



## **Our Vision and Values**

Waingels vision is to be an exceptional school, striving for excellence, at the heart of its community where **Better Never Stops**. Our careers education programme provides our students with the opportunity to plan and manage their careers effectively, ensuring progression which is both ambitious and aspirational in our drive to be exceptional. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to achieve the Gatsby benchmarks and meet the statutory requirements whilst also enabling Waingels College to address the needs and wishes of individual pupils.

Waingels is committed to providing all students in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance July 2021<sup>1</sup>.

The Gatsby Benchmarks are...

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

To achieve our aims, our careers programme will seek to:

- Provide Careers education, Information, Advice and Guidance (CEAIG) which is impartial, unbiased and is based on their needs at different transitions points along a student's journey at Waingels College.
- Ensure that staff and students are well informed about local and national labour market information (LMI)
- To ensure that careers information is embedded in the curriculum so that students can carefully see how the topics/subjects they are learning fit into the context of the wider world.
- Give students the opportunity to meet people from a range of different employment sectors.
- Provide students with the opportunity to experience different work places.
- Provide explicit opportunities (a minimum of one per year per year group) for students to develop the skills needed for, and reflect on, their future career choices. These planned events will help raise aspirations over time.
- Develop a strong bank of soft transferable skills (known as Competencies in Unifrog) such as teamwork, social and business etiquette, good communication skills, ability to show initiative and

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1002972/Careers\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf)

innovation, resilience, and leadership skills. All of which will support students to make progress within the curriculum as well as in their future careers.

- Provide all students with access to Unifrog, a comprehensive careers platform which students will use throughout their school journey both independently and through a programme of planned opportunities in the college's pastoral programme and academic curriculum.
- Inspire and motivate students to develop and achieve their aspirations.

#### **Careers Provision:**

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons taught within our PSHE programme in Years 7 through to 13 as well as our pastoral programme and specific careers events. Careers information is available from our Careers Adviser and in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications. This platform will be used to ascertain student post 16 and post 18 intentions as well as complete personal statements and references for UCAS applications.

The careers team work closely with the behaviour and pastoral support teams to offer extra support and guidance to students identified as having additional needs. The entitlement of students and parents is outlined in Appendix A along with the commitment expected from students.

#### **Key personnel:**

**Claire Ward**- Assistant Head Teacher responsible for Personal Development.

*Role: To oversee the strategy for Personal Development across the school including ensuring equality for all in all areas of the curriculum and wider curriculum*

**Valeria Sala** - Waingels school Governor careers link.

**Kerrie Tickner**- Coordinator for vocational qualifications, careers and enterprise.

*Role: To embed a program of careers and enterprise events and activities that help develop students' skills and understanding over time. This includes championing Unifrog within the school, developing (in collaboration with others) the pastoral curriculum and ensuring that the profile of vocational learning is paramount.*

**Prabjit Kaur**- Lead Teacher for Economics

*Role: To champion careers and enterprise education both in the delivery of the Business Studies and Economics curriculum offered at the college and more widely through enrichment opportunities such as the AAA programme and Microsoft Interview Day.*

**Rosie Wallis**- Careers Adviser

*Role: To plan and deliver impartial careers education, information, advice and guidance through 1:1 sessions and group work. Supporting all our students with their next steps, whether that is at the end of Key Stage 3, 4 or 5 in a tailored and strategic way.*

**Sue Sharpe**- Careers and Enterprise Co-ordinator

**Matthew Harris**- Enterprise Adviser

YEAR	CAREERS	INFORMATION & GUIDANCE INCLUDING PASTORAL CURRICULUM	SKILLS / CURRICULUM
ALL	<p><b>Unifrog</b> All students have access to this careers platform where they can investigate job roles, subject choices and much more! Students in Key Stage 3 will record their achievements for the Personal Development Goals in their virtual locker.</p>	<p><b>Pastoral Tutor Programme</b> <i>The pastoral curriculum is delivered by tutors to all year groups throughout the year. One tutor sessions each week is designated for this delivery.</i></p> <p><i>Each half term there is a specific focus which builds on the experiences and learning of the previous academic year.</i></p>	<p><i>Students will have the opportunity to take part in a number of activities associated with Global Entrepreneurship Week (November), National Careers Week (March) and My Money Week (June)</i></p>
7	<p><b>Careers and Enterprise Transition event</b> <i>Students have an issue in the school and must research and develop a campaign to resolve the issue. School based project focussing on teamwork, problem solving, communication and creativity. [November 2021]</i></p> <p><b>Unifrog Launch (via IT lessons)</b></p>	<p><i>Assemblies</i></p> <p><b>Pastoral Tutor Programme</b> <i>Students will be introduced to the importance of transferable skills and attributes in school and the workplace. They will have the opportunity to develop competencies and record them on Unifrog, our careers platform. The tutor programme will be complimented by a drop-down day where students will work on a school-based challenge. [Autumn 2021]</i></p>	<p><b>Enterprise Passport Day</b> <i>Students spend the day reflecting on all the skills they use in their everyday lessons. [Autumn 2]</i></p> <p><b>PSHE</b> <i>Students will complete a topic on Personal finance, including areas of budgeting, taxes and earnings. [Summer 2]</i></p>

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8	<p><b>Careers and Enterprise day</b>  <i>Business based 'problem' which students must think creatively to solve. Day focusses on developing listening and presentation skills as well as the importance of staying positive. [March 2022]</i></p> <p><b>AAA Program</b>  <i>Selected students can take part in our triple A programme which is launched with an enterprise activity. [October 2021]</i></p>	<p><i>Assemblies</i></p> <p><b>Pastoral Tutor Programme</b>  <i>An opportunity to reflect on previous enterprise activities which have developed the competencies needed for next steps, education and / or employment. Students will have an opportunity to further explore Unifrog, our careers platform. The tutor programme will be complimented by a drop-down day where students will work on a business problem. [Spring 2022]</i></p>	<p><b>Enterprise Passport Day</b>  <i>Students spend the day reflecting on all the skills they use in their everyday lessons. [Autumn 2]</i></p> <p><b>PSHE</b>  <i>Students will complete a topic entitled Living in the Wider World. This focusses on personal attributes, goals, job interviews and apprenticeship activities. [Summer 2]</i></p>

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9	<p><b>Careers and Enterprise day – Options Taster Day</b>  <i>Students will experience a carousel of subjects not delivered in Key Stage 3, alongside workshops focussing on making good option choices. [January]</i></p> <p>Skills Pathway / Alternative Curriculum  <i>Selected students will take part in our alternative curriculum which focusses heavily on future careers underpinned by both literacy and numeracy skills.</i></p>	<p><i>Assemblies</i></p> <p><b>Options Guidance</b>  <i>Students are invited to an options evening and receive an Options booklet which includes key information about the process, post 16 options and future careers.</i></p> <p><i>Targeted 1:1 meeting with pastoral team to support options choices.</i></p> <p><b>Pastoral tutor programme</b>  <i>Students will be introduced to the year 9 options process. They will have an opportunity to reflect on their competencies and those that are needed for GCSE subjects. The tutor programme will be supported with a drop-down day where students will have the chance to experience taster lessons in those subjects that are not taught in KS3 such as Economics. Unifrog will also be used to encourage students to think about their future and understand how their options play a part in their future choices. [Spring]</i></p>	<p><b>Enterprise Passport Day</b>  <i>Students spend the day reflecting on all the skills they use in their everyday lessons. [Autumn 2]</i></p> <p><b>PSHE</b>  <i>Students will complete a topic entitled living in the Wider World which focusses on money, Young Apprentice and Careers on line. [Summer 2]</i></p> <p><b>STEAM Careers</b>  <i>Students will have a series of presentations from guest speakers delivered in Science lessons. [Spring 2]</i></p>

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10	<p><b>Step Up Day</b> An opportunity for students to reflect on their mocks and consider their future pathways with a carousel of workshops and activities focussed on their next steps. [May]</p> <p><b>STEAM Careers Event</b> An opportunity for selected students to take part in a carousel of interviews with individuals working in the Science, Technology, Engineering, Arts and Maths field. [March]</p> <p><b>Work Experience</b> All students will be able to take part in a one-week work experience placement designed to raise aspirations and improve engagement. Offer dependent on needs of the cohort. [Summer 2]</p>	<p>Assemblies</p> <p><b>1:1 Careers Guidance</b> with disadvantaged, SEND and vulnerable students.</p> <p><b>Pastoral tutor programme</b> An introduction to Post-16 options and how the choices made can play a part in future education and employment choices, supported by Unifrog. The tutor programme will be complimented by a drop-down day where students will be able to interact with different organisations in order to understand concepts such as personal branding and maintaining a positive social media presence. [Summer]</p>	<p><b>PSHE</b> Students will complete a unit of study which focusses on financial decision making and understanding the impact of those decisions. [Summer 1]</p> <p>Students will complete a unit of study on interpreting data and percentages, improving teamwork and resilience as well as discussing research, fake news and developing debating skills. [Summer 2]</p>

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11	<p><b>Microsoft Interview Day</b> Students get first-hand experience of applying for a job. They must write covering letters and create a cv in the lead up to an interview with a Microsoft employee. [February]</p> <p><b>Sixth Form Taster Day</b> Students experience a day in the life of a 6<sup>th</sup> form student as they immerse themselves in 6<sup>th</sup> form taster lessons and the facilities we have on offer at Waingels 6<sup>th</sup> Form.</p>	<p><b>1:1 Careers Guidance</b> with all students</p> <p><b>Pastoral tutor programme</b> Students will explore the different post 16 options available to them and the key deadlines during year 11. Students will be encouraged to use Unifrog to state their post 16 intentions, review their competencies (in preparation for their careers interview) and begin preparing CVs and covering letters. [Autumn]</p> <p>In addition, students will spend some time in tutor preparing for Microsoft interview day. This will include writing a letter of application and CV. [Spring 1]</p> <p><b>Sixth Form Open Evening</b></p> <p><b>Carousel event</b> introducing local colleges.</p> <p><b>College Visits</b> Selected individuals will have the opportunity to visit local colleges in order to promote engagement and minimise NEETs. [June]</p>	<p><b>PSHE</b> <b>(2021-2022 only due to curriculum restructure)</b></p> <p>Students will complete a unit of study which focusses on financial decision making and understanding the impact of those decisions. [summer 1]</p> <p>Students will complete a unit of study on interpreting data and percentages, improving teamwork and resilience as well as discussing research, fake news and developing debating skills. [summer 2]</p>

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12	<p><b>Careers Fair</b> at Reading Blue Coat school [Oct 2021]</p> <p><b>Reading scholars</b> Students have an opportunity to apply for Reading scholars and / or Sutton trust.</p> <p><b>Future pathways event (2 days)</b> Students spend time learning about UCAS applications, how different universities and employers assess potential candidates (including CVs and letters of application). Opportunity for all students to attend a university visit.</p> <p><b>Work experience</b> One-week work experience for all students in year 12.</p>	<p><i>Assemblies</i></p> <p><b>1:1 Careers Guidance</b> arranged following a referral.</p> <p><b>Weekly drop-in sessions</b> available in the 6<sup>th</sup> form area with careers adviser.</p> <p><b>Pastoral tutor programme</b> with weekly opportunity to explore and update Unifrog profiles.</p>	<p><i>Talks and workshops on apprenticeships, UCAS, careers, including gap year options.</i></p> <p><i>Including...</i></p> <ul style="list-style-type: none"> <li>• <i>Wellington college Super curricular workshop for students considering Oxbridge or RG universities.</i></li> <li>• <i>Careers workshops on topics such cv writing, personal branding, LinkedIn etc.</i></li> </ul> <p><i>Enrichment lessons for all students, cover topics such as VESPA, personal finance, and wellbeing.</i></p> <p><b>Aspire programme</b> <i>Emerging programme of support for those students who aspire to go to Oxbridge or particular areas of study such as medicine.</i></p>



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13	<p>University and college visits encouraged.</p> <p><b>Tutor Programme</b>  <i>During the first term, students will focus on UCAS applications (or other options such as Gap year and Apprenticeships if appropriate) This will include revisiting future pathways and careers opportunities.</i></p> <p><b>Focus Weeks</b>  <i>Opportunity to highlight future pathways through national initiatives such as National Careers Week (NCW) and National Apprenticeship Week (NAW)</i></p>	<p><b>Follow up 1:1 Careers Guidance</b></p> <p><b>Weekly Drop in sessions</b> available in the 6<sup>th</sup> form area with Careers Adviser.</p> <p><b>Workshops</b> tailored to needs of the cohort; LinkedIn, Personal branding etc.</p> <p><b>1:1 Tutor Meetings</b>  <i>All students benefit from tutor support such as individual progress reviews, discussion of career options and how their progress relates to these.</i></p> <p><b>External Agency Support</b>  <i>Potential NEET students are offered additional support from agencies such as Mustard Tree.</i></p> <p><b>Pastoral Tutor Programme</b> which supports students to complete UCAS personal references and / or applications for next steps as appropriate.</p>	<p><i>Talks and workshops continue to be offered throughout the year.</i></p> <p><i>Including...</i></p> <ul style="list-style-type: none"> <li>• <i>Careers Workshops on topics such CV writing, personal branding, LinkedIn etc led by our Careers Adviser.</i></li> <li>• <i>Student finance presentation.</i></li> <li>• <i>Focus on Apprenticeships, including external speakers from Aim Group / ASK.</i></li> </ul>

## **Monitoring, Recording and Evaluation**

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as following careers events, visiting speakers or careers in the curriculum. All participants in the programme complete surveys following key events including students, parents and employers. Leavers' destination information is also analysed.

Students develop a profile on **Unifrog** through which their activities and skills development can be recorded and stored in their locker. For Key Stage 3 students, Unifrog will be where much of the evidence for the Personal Development Goals will be stored. These can be monitored by staff including form tutors and the careers coordinator.

## **Engaging with Employers and Work Experience**

Waingels recognises the value of student experiences of the workplace and the ability to engage with employers. We will endeavour to provide opportunities for students to have those experiences through our enterprise and careers events and within the curriculum.

Work experience continues to be valuable for all students. Students in Year 10 and Year 12 will be offered a one-week placement in the Summer Term. This can support Year 10 students with an understanding of employability skills, professionalism as well as aiding with Post 16 choices. This can support Year 12 students with the Post 18 choices including UCAS and / or Apprenticeship applications and more long-term career choices.

## **Careers and SEND provision.**

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. SEND students form a target group for additional support from the Careers Adviser in years 9-13. Each year the outcome of this support is used to feed into student annual reviews.

## **Partnerships**

We work closely with the Careers and Enterprise company and use their compass toolkit to audit our program against the Gatsby Benchmarks this will be completed every term. We are fully engaged with our Careers Adviser and Enterprise Adviser and work with them to help us achieve our aims as set out in this policy. We are members of the Thames Valley Berkshire Careers Hub and will commit to this and build relationships to help evaluate and improve our careers provision and outcomes for our young people.

The CEIAG programme is greatly enhanced through links which help to ensure that students' learning is current and relevant. We work closely with local employers and employees including Alumni, parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to

students and/or their parents. This involvement enhances the provision of work experience placements, careers talks, the STEM careers fair, workplace visits and mock interviews. In addition, we work closely with universities and local Colleges. We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme and there is an active link governor.

<b>Date of Updated Policy</b>	November 2022
<b>Author of Policy</b>	Claire Ward
<b>Ratified by Full Governors</b>	07 <sup>th</sup> December 2022

## **Appendix A – Careers entitlement**

### **Students attending the School are in their careers programme entitled to:**

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps students to achieve their individual career goals – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst considering local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances, or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week’s work experience, with the opportunity for a second.

### **Students are expected to:**

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the Unifrog platform.
- Record careers-related skills, participation, and research.
- Reflect upon what has been learnt and identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as open day events, assemblies, and guidance workshops.
- Use study and research spaces such as the sixth form library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

### **Parents are entitled to have:**

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers Adviser, careers lead and careers coordinator.

- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

## **Appendix B- Definitions**

Careers Education, Information, Advice and Guidance (CEIAG) For the purpose of this policy the following definitions have been used:

**Careers Education-** As part of the curriculum students are entitled to activities that are appropriate to students' stages of career learning, planning and development, which give them labour market information, independent information about careers and their next steps.

**Information-** Information is data on opportunities conveyed through different media, both mediated and unmediated, including face-to-face contact (individual, group, class etc.), written/ printed matter, Software programmes such as Fast Tomato, Career Planner, Unifrog, websites, etc.

**Advice-** This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify their understanding. Advice is given to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in-depth guidance and support. Advisory work is usually done on a one-to-one basis but may be provided in small groups or class groups.

**Guidance-** Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems, helping them better achieve their potential. Guidance may involve referral for specialist guidance and support.