyles and safety links to healthcare and public safety professions.	• learning about respectful relationships, consent and personal boundaries develops essential workplace behaviours. • exploring positive role models helps pupils understand how individuals can influence and inspire others. • understanding care, compassion and responsibility links to careers focused on supporting people and animals.	• being able to explain what tasks they would like and like least about particular jobs • learning that people can have different careers throughout their lives. • exploring a range of jobs and employment sectors. • understanding the importance of workplace skills. • recognising that there are different routes into careers. • challenging gender stereotypes in employment.
4	• recognising what they want to learn next and when they are successful • recognising their achievement when they have learnt something new even if they found it difficult initially • learning about allergies, vaccines, medicines and disease prevention	• responding to trusted adults who can help them identify their needs • being able to consider if the information they have found is accurate/reliable • learning about puberty, physical development and hygiene links to healthcare and scientific careers.	• finding out about the qualities and skills needed to do a caring job • being aware of what charities do and how they can be a charity worker • recognising that people seek different rewards when considering paid work that they'd like to do

	introduces careers that help people stay healthy and safe. • understanding emergency situations highlights the role of professionals who respond to crises and provide care.	• understanding when and how to seek professional medical support introduces a range of medical professions.	• learning about communities, relationships and supporting others introduces careers focused on helping and serving people. • understanding trust, respect and honesty reinforces workplace values.
5	• being willing to take on challenges that help them to grow • making a step-by-step plan to enable them to achieve something they would like to be able to do • learning about mental and physical health introduces careers that support wellbeing. • exploring self-esteem, emotional vocabulary and mental health helps pupils understand the importance of communication and resilience in the workplace. • understanding signs of illness and healthy lifestyles links to health and care professions.	• being able to design a scheme for classifying a set of jobs • recognising what they can do to help keep themselves and others safe at school • understanding that career choices are influenced by interests, skills, qualifications and opportunities. • exploring different routes into careers. • challenging stereotypes that limit aspirations and workplace opportunities. • learning about online risks, fake news and evaluating sources introduces careers in technology, media and digital communications. • learning first aid, medicine safety and responding to emergencies introduces careers focused on health and public safety. •	• reflecting on what they achieved and what they would do differently or better next time exploring how people relate to each other in work settings • being aware that imbalances between people's life and work affects their wellbeing • being aware of trends that hint at how working life may change for them by the time they embark on their careers • exploring the benefits and possible drawbacks of scientific and technological • learning about friendships, peer pressure, manners and respectful behaviour develops skills valued by employers. • understanding independence and personal responsibility supports future career readiness. • learning about climate change and sustainability introduces careers focused on protecting the environment and creating sustainable solutions. •

6	• being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out • being able to weigh up the pros and cons of a choice they are thinking of making • learning about nutrition, exercise, hygiene and disease prevention introduces careers that promote healthy lifestyles and wellbeing. • understanding viruses, bacteria and infection control links to healthcare and scientific professions. • learning about healthy and unhealthy relationships, conflict resolution and safeguarding introduces careers that support and protect people. • understanding online safety and abuse awareness links to roles that help keep individuals safe.	• recording and commenting on what they have experienced and achieved • relating to people whose identities and backgrounds are different to theirs • exploring the connection between uniforms and status • learning about mental health, emotional wellbeing and accessing support introduces careers that help people manage challenges and maintain wellbeing. • exploring body image and emotional change links to healthcare and counselling professions. • learning about online privacy, media influence and digital safety introduces careers within technology, cyber security and media. • understanding how online information affects opinions links to journalism and communications careers. • learning about puberty, alcohol, drugs and public health introduces careers that promote education, treatment and prevention. •	• recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers • being able to take on different work-related roles in group play or teamwork • being aware that people's work needs change during their lives • recognising unfair barriers to opportunity and being willing to challenge them • exploring jobs and ways of working that help to protect the environment • exploring what they and others can do to prevent people having to do harmful work • learning about money, goods and services and financial decision-making introduces careers in business, banking and enterprise. • exploring responsible money management develops financial capability for future employment. • learning to identify risks and hazards introduces careers focused on safety and risk management. • understanding risk assessment links to a wide range of industries.
KS3			
Year	Autumn	Spring	Summer

Gatsby	8. Personal Guidance 5. encounters with employers and employees 6. experiences of work places	2. Learning from careers and labour market information 4 Linking curriculum learning to careers 5. encounters with employers and employees 6. experiences of work places	5. encounters with employers and employees 6. experiences of work places
Key events	5th – 9th October- Futures Week 2nd-7th November- Green Careers Week 16th -22nd November- Enterprise Week	8th-14th February- National Apprenticeship week 1st-6th March- National Careers Week	6th- 10th July- Youth Employment Week Year 9's to have initial 1:1 ICA meeting
7	• To review their strengths, interests, skills, qualities and values and know how to develop them. • To set realistic, yet ambitious, targets and goals. • Explains how to contact the appropriate emergency services. • Explains why they require assistance with a medical issue • Identifies an ambulance service uniform • Role plays a call to emergency services • Identifies people I uniform, e.g. police, nurse. • Gives examples of people who help them with health concerns. • Identifies that teeth should be brushed twice a day. • Identifies that they should visit a dentist to have their teeth checked.	• To be able to ask questions that support the aim of the project and their role within it's success. • To use Standard English to clearly and coherently: articulate, argue, justify, reason and evaluate • To actively participate and demonstrate enthusiasm in shared discussion, bot adult-led and independently. • To be able to have discussions with peers which centre on a theme or problem and which remain focused. • To participate in a discussion, presentation and/ or debate at least once during a project. • To recognise and challenge stereotypes and family, or cultural expectations, that may limit aspirations.	• To develop study, organisational, research and presentation skills. • To understand the skills and attributes that employers value. • To know the importance and benefits of being a lifelong learner. • To know the skills and attributes that employers value. • To know the skills and qualities required to engage in enterprise. • To understand what careers are. • To know how careers can be developed. • To know there are of different kinds of work. • To know why people's satisfaction with their working lives can change. • To understand different business organisational structures. • To know why we have and use money. • To know the functions of money. • To know what bartering is.

	• Identifies that a dentist should be visited if teeth or gums hurt • To know the benefits of setting ambitious goals and being open to opportunities in all aspects of life. •		• To know what people do with their money. • To know where people keep their money. • To know the different ways in which purchases can be paid for. • To know the advantages and disadvantages of different payment methods.
8	• To review their strengths, interests, skills, qualities and values and how to develop them. • Identifies exercise or choices that make keep themselves healthy. • Identifies ways they can feel better mentally • Recognises that it is normal and acceptable to feel different emotions • Identifies different emotions using the appropriate names • Labels and expresses anger or other strong feelings appropriately • Identifies emotions of others wen looking at facial expressions • Identifies who to go to when feeling sad or angry • Demonstrates some ways to calm themselves down. • States the medical condition they have when prompted • Identifies allergies or intolerances they have when prompted.	• Explains how to contact the appropriate emergency services. • To be able to listen to of range of people and their opinions and successfully: understand, maintain attention and discuss and evaluate the topic. • To understand how to communicate in different situations.	• To understand the skills and attributes that employers value. • To learn how to develop routes into work, training and other vocational and academic opportunities, and progression routes. • To be aware of what labour market information (LMI) is and how it can be useful. • To identify how to stand up to stereotyping and discrimination, that is damaging to people and those around them. • To be aware of the laws and bye-laws relating to young people's permitted hours and types of employment. • To know how to minimise health and safety risks to you and those around you. • To know why people sometimes need to borrow money. • To know the different ways of borrowing money. • To know how a credit cards works. • To know what Payday lenders are. • To know what 'interest' is, in relation to borrowing money.

			• To know what loan sharks are. • To know how to keep control of our money. • To know how to plan a budget. • To assess and manage risk in relation to financial decisions that young people might make. • To know about values and attitudes relating to finance, including debt. • To manage emotions in relation to money. • To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.
9	• To be able to identify and express other peoples' talents • To identify and express when to use their own or someone else's skills for a particular task • To develop study, organisational, research and presentation skills. • To review their strengths, interests, skills, qualities and values and know how to develop them. • To set realistic, yet ambitious, targets and goals.	• Identifies 111 as a number to contact for an urgent healthcare need (less urgent than 999) • Suggests some medical concerns that would require a phone call to 111 • Determines when urgent professional medical help is needed with some prompting. • To recognise financial exploitation in different contexts e.g. drug and money mules, online scams.	• To develop study, organisational, research and presentation skills. • To review their strengths, interests, skills, qualities and values and know how to develop them. • To understand the skills and attributes that employers value. • To learn how to develop routes into work, training and other vocational and academic opportunities, and progression routes. • To know the importance and benefits of being a lifelong learner. • To know about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process.

			• To know about the benefits of setting ambitious goals and being open to opportunities in all aspects of life. • To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations. • To identify if you are a saver or a spender. • To know where and how money can be saved. • To know how to be a clever consumer and get good value for money. • To know how to assess and manage risk in relation to financial decisions that young people might make • To know about values and attitudes relating to finance, including debt. • To manage emotions in relation to money. • To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.
KS4			
Year	Autumn	Spring	Summer
Gatsby	8. Personal Guidance 5. encounters with employers and employees 6. experiences of work places	2. Learning from careers and labour market information 4 Linking curriculum learning to careers 5. encounters with employers and employees 6. experiences of work places	5. encounters with employers and employees 6. experiences of work places

Key events	5th – 9th October- Futures Week 2nd-7th November- Green Careers Week 16th -22nd November- Enterprise Week 1:1 meetings with future lead for leavers 1:1 ICA meeting for all year 10+	8th-14th February- National Apprenticeship week 1st-6th March- National Careers Week 1:1 ICA meeting for all year 10+	6th- 10th July- Youth Employment Week 1:1 ICA meeting for all year 10+
10	• Describe areas for own personal development • Set targets for personal development • Know about skills for coping in difficult situations. • Explain your choice of targets • Produce a personal development plan with actions and dates for reviewing targets • Give examples of future targets for personal development • Explain how personal development can build resilience	• Know own strengths and weaknesses. • Know own skills and investigate ways of self-improvement • Be able to set personal objectives and make action plans for self-improvement.	• Give examples of sources of information about career options • Give examples of career options relevant to own skills and interests • Describe advantages and disadvantages of the identified career options • Describe the skills and qualities required for the identified career options • Outline the possible steps needed to reach one of your career options • Identify job vacancies or training opportunities relevant to chosen career option • State different methods of applying for jobs
11	• State what is meant by emotional wellbeing • Give examples of factors that can affect mental health • Explain what is meant by resilience • Give examples of ways to develop resilience • State what is meant by physical wellbeing • Describe how your physical wellbeing can be impacted by your lifestyle	• Identify characteristics of healthy relationships • State advantages of working as a team • State problems of working as a team • Explain why appropriate communication is important for team working • Describe individual behaviours that are important when working in a team • Explain the role of a team leader	• Produce a CV which highlights own skills, experience and achievements • Produce a covering letter for a specific job role • Complete an application to an appropriate standard for submission • Describe what to consider when preparing for an interview • Explain how to create a good impression at an interview

	• Describe the benefits of eating a balanced diet • Outline the main components of a balanced diet • Give examples of what should be avoided in a balanced diet • Outline what is meant by "body image" • Give examples of factors that may impact on dietary choices • Explain how social media may impact on dietary choices • State how physical activity can contribute to a healthy lifestyle • Explain how lack of physical activity can affect the human body • Outline recommended levels of physical activity • Identify resources and facilities which can support physical activity • Describe risks that may occur when taking part in physical activities • Explain how you could reduce the risks identified • Provide evidence of own participation in physical activities • Describe how you ensured you reduced risks when participating in physical activities • Describe what you enjoyed about taking part in physical activities	• Explain how being part of a team provides opportunities for personal development	• Prepare responses to potential interview questions • Give examples of questions you might pose at interview • To know how to effectively budget, including the benefits of saving. • To know how to make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. • To recognise and manage the range of influences on their financial decisions. • To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights. • The skills to challenge or seek support for financial exploitation in different contexts including online. • To evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts. Be able to use a budget. Following the examination period students will be offered support for their next steps in the form of: • Work experience(s) • Workplace Induction Course • Money Matters

	• Describe how you could make own life more physically active • Give examples of elements of personal hygiene that are important for physical wellbeing		