CAREERS AND WORK-RELATED LEARNING POLICY

Last review:	November 2024
Next review:	July 2025
Reviewed by:	Rebecca Warhurst, Head Teacher
	John Bolton, Governance Chair

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1.0 INTRODUCTION

1.1 Background

We are passionate about helping pupils to identify and realise their ambitions and aspirations to 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 and our 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.

We will follow guidance applying to other schools, which requires pupils to have access to independent* careers information, advice and guidance. This will be provided.

1.2 Definitions

The DfE defines:

1. **Independent*** as external to the school. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school. Taken together, the external sources must include information on the range of education and training options, including apprenticeships.

   Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

2. **Careers guidance** in this context is the full range of activity delivered under the eight Gatsby Benchmarks (below).

1.3 The Gatsby Benchmarks

There are eight Gatsby Benchmarks which set out good career guidance. We are committed to meeting these Benchmarks to support us in achieving best practice with supporting pupils to be read for a successful career and life beyond school.

The Eight Gatsby Benchmarks:

(1) A Stable Careers Programme,
(2) Learning from Career and Labour Market Information,
(3) Addressing the Needs of Each Pupil,
(4) Linking Curriculum Learning To Careers,

(5) Encounters with Employers and Employees,

(6) Experiences of The Workplace,

(7) Encounters with Further and Higher Education,

(8) Personal Guidance.

Our school will have a lead person for careers and work-related learning.

The Head Teacher will provide regular updates to the Proprietor, as part of school governance meetings on key areas, including:

- progress towards achieving the Gatsby Benchmarks, including:
- support and training for lead staff,
- provision of independent information, advice and guidance,
- careers and work-related learning offer,
- employability skills,
- work experience,
- destinations identified for Post-16 education, employment or training.

1.4   Meeting Required Guidance and Standards

Our careers and work-related learning programmes will be personalised, and compliant with the DfE guidance, Independent School Standards, and best practice. To help us, we will follow and aim to achieve the eight Gatsby Benchmarks at a reasonable pace after the school opens.

Our focus will always be on ensuring that the individual pathways available to all pupils, from the earliest age, are broad, relevant and well-planned. This will support pupils to improve opportunities to secure successful long-term outcomes in careers and roles they enjoy and can excel in. It will support the school to ensure all pupils have a positive, sustainable destination beyond school.

2.0   CAREERS ACROSS THE KEY STAGES

As a new school, we will have pupils from Key Stages1, 2, 3 and 4. In the future, based on demand and success, we might request permission to extend our age range to include Post 16. We have decided to include consideration for both primary and secondary aged pupils in this policy. The current requirements are for schools to provide careers guidance from Year 7.

Regardless of age, all pupils will receive some input about the world of work and the variety of careers and job roles available local, nationally, and internationally. We believe that the earlier we show pupils the opportunities available, the sooner they can become inspired to identify possible career paths, aim high and be determined to succeed in life. This could be through tutorials or assemblies, inviting in people to deliver short, informative sessions about their jobs and careers.

2.1   Primary/ Lower School Pupils

We believe that it is important to support pupils of all ages to have aspirations for their lives beyond school. In the primary age range, which includes Key Stages 1 and 2 pupils will be supported to understand the options and opportunities for possible future careers. This will begin through:

- Introducing and embedding career-related learning in our Lower School curriculum,
- conducting career-related activities and experiences within both the classroom and wider school environment,
- engaging with a broad range of stakeholders, including parents and carers in supporting the pupils to learn about career opportunities and relevant skills.

Our aim will be to support pupils to have high aspirations, presenting them with a range of experiences, with opportunities to meet people from different careers. We aim to positively challenge role stereotypes and myths to support them to appreciate the huge range of 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, employability and work-related learning programmes delivered from Year 7.

2.2   Secondary/ Upper School Pupils

DfE statutory guidance for schools and colleges sets out the minimum entitlement. All pupils in Years 7 to 13 should:

- 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).

It is our intention to exceed these requirements by ensuring our curriculum provides many opportunities to support pupils to develop interests in and ambitions for 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. We will ensure that our work-related learning and work experience programmes provide a wealth of opportunities and experiences which help pupils to progress to a successful career.

Before our new school opened, we were busy developing a broad local network directory of colleges and employers to help us provide pupils with an insight and work experience as appropriate. We will encourage employers and colleges to provide us with:

- visiting speakers from different roles within any given career,
- workplace visits to see a real work environment in action,
- career events, roadshows, and work experience placements.

3.0   CAREERS PROGRAMME – CURRICULUM INTENT

Our careers programme will be delivered through a combination of methods, with schemes of work and a calendar of events appropriate to each Key Stage. We will follow the DfE's recommended framework for the curriculum at each Key Stage, to inform a personalised careers programme based on the needs of our school. The careers provision is mapped against the Gatsby Benchmarks. ***See Appendix 1*** – *Careers Programme Curriculum Map.*

Pupils will receive high-quality careers information, advice, and guidance, provided by suitably trained staff in school and external organisations as appropriate. Pupils will be supported to identify careers they might be interested in and/ have relevant skills or an aptitude for. Pupils will experience a range of speakers, including positive role models at, or who attended college, university and/ or are on apprenticeships. Pupils will know the variety of options available to them.

Pupils will be supported to:

- express and learn about career interests,
- make appropriate choices,
- secure the relevant skills, qualifications or entry requirements to succeed.

The quality of our careers and work-related learning programme, will be strengthened by providing employability skills, leading to qualifications as appropriate. The school will incorporate a wide range of teaching and learning resources, and employer engagement experiences for all Year groups.

We will become members of the Lancashire Enterprise Partnership, which will support us in skills development and finding employment opportunities for pupils in Lancashire.

4.0   REFERENCES

- Lancashire Enterprise Partnership - Overview - Lancashire Enterprise Partnership (lancashirelep.co.uk)
- Education (Careers Guidance in Schools) Act 2022.
- Careers Guidance and Access for Education and Training Providers – Statutory Guidance, DfE 2023.
- Gatsby Benchmarks of Good Careers Guidance. Good Career Guidance | Education | Gatsby
- Part 1, Section 2.(2)(e) The Independent School Standards, DfE 2019.
- List of all Colleges in the UK, AOC, List of Colleges in the UK | Association of Colleges (aoc.co.uk)
- Apprenticeships, Gov.uk - Apprenticeships
- Apprenticeships, 14-19 Education and Training for Work, Gov.uk - Apprenticeships, 14 to 19 education and training for work - GOV.UK (www.gov.uk)
- Find a Course, National Careers Service - Results | Find a course | National Careers Service
- Skills for jobs: lifelong learning for opportunity and growth, DfE 2021.

5.0   APPENDIX 1 - CAREERS PROGRAMME CURRICULUM MAP

KS / Year	DT Careers Wk1	DT Careers Wk2	DT Careers Wk3	DT Careers Wk4	DT Careers Wk5	DT Careers Wk6	Additional Careers Activities
KS3							
7	**What is a career?** Challenge common stereotypes and misconceptions. Explore unusual or emerging careers.	**Careers and the core subjects**: How does English link to the world of work? What careers use the skills developed in English lessons	**Careers and the core subjects:** How does Maths link to the world of work? What careers use the skills developed in Maths lessons?	**Careers and the core subjects:** How does Science link to the world of work? What careers use the skills developed in Science lessons?	**Careers and the core subjects:** How do the Humanities subjects link to the world of work? What careers use the skills developed in Humanities lessons?	**Careers and the core subjects:** How does Technology & ICT / Computing link to the world of work? What careers use the skills developed in Technology / ICT lessons?	Visits from employers
8	**What are Employability Skills?** What are your strengths as a future employee? Complete Belbin survey. Complete greeting's card production task	**Teamwork:** Why is Teamwork a desirable skill for employers? How can you improve your skills as a team player? Complete challenge to assess your skills as a team player.	**Communication:** Why is communication a desirable skill for employers? Recognising the importance of non-verbal communication.	**Resilience:** Why is resilience a desirable skill for employers? How do you respond to praise, criticism or feedback	**Problem Solving:** Why is problem solving a desirable skill for employers? Use the Different Hats method to identify potential solutions to a give problem.	**Initiative:** Why is initiative a desirable skill for employers? Students identify an enterprising idea to address an issue that they experience regularly in school	Visits from employers

9	What are my options after Year 11? Identify pros and cons of a range of progression routes including - Further Education, Apprenticeships, University Work-based training & Self-employment.	My Perfect University Programme Part 1: Challenging misconceptions Identifying subject specialisms linked to local growth sectors. Identifying your target student	My Perfect University Programme Part 2: Campus design & Promotional ideas.	My Perfect University Programme Part 3: Degree Apprenticeship Programme / Prepare to present	My Perfect University Programme Part 4: Presentations & announce winning teams.	Destinations Programme: Identify a future career aspiration. Set short, medium and long term goals which will help you to achieve this goal.	Visits from employers Options process CIAG Interviews
KS4							
10	Your Local Labour Market: Can students identify the key growth sectors or leading employers in their area? Introduce students to any relevant websites or platforms where they can access further information on key sectors.	Sector 1 Workshop: Summary of the sector and information on courses available at local universities / colleges. Students complete practical industry-linked activity.	Sector 2 Workshop: Summary of the sector and information on courses available at local universities / colleges. Students complete practical industry-linked activity.	Sector 3 Workshop: Summary of the sector and information on courses available at local universities / colleges. Students complete practical industry-linked activity.	Sector 4 Workshop: Summary of the sector and information on courses available at local universities / colleges. Students complete practical industry-linked activity.	Researching your options: Revisit the Destinations roadmap activity. Using the websites identified in session 1, students consider the specific steps that they could take to access a career within a local growth sector.	Visits from employers CIAG Interviews Visit to a local or online careers fair Work Experience placement

11	Building Brand-You: Identify the characteristics of successful people. Create your own personal brand highlighting your best qualities	CV Writing: What is the purpose of a CV? What should the perfect CV include? Create a draft version of own CV.	Applications & letters: When would you write a letter of application? What should it include? What rules should be followed when completing an application form? Complete mock application for one of the roles advertised	The role of social media: How could your social media footprint impact on your future career? How can social media platforms such as LinkedIn help you to find your perfect job?	Interviews: What will prospective employers expect from you at interview? How can you answer those challenging questions?	Virtual Mock interview Experience: Complete a virtual mock interview featuring questions posed by local employers.	Visits from employers CIAG Interviews Visit to a local or online careers fair College Open evenings