



WOODLANDS

SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Careers Education and Guidance Policy

Amended: June 2024

Approved by Governors: June 2024

Review date: June 2025

Careers Guidance and Education Policy

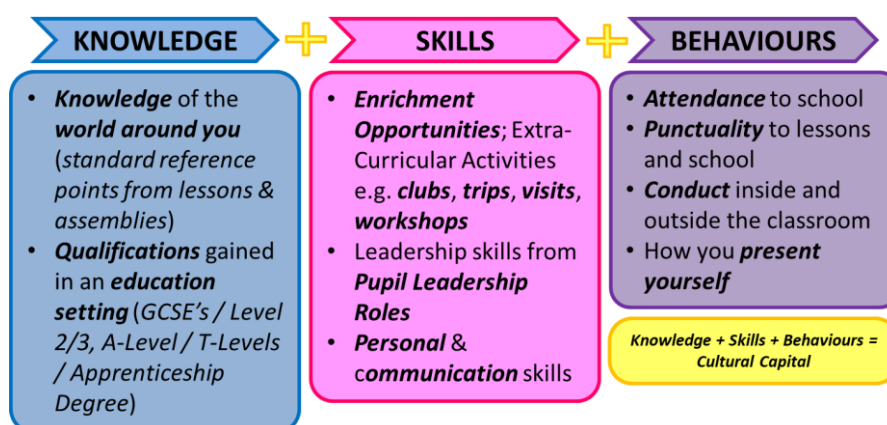
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1. Vision and Purpose

We aspire to ensure that all our pupils achieve their potential in full; by promoting a career development culture that is essential and links to the ethos of our school, Aspiration, Resilience, Opportunity and Excellence. We aim to support the aspirations of all pupils to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that an effective careers education and guidance not only contributes to the wellbeing of individuals but also to the wellbeing of families, communities to which they belong, wider society, businesses and the economy, as well as raising the aspirations and achievements of all.

The vision for careers education at Woodlands ties into the school's vision and ethos of Cultural Capital; for pupils to be successful in life when they leave us they need Knowledge, Skills, and Behaviours in order to not only secure their next step but stand out from the rest.



2. Introduction

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make choices that are right for them and to be able to manage their careers throughout their lives.

This policy complies with the statutory guidance issued by the Department for Education (January 2023) as well as the following legislation:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

Woodlands School is committed to ensuring pupils have impartial careers advice. Woodlands has developed a Policy Statement for Provider Access (refer to Appendix A). This Policy statement sets out the school's arrangements for managing the access of providers to pupils at this school for the purpose of giving them information about the provider's education or training offer. This complies with the Woodlands legal obligations under Section 42B of the Education Act 1997.

3. National and Local Expectations

The careers programme is designed to meet the needs of pupils at Woodlands School. It is adapted and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. We are committed to meeting all stakeholder expectations in relation to careers by:

- Providing Impartial careers guidance for Years 7-11 as required by the Education (Careers Guidance in Schools) Act 2022. In implementing this duty we will pay particular attention to the DfE's principles of good practice, the Education Inspection and CDI framework with regard to fulfilling CEIAG duties;
- Provide opportunities for a range of education and training providers to access pupils in Years 8-11 to inform them about approved technical qualifications and apprenticeships, with at least 4 meaningful mandatory encounters across these year groups (two from the 1st September in Year 8 28th February of Year 9, and two from the 1st September in Year 10 to 28th February in Year 11);
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relationships amongst all people, eliminate harassment and discriminatory practices, and support children with protected characteristics;
- Having a named Careers lead for Woodlands School, with contact details on the school website – Cultural capital Coordinator and Careers Lead, Mrs Kelly Robertson.

4. Current Priorities

Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, thereby improving engagement, independent learning and attainment and ensuring positive destinations.
- Meeting the needs of specific groups including, those on pupil premium, High Prior Attainers (HPAs), looked after children, young carers, and children with special educational needs and disabilities.
- Working with parents/carers, and education, community and business partners to meet pupil's career and higher education development needs.
- Ensure that the school governors are actively involved in shaping careers policy and strategy
- The Careers Leaders will advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. Assistant Head Teacher for Cultural Capital).
- The Careers Leader will liaise with the Senior Leadership Team regularly to ensure that the CEIAG provision, currently delivered by Directions, is consistent across the whole school.
- Develop and maintain a regularly reviewed careers strategic action plan for achieving current priorities including delivering the planned programme, linked to an annual education strategy detailing staffing and related CPD costs, and monitoring, reviewing and evaluating the strategic plan and strategy/ Schemes of Learning on an annual basis.
- Aim to meet the Gatsby Benchmarking standards.
- Set out clearly the contribution expected of all staff including subject teachers and tutors for pupil's career learning and planning.
- Communicate the benefits of effective provision to our partner schools within the Compass Trust.
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

5. Strategy

- The School will secure and (when necessary) pay for additional independent and impartial careers guidance advice (Directions and Department for Work and Pensions). This may take many different forms, including information evenings, careers fairs, meetings with mentors, transition meetings for vulnerable and SEND pupils, and advice given on work experience programmes as well as face-to-face interviews with an independent advisor.

- In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisors will be provided for those pupils to whom the school deems it to be the most suitable form of support, including (where relevant) those with SEND or those for whom the Pupil Premium Grant is paid. This will be in addition to interviews offered by the CEIAG company used, Directions.
- The School will provide information and verbal briefings on pupils to help independent advisors and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.
- The School will offer quality assured careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisors.
- The School will provide a range of careers activities, including work-related learning and work experience (for all Year 10 pupils).
- The School works with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education. This will be provided through a Post-16 Careers Event and additional assemblies led by local 6th Forms and Colleges.
- Pupils will have access from School to on-line advice, including the National Careers Service website and the Essex Careers magazine.
- The school will evaluate its success in supporting pupils to take up education and training which offers good long-term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the local authority.

6. Role and Responsibilities

6.1 Local Governors

The link governor for the school (Mrs Michelle O'Connor) ensures that independent careers guidance is provided:

- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Includes information on the range of education or training options, including apprenticeships and technical education routes;
- Ensures the guidance a person is giving considers and promotes the best interests of the pupils to whom it is given.

The link governor ensures that Woodlands careers education and guidance meets legal requirements and is in line with the Gatsby Benchmarks. The link governor has a strategic overview of careers education, information, advice and guidance.

6.2 Head of Careers

The **Careers Lead** for Woodlands School is: Mrs Kelly Robertson

Email: kro@woodlandsschool.essex.sch.uk

Telephone: 01268 282146

The role of the Careers Lead is to:

- Develop and embed a spiral careers program that meets the expectations set out in the Gatsby Benchmarks in all year groups;

- Ensure that the details of the careers program and the arrangements for the providers of technical education or apprenticeships to talk to pupils are published on the school's website;
- Records and track the engagement in careers provision;
- Track the destinations of young people from Woodlands School and use this information to improve the effectiveness of our career's programme;
- Run, evaluate and report on the careers programme at Woodlands;
- Plan careers activities, manage the careers budget and manage other staff involved in the delivery of carers guidance;
- Coordinate staff from across the school and from external organisations;
- Establish and develop links with employers, education and training providers and careers organisations.

6.3 Leaders and Staff

- All staff and leaders are expected to engage with, facilitate and support the Careers Lead in delivering the careers programme in their teaching and/or pastoral work.
- Specialist sessions are delivered by the AROE team.
- The Directions Personal Advisor, and the Department for Work and Pensions provide specialist careers guidance to Year 10 and 11 pupils.

6.4 Pupils

All pupils at Woodlands are expected to:

- Fully engage with careers lessons and activities;
- Utilise the available careers resources, including the online platforms;
- Record careers-rated skills, participation and research and reflect on what has been learned;
- Identify and set goals for the future;
- Actively participate in workshops, presentations and visits from external employers or providers;
- Attend informative events such as Options Evenings and the Post-16 Careers Fair.

6.5 Parents/Carers

Woodlands School ensures that all parents/carers have:

- Access to the National Careers Service information and other independent websites and resources via the school website and weekly newsletter;
- The opportunity to contact the careers lead, Mrs Kelly Robertson;
- Access to information and guidance through parent/carer information evenings including choosing options, Post-16 and work experience.

7. Curriculum

- All pupils are taught about careers in all year groups. Woodlands teaches this in largely through AROE lessons (where statutory RSHE is taught using the PSHE Association's Thematic Model; Living in the Wider World at two points in each year group). In addition to AROE, all lessons are encouraged to have a careers reference built into them.
- Pupils have regular access to employers, apprenticeship providers, college or further education and universities through assemblies, the Post-16 Event, work experience, visits to local 6th forms and colleges and University trips.
- Pupils in Key Stage 4 have opportunities to engage in work experience.

- Pupils can access the careers lead at any time, if they require support, and in Years 10 and 11 have access to Department for Work and Pensions and Directions.
- Woodlands provides older pupils with the opportunities to practise their interview skills through mock interviews and offers CV writing workshops to pupils looking into studying an Apprenticeship.
- The careers programme includes careers education sessions, career guidance activities, (group work and individual interviews), information and research activities (using the school's computers), work-related learning (including a one-week work experience), and individual learning planning/portfolio activities. Careers lessons are part of the school's Personal Development programme. Other focused events, e.g. a Post-16 Education Fair is provided for Year 11. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

8. Gatsby Benchmarks



Gatsby Benchmark	Strategy	Additional Information
1. A stable careers programme	Woodlands has a stable and well-structured career plan and an identified person responsible for it.	
2. Learning from career and labour market information	Woodlands ensures that by the age of 14, all pupils have accessed information about career paths	https://nationalcareersservice.direct.gov.uk/ 0800 100 900 essex.careers.magazine@essex.gov.uk

	<p>and labour market to inform their own decisions on study options.</p> <p>The Woodlands weekly Parent Information letter informs on Careers across the curriculum.</p>	
<p>3. Addressing the needs of each pupil</p>	<p>Woodlands careers program is tailored to the individual needs of our pupils. Woodlands takes positive steps to ensure our careers program is inclusive for all pupils from all backgrounds including those with SEND, and that they can consider the widest range or careers.</p> <p>Woodlands works with partners (Directions and Department for Work and Pensions) to provide targeted support to pupils with vulnerabilities and additional needs.</p>	<p>Comprehensive records are kept to support the careers and enterprise development of pupils.</p> <p>Woodlands collects and analyses post-16 destination data, with a particular view to measuring success in raising aspirations.</p> <p>Woodlands is developing an alumni network of pupils that have recently left who share experiences of Post-16 and Post-18.</p>
<p>4. Linking curriculum learning to careers</p>	<p>Career development is supported through subject teaching and careers within the curriculum.</p> <p>Careers, employability and enterprise lessons are delivered through the AROE program.</p>	<p>Our Weekly Newsletter to parents has a Careers across the Curriculum update. These are supported by teaching staff from each department/faculty.</p>
<p>5. Encounters with employers and employees</p>	<p>Woodlands careers program helps pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical and know-how and attributes that are relevant to employers. This includes the development of soft skills.</p> <p>The Work Experience program in Year 10 offers pupils the opportunity to work with employers and develop these skills.</p>	<p>Engagement with employers may include:</p> <ul style="list-style-type: none"> • Post-16 careers event; • Employer encounters through work experience; • Armed forces workshops; • National Careers Challenge; • Visits to Ikea for example; • Employer talks; • Mock interviews; • CV writing workshops; • Trips and visit opportunities; • STEM workshops.

6. Experience of workplaces	<p>Woodlands careers program supports high quality work experience.</p> <p>By the age of 15, every pupil has, at least one experience of a workplace.</p>	<p>Work Experience may include:</p> <ul style="list-style-type: none"> • Trips and visits; • One week work experience (July Year 10); • Workplace visits; • Work experience in school.
7. Encounters with Further and Higher Education	<p>Woodlands supports pupils in their preparation for Post-16 and the requirements to remain in education and or work based training until they are 18.</p>	<p>This requirement can be met through:</p> <ul style="list-style-type: none"> • Full-time study in a school, college or training provider; • An apprenticeship.
8. Personal guidance	<p>Woodlands provides personal guidance interviews with a qualified Careers Advisor;</p> <ul style="list-style-type: none"> • By the age of 16, every pupil has had at least one interview. <p>Pupils with vulnerabilities or additional needs have additional support.</p>	<p>Directions careers service offer pupils' personal guidance interviews.</p> <p>Department for Work and Pensions provide additional support to pupils with vulnerabilities or additional needs.</p>

9. Careers Programme at each Key Stage

By the end of Key Stage 3 pupils can expect to:

- Begin to develop and awareness of their individual skills, strengths and preferred learning styles in relation to Post-16 pathways and future career goals;
- Be able to access careers resources via the website and weekly newsletter;
- Receive careers lessons in the AROE Living in the Wider World unit;
- Be offered the opportunity to take part in KS4 taster lesson during the Options process.

By the end of Key Stage 4 pupils can expect to:

- Learn about the labour market, educational pathways and employability skills;
- Be offered, at least one, individual appointment with an independent careers advisor;
- Devise an action plan towards their career goals with their independent careers advisor;
- Have listened to talks on different careers;
- Have been given the opportunity to speak to representatives from various Post-16 providers;
- Have produced a CV and have written a covering letter;
- Been given impartial advice and guidance on Post-16 education, employment and training and have apprenticeship options including hearing directly from providers;
- Have developed interview skills;
- Be able to access careers information in the library, through the website and weekly newsletter;
- Be offered the opportunity to take part in taster sessions and attend Open Evenings;

- Have visited or spoken to representatives from Post-16 providers;
- Be given the opportunity to take part in work experience.

10.Partnerships

Woodlands School works closely with:

- Directions Careers Service; which identifies the contributions to the programme that each will make.
- The Department for Work and Pension; work with pupils with particular vulnerabilities and additional learning needs.
- Make Happen; to unlock opportunities for pupils across Key Stages 3 to 4 and to make informed choices about their educations and future.
- Career Ready to build networks of employers, educators and volunteers to give Woodlands pupils the career support, experiences and insight they need to kickstart their futures.
- The Essex Careers Hub; to ensure that Woodlands can deliver the highest quality of careers education for all its pupils and share good practice.
- Links with local businesses, colleges and organisations have been developed through our career's events at the school (e.g. Post 16 Careers Evening) and Work Experience programme.

11. Policy Statement on Provider Access

11.1 Introduction

This policy statement sets out the arrangements Woodlands school has for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

11.2 Pupil Entitlement

All pupils in Years 8-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of the careers programme which provides information on the full range of education and training opportunities available at each transition point;
- To hear from a range of providers about the opportunities they offer through events, presentations, and in AROE lessons;
- To understand how to make applications for the full range of academic and technical courses and employment and apprenticeship opportunities.

11.3 Meaningful Provider Encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making It Meaningful Checklist](#) .

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement without pupils.

11.4 Destinations of our Pupils

Last year our Year 11 pupils moved to a range of providers in the local area after school:

- Grammar School Entrants: 2%
- Sixth Form Entrants: 13%
- College Entrants: 72%

- Apprenticeships: 6%
- Other 7%

11.5 Management of Provider Access Requirements

A. Procedure

A provider wishing to request access should contact Mrs Kelly Robertson, Cultural Capital Coordinator and Careers Lead, at kro@woodlandsschool.essex.sch.uk .

B. Opportunities for Access

The school offers 4 provider encounters required by law (**marked in bold text in Figure 1**) and a number of additional events, integrated into the school careers programme. The 4 meaningful mandatory encounters across Years 8-11 are timetabled to take place within the stated windows (***two from the 1st of September in Year 8 to the 28th February of Year 9***, and ***two from the 1st September in Year 10 to 28th February in Year 11***) as per the January 2023 DfE Careers guidance and access for education and training providers (Pg. 43) .

*Although encounters are not required by law for Year 7 pupils, we have included this year group (in addition to the 4 legally required encounters in Years 8-11) to ensure that careers is a firm part of our pupils' five year learning journey, supporting our hybrid options system and ensuring pupils make informed options choices.

We will offer providers an opportunity to come into school to speak to pupils or their parents/carers. Please speak to Mrs Kelly Robertson, Cultural Capital Coordinator and Careers Lead to identify the most suitable opportunity for you.

C. Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers and Enterprise Company via: provideraccess@careersandenterprise.co.uk

12. Work Experience

Woodlands recognises the importance of creating opportunities for pupils to learn about, through and for the world of work. Every pupil should have first-hand experience of the workplace through work visits, work shadowing and work experience to help their exploration of career opportunities and expand their networks.

Work Experience has a great value in providing a pupil with the opportunity to gain insights into the world of work and develop skills which university sectors and employers look for and want to be evidenced.

All pupils in Year 10 are given the opportunity to complete a 1-week work placement at the end of the academic year. Pupils are encouraged to source their own placements either through family connections or from a comprehensive database the school has developed with local employers.

The aims of Work Experience are as follows:

- To allow pupils to see first-hand a possible future career and to encourage them to start thinking about future options;

- To allow pupils to experience the 'world of work' and to gain an insight into commerce, industry and the professions;
- To encourage pupils' self-confidence, communication, presentation and interpersonal skills.

All Year 10 pupils complete a reflective log on their experiences in the working environment and this is followed up through lessons under the AROE curriculum in Year 11.

13. Resources


- Careers information is available in the Opportunities Hub which is maintained by Mrs Kelly Robertson.
- Administrative support is available to Mrs Kelly Robertson.
- Funding is allocated in the annual budget planning round in the context of whole school priorities and the needs of the CAIG area. Mrs Kelly Robertson is responsible for the effective deployment of resources.

14. Monitoring, Review and Evaluation

The careers programme is planned, monitored and evaluated by the Careers Leader working in consultation with the head of AROE, Miss Heather Ash, and staff who provide specialist careers guidance to groups and individually. Evaluation of the CEIAG programme is an ongoing and cyclical process involving the Assistant Head Teacher for Cultural Capital, Mrs Katie Heseltine; all aspects are regularly monitored and reviewed to ensure it meets the needs of our pupils and to inform future policy planning.

The school's progress towards meeting the Gatsby Benchmarks is evaluated using the online Compass+ tool (as recommended in the Careers Guidance and Access for Education and Training Providers January 2023). This is carried out on an annual basis by the Careers Leaders and the Assistant Head Teacher for Cultural Capital, Mrs Katie Heseltine. The CEIAG development plan is based upon the outcomes of the Compass+ audit.

Both internal and external provision is monitored and evaluated through observations, work sampling, regular feedback from pupils, parents, staff, governors, training providers, and work experience employers. The feedback is collected through discussions, self-reflections, meetings, surveys and questionnaires.

Signed: 

 Head Teacher

Dated: 24th June 2024

Signed: 

 Chair of Governors

Dated: 24th June 2024



A. Work Experience Legal Requirements

There are certain legal requirements and recommended best practices that are in place to ensure the safety of all parties involved in a work experience placement.

The main areas to be aware of are:

Ai. Health and Safety at Work

Those receiving training or work experience from an employer in the workplace are deemed to be 'employees' for the purpose of Health and Safety legislation.

This legislation imposes responsibilities on the employer but also on the pupil as an 'employee':

- to take responsibility for their own health and safety and that of others who may be affected by what they do.
- to co-operate with the employer and follow instructions on health and safety.
- not to interfere with or misuse anything provided for their health, safety, or welfare.

The employer will be expected to go through the relevant sections of their current Health and Safety policy at the start of the placement with the pupil.

Aii. Risk Assessment

The employer should be informed of any medical conditions the pupil has (this is done through the completion of Section B on the Self-placement form), which could result in an increased risk to a pupil of an employee's health and safety during the placement. The employer will then be able to identify any significant risks and the necessary control measures put in place to ensure the safety of the pupil.

Aiii. Employer Liability Insurance

Employer's Liability Insurance covers the firm's legal liability for injuries sustained by employees (including pupils on work experience) whilst at work. Confirm that in date Employer's Liability Insurance is in place for the duration on the work experience placement is required, and employers must notify their insurers if confirmation that this insurance is in place pupils will not be permitted to attend and will need to seek an alternative placement.

B. Premises

The school will make the Performance Hall, Opportunities Hub, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that can provide live online engagement with our pupils. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Corner in the Opportunities Hub, which is managed by the Careers Lead. The Careers Corner is available to all pupils at lunch and break times.

C. Equality and Diversity

The Woodlands Careers team supports the Discovery Educational Trust's (DET) Equality and Diversity Statement and Objectives and its Equality and Diversity in Employment Policy and implements it in the following ways:

- Careful selection of career resources including posters and display materials;

- Actively encouraging pupils to support themselves financially;
- Encouraging all pupils to consider all education and training options available to them;
- Avoid using stereotypical gender examples within the workplace;
- Offering self-placement of work experience placements;
- Ensuring equal access to all the information for all pupils of all abilities.

Woodlands recognises that courses, apprenticeships and employment opportunities are available for all its pupils of varying skills, abilities and personal qualities. Woodlands encourages all pupils to consider all their options to make an informed decision about a future career. If a pupil has an unrealistic career aspiration, Woodlands ensures that they have a backup plan, which does match their skills abilities and personal qualities.

D. Related Documents

The following documents support and underpin this policy:

- Work Experience Self Placement Form;
- Statement of Understanding between Woodlands School and the Employer;
- Work Experience Journal;
- Employers Feedback Form;
- Work Experience Record and Tracker;
- Whole School policies including those for teaching and learning, assessment, recording and reporting achievement;
- Assembly Themes 2022-23;
- Relationships, Sex, and Health Education Policy;
- Work Related Learning and Enterprise Policy;
- Equal Opportunities and Diversity Policy;
- Health and Safety Policy;
- Special Educational Needs Policy;
- Section 42A, 42B, 45 and 45A of the Education Act 1997;
- Section 72 of the Education and Skills Act 2008;
- Schedule 4 (15) of the School Information (England) Regulations 2008.

E. Compliance

This Policy will be reviewed annually in accordance with the Handbook of Governance and its implementation will be monitored by the Senior Leadership Team.

Woodlands School aims to comply with Section 22 of the Education (No 2) Act of 1986 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.