



Careers Policy

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Statutory/non-Statutory	Statutory
Public/Internal	Public
Applies to	<p>This policy links to the following policies:</p> <ul style="list-style-type: none"> • Provider access policy statement • Child Protection policy • Curriculum policy • Equalities policy
Date Adopted by Quality of Education Committee	22 October 2024
SLT Author	Claire Ward
Link Governor	Chris Mosley
<p>The Role of the Governing Board</p> <p>The governing board will:</p> <ul style="list-style-type: none"> ➤ Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements ➤ Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement ➤ Make sure independent careers guidance is provided to all pupils throughout their secondary education (11- to 18-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils ➤ Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships ➤ Make sure that details of our school's careers programme and the name of the career's leader are published on the school's website ➤ Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement 	

List of changes to Policy

Version	Date	Page No	Details of Change
			Completely New policy



1 Our Vision and Values

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 to address the needs and wishes of individual pupils.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2 Our Careers Programme

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. We provide statutory independent careers guidance to pupils from year 7 onwards.

The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice.

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

2.1 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 our programme doesn't show bias towards any particular career path, and promotes a full

range of technical and academic options for pupils.

- Ensure that staff and students are well informed about up to date 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.
- Ensure that our curriculum is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future career goals and aspirations. We provide aims, objectives and activities for each year group.
- 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 such as teamwork, good communication skills, ability to show initiative and innovation, numeracy, digital literacy, planning, communication, networking, resilience and adaptability, 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 school's pastoral programme and academic curriculum.
- Inspire and motivate students to develop and achieve their aspirations.

2.2 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 and track and monitor Year 10 and Year 12 work experience.

Full details of how we deliver our Careers Provision across KS3, KS4 and KS5 can be outlined in Appendix 1.

3.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed. Our careers adviser will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education. Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

3.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website

<https://www.waingels.wokingham.sch.uk/265/careers-enterprise-and-work-related-skills> and in the form of

this policy including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Careers@waingels.wokingham.sch.uk.

3.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Conducting the Careers and Enterprise Company's Compass+ self-evaluation tool three times per year
- Conducting an annual student, parents and staff survey.
- Completing an annual 'future skills' questionnaire through Compass+
- Gaining Feedback from students, staff and employers/education providers following events
- Record keeping through Unifrog
- Analysing destination data

4 Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement. This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our school website.

5. Roles and responsibilities

5.1 Careers leader

Our careers leader is Kerrie Tickner, and they can be contacted by emailing Careers@waingels.wokingham.sch.uk. Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities

- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for currently looked-after children (CLA) and children who were previously looked after (CLA) to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

5.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

5.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

6. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child Protection policy
- Curriculum policy

- Equalities policy

7 Monitoring and review

This policy, the information included, and its implementation will be monitored by the local Governing Board and reviewed annually.

The next review date is: October 2025

Appendix 1

YEAR	CAREERS	INFORMATION & GUIDANCE INCLUDING PASTORAL CURRICULUM	SKILLS / CURRICULUM
ALL	<p>Unifrog 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>Bi-annual Careers Event An opportunity for all students to network with local employers. [June 24]</p>	<p>Pastoral Tutor Programme The pastoral curriculum is delivered by tutors to all year groups throughout the year. One tutor session each week is designated for this delivery, although can be delivered in blocks where more appropriate.</p> <p>Each half term there is a specific focus which builds on the experiences and learning of the previous academic year.</p>	<p>Students will have the opportunity to take part in different activities associated with Global Entrepreneurship Week (November), National Apprenticeship Week (February) National Careers Week (March) and My Money Week (June)</p>
7	<p>Careers and Enterprise Transition event 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. [December]</p> <p>Unifrog Launch (via IT lessons)</p>	<p>Assemblies</p> <p>Pastoral Tutor Programme 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]</p>	<p>Enterprise Passport Day Students spend the day reflecting on all the skills they use in their everyday lessons. [November]</p> <p>PSHE Students will complete a topic on Personal finance, including areas of budgeting, taxes and earnings. [Summer 2]</p>
8	<p>Careers and Enterprise day 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]</p> <p>AAA Program Selected students can take part in our triple A programme which is launched with an enterprise activity. [October]</p>	<p>Assemblies</p> <p>Pastoral Tutor Programme 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]</p>	<p>Enterprise Passport Day Students spend the day reflecting on all the skills they use in their everyday lessons. [November]</p> <p>PSHE Students will complete a topic entitled Living in the Wider World. This focusses on personal attributes, goals, job interviews and apprenticeship</p>

			activities. [Summer 2]
9	<p>Careers and Enterprise day – Options Taster Day Students will experience a carousel of subjects not delivered in Key Stage 3, alongside workshops focusing on making good option choices. [February]</p> <p>Skills Pathway / Supportive Curriculum Selected students will take part in our alternative curriculum which focusses heavily on future careers underpinned by both literacy and numeracy skills.</p>	<p>Assemblies</p> <p>Options Guidance 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.</p> <p>Targeted 1:1 meeting with pastoral team to support options choices.</p> <p>Pastoral tutor programme 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]</p>	<p>Enterprise Passport Day Students spend the day reflecting on all the skills they use in their everyday lessons. [November]</p> <p>PSHE Students will complete a topic entitled living in the Wider World which focusses on money, Young Apprentice and Careers on line. [Summer 2]</p>
10	<p>Step Up Day An opportunity for students to consider their future pathways with a carousel of workshops and activities focused on their next steps alongside preparing for work experience [July]</p> <p>Work Experience All students will have the opportunity to take part in</p>	<p>Assemblies</p> <p>1:1 Careers Guidance with disadvantaged, SEND and vulnerable students.</p> <p>Pastoral tutor programme 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</p>	<p>PSHE Students will complete a unit of study which focusses on financial decision making and understanding the impact of those decisions. [Summer 1]</p>

	<p><i>work experience either in person or virtual. [July]</i></p>	<p><i>be complimented by a drop-down day where students will be able to interact with different organisations in order to understand concepts important for the workplace. [Summer]</i></p>	
11	<p>Microsoft Interview Day <i>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]</i></p> <p>Sixth Form Taster Day <i>Students experience a day in the life of a 6th form student as they immerse themselves in 6th form taster lessons and the facilities we have on offer at Waingels 6th Form. An alternative programme is offered for those where a Level 3 pathway may not be appropriate.</i></p>	<p>1:1 Careers Guidance with all students</p> <p>Pastoral tutor programme <i>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]</i></p> <p><i>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]</i></p> <p>6th Form Open Evening and Taster Day</p> <p>Carousel event <i>Another opportunity to learn more about local colleges and their curriculum offer.</i></p> <p>College Visits <i>Selected individuals will have the opportunity to visit local colleges to promote engagement and minimise NEETs. This is supported by our Careers Advisor. [June]</i></p>	<p>PSHE <i>Students will complete a unit of study which focusses on financial decision making and understanding the impact of those decisions. [summer 1]</i></p>
12	<p>Careers Fair at Reading Blue Coat school [October]</p> <p>Reading scholars- Students have an opportunity to apply for Reading scholars and / or Sutton trust.</p>	<p><i>Assemblies</i></p> <p><i>1:1 Careers Guidance arranged following a referral.</i></p> <p><i>Weekly drop-in sessions available in the 6th form area with careers adviser.</i></p>	<p>Weekly talks and workshops on apprenticeships, UCAS, careers, including gap year options.</p>

	<p>Future pathways event (2 days) 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>Work experience- One-week work experience for all students in year 12.</p>	<p><i>Pastoral tutor programme with weekly opportunity to explore and update Unifrog profiles.</i></p>	<p>Including...</p> <ul style="list-style-type: none"> • Wellington college Super curricular workshop for students considering Oxbridge or RG universities. • Careers workshops on topics such cv writing, personal branding, LinkedIn etc. • Guest speakers including employers, training providers and alumni. <p>Enrichment lessons for all students, cover topics such as VESPA, personal finance, and wellbeing.</p> <p>Aspire programme- Emerging programme of support for those students who aspire to go to Oxbridge or particular areas of study such as medicine.</p>
<p>13</p>	<p>University and college visits encouraged.</p> <p>Tutor Programme 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.</p>	<p><i>Follow up 1:1 Careers Guidance</i></p> <p><i>Weekly Drop in sessions available in the 6th form area with Careers Adviser.</i></p> <p><i>Workshops tailored to needs of the cohort; LinkedIn, Personal branding etc.</i></p> <p><i>1:1 Tutor Meetings</i> <i>All students benefit from tutor support such as individual progress reviews, discussion of career</i></p>	<p>Talks and workshops continue to be offered throughout the year.</p> <p>Including...</p> <ul style="list-style-type: none"> • Careers Workshops on topics such CV writing, personal branding, LinkedIn etc led

	<p>Focus Weeks Opportunity to highlight future pathways through national initiatives such as National Careers Week (NCW) and National Apprenticeship Week (NAW)</p>	<p><i>options and how their progress relates to these.</i></p> <p><i>External Agency Support</i> <i>Potential NEET students are offered additional support from agencies such as Mustard Tree.</i></p> <p><i>Pastoral Tutor Programme which supports students to complete UCAS personal references and / or applications for next steps as appropriate.</i></p>	<p>by our Careers Adviser.</p> <ul style="list-style-type: none"> • Student finance presentation. • Focus on Apprenticeships, including external speakers from Aim Group / ASK.
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Appendix 2- 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.