



The
Westgate School
#equippedforlife

The Westgate School's Careers Policy 2023

Date Approved by HT:

Date for Revision:

1. Rationale

- 1.1 The Westgate School is committed to providing a high-quality careers education, information, advice and guidance programme to all students and their parents. In line with the statutory guidance produced by the DfE and the Gatsby Benchmarks, students receive careers advice embedded into the curriculum in addition to dedicated one-to-one opportunities and group work. CEIAG is incorporated into all-year groups to stimulate the interests of students and to inspire them to reach their full potential. The Governors acknowledge an obligation to provide effective and measurable careers education and advice to all students. We recognise that all students have the right to expect that the school will help them to make informed decisions about the opportunities open to them when they leave The Westgate School. This Careers Education Advice and Guidance Policy is designed to provide a framework for the operation, evaluation, and development of this essential relationship with students.

2. Statement of Principles

- 2.1 The Westgate School will provide all students with information on, whilst actively promoting high aspirations in respect of, opportunities for employment, training and further and higher education and apprenticeships.
- 2.2. The Westgate School will provide students with an understanding of the changing working world around them, regularly updated Labour Market Information, and the importance of formal qualifications, personal attributes, and attitudes to develop themselves through learning for the future.
- 2.3. The Westgate School will continue to challenge the attitudes which encourage stereotyping, and which inhibit the promotion of equality of opportunity. The SEND programme will include a dedicated careers link within the learning support team.
- 2.4 The Westgate School will give all students and their parents/carers advice on planning their future according to their education level, and to provide access to individual CEIAG based on the identified individual needs.
- 2.5 The Westgate School will equip students with the skills they need to research and manage applications, interviews, and feedback procedures.
- 2.6 The Westgate School will organise opportunities for students to gain direct and indirect experience of workplace opportunities available to them when they leave secondary education.
- 2.7 The Westgate School will develop effective professional working relationships with appropriate outside agencies and local employers on an ongoing and developmental basis.
- 2.8 The Westgate School will continually research labour market information and work with employers to gain updated knowledge of the gaps in the skills and attributes of young people.

3. Statutory Requirements

- 3.1 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:
- 3.1.1 The Education Act 1997

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

- 3.2 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.
- 3.3 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:
 - 3.3.1 Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
 - 3.3.2 As an academy in England, we're now required to provide and publish careers guidance.
- 3.4 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.

4. Student Entitlement

- 4.1 Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good careers education, raise aspirations, challenge stereotyping, and promote equality and diversity.
- 4.2 The careers programme is designed to meet the needs of the students at The Westgate School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:
 - 4.2.1 Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.
 - 4.2.2 Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management.
 - 4.2.3 Ensure that, wherever possible, all young people leave the school with employment, further education, or training.
- 4.3 All students at The Westgate School are entitled to:
 - 4.3.1 Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
 - 4.3.2 Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies group discussions and taster events at least twice at each key stage.
 - 4.3.3 Understand how to make applications for the full range of academic and technical courses.
 - 4.3.4 Engage with employers and employees through curriculum learning and events.
 - 4.3.5 Have access to Unifrog and relevant careers guidance online platforms through paid subscriptions from the Careers budget.

5. Roles and Responsibilities

5.1 Careers leader

5.2 Our careers leader is Mrs Karen Green, and they can be contacted by phoning 01753 521320 or emailing KLG@westgate.slough.sch.uk. Our careers leader works closely with the senior leadership team (SLT) and will:

- 5.2.1 Take responsibility for developing, running and reporting on the school's career programme.
- 5.2.2 Plan and manage careers activities.
- 5.2.3 Manage the budget for the careers programme.
- 5.2.4 Establish and develop links with employers, education and training providers, and careers organisations.
- 5.2.5 Work closely with relevant staff, including our special educational needs coordinator (SENCO) and careers adviser, to identify the guidance needs of all our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- 5.2.6 Work with our school's designated teacher for looked-after children (LAC) and previously LAC 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.
- 5.2.7 Review our school's provider access policy statement at least annually, in agreement with our governing board.
- 5.2.8 Support teachers to build career education and guidance into subjects across the curriculum.

5.3 Senior Leadership Team (SLT)

5.4 Our SLT will:

- 5.4.1 Support the careers programme.
- 5.4.2 Support the careers leader in developing their strategic careers plan.
- 5.4.3 Make sure our school's careers leader is allocated sufficient time and has the appropriate training, to perform their duties to a high standard.
- 5.4.4 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.
- 5.4.5 Network with employers, education and training providers, and other careers organisations.

5.5 The Governing Board

5.6 The Governing Board will:

- 5.6.1 Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- 5.6.2 Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.
- 5.6.3 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 students.

- 5.4.4 Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships.
- 5.4.5 Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website.
- 5.4.6 Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause.'

6. Careers Programme

- 6.1 Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.
- 6.2 Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:
 - 6.2.1 A stable careers programme with a careers leader.
 - 6.2.2 Learning from career and labour market information.
 - 6.2.3 Addressing the needs of each student.
 - 6.2.4 Linking curriculum learning to careers.
 - 6.2.5 Encounters with employers and employees.
 - 6.2.6 Experience of workplaces.
 - 6.2.7 Encounters with further and higher education.
 - 6.2.8 Personal guidance.
- 6.3 Adjustments to the Careers Education, Information, Advice and Guidance and Employability Learning Policy will be made on an individual basis taking into account our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual circumstances of the student.
- 6.4 It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

7.1 Pupils with Special Educational Needs or Disabilities (SEND)

- 7.2 We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as other students, with adjustments and additional support as required.
- 7.3 Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training, and employment opportunities, supported internships and transition plans into higher education.

8. Implementation

- 8.1 Through the broader curriculum, the school will help students to develop skills in self-appraisal in order that they are able to make reasonable decisions regarding:
 - 8.1.1 subject choices at 14+
 - 8.1.2 subject choices for continuing education at 16+

8.1.3 career pathways for all.

- 8.2 The school will provide the resources necessary to make a wide range of careers information available through the curriculum, tutorial time, the Careers library, the Careers Lead and the services of the local authority and numerous outside organisations.
- 8.3 Through our links, the school will support Careers and Further/Higher Education opportunities for all students.
- 8.4 The school will promote continuing education among KS4 pupils through assemblies, tutorials and parent events and meetings.
- 8.5 The school will promote continuing careers education among all students.
- 8.6 We will promote a cross-curricular approach to future economic well-being, making teachers aware that opportunities to introduce resources, business volunteers' support and relevant workplace vocabulary in lessons be embedded.
- 8.7 Through LMI and careers research, we will continue to promote and provide vocationally related courses at KS4 and KS5.
- 8.8 We will continue to foster strong links with organisation partners to offer a broader work-related curriculum.
- 8.9 Students will be given the opportunity to work with the careers leader, tutorial staff and representatives of local employers to ensure that they are familiar with the application procedures for employment and further/higher education.
- 8.10 The school will organise work experience/job awareness opportunities for all Year 9-11 students online, Students in Year 12 will have one week out of the curriculum schedule to attend physical work experience.
- 8.11 We will accept and seek out opportunities for students through mentoring schemes and insight days supported by local industry.
- 8.12 We will work closely with Alternative Education managers to identify alternative programmes for those in danger of rejecting mainstream schooling.
- 8.13 We will organise personal interviews with CEIAG level 6 consultants for all students at key points during their school career (KS4 and KS5 transition) and for individuals in all year groups as needs are identified, and with a family member present where requested.

9. Access to our Careers Programme Information

- 9.1 A summary of our school's careers programme is published on our school including details of how students, parents, teachers and employers can access information about the careers programme.
- 9.2 Students, parents, teachers and employers can request any additional information about the careers programme by contacting KLG@westgate.slough.sch.uk.

10. Monitoring, Review, Evaluation and Development of CEIAG

- 10.1 Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Assistant Headteacher with oversight of CEIAG:
 - 10.1.1 Review of the school's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.
 - 10.1.2 Review of all careers events by the Careers Leader.
 - 10.1.3 Lesson and tutor observations within PSHE.
 - 10.1.4 Developmental activity is identified annually in the SIP.
 - 10.1.5 Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent feedback and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.

11. Links to other policies

- 11.1 This policy links to the following policies:
 - 11.1.1 Provider access policy statement*
 - 11.1.2 Safeguarding Policy*
 - 11.1.3 PSHE/RSE Policy*

Annex A: Provider Access Policy Statement

1. Introduction

- 1.1 This policy statement sets out the school's arrangements 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.

2. Student Entitlement:

- 2.2 All students in Years 8 to 13 are entitled:
- 2.2.1 To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
 - 2.2.2 To 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 at least twice at each key stage.
 - 2.2.3 To understand how to make applications for the full range of academic and technical courses.
 - 2.2.4 To engage with employers and employees through curriculum learning and events.
 - 2.2.5 To access Unifrog and relevant careers guidance online platforms through paid subscriptions from the Careers budget.

3. Provider Encounters

- 3.1 Provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:
- 3.1.1 Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers.
 - 3.1.2 Explain what career routes those options could lead to.
 - 3.1.3 Provide insights into what it might be like to learn or train with that provider.
- 3.2 One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students.

4. Previous Providers

- 4.1 In previous terms/years we have invited the following providers from the local area to speak to our students:
- 4.1.1 Mars
 - 4.1.2 O2
 - 4.1.3 SEGRO

5. Opportunities for Access

- 5.1 We actively seek to build partnerships with outside agencies, to broaden our students' horizons and to provide them with exposure to a range of education and career pathways.
- 5.2 We would encourage providers to contact Karen Green, our Careers Leader to find a suitable event to access students. All events will need a minimum lead time of six weeks.
- 5.3 We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. Presentations must be submitted to the Careers Leader 48 hours before the planned event.

6. Premises and facilities

- 6.1 The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and students, 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. Providers are welcome to leave a copy of their prospectus or other relevant course information in the sixth-form study area.
- 6.2 A provider wishing to request access should contact Mrs K Green, Careers Lead, KLF@westgate.slough.sch.uk

Annex B: Careers Programme

Careers Programme Overview 2023/24

The Westgate School



THE CAREERS &
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Vision Statement

To ensure that students from Year 7 to 13 are given a wide range of opportunities and careers advice and guidance. Working with dedicated advisors and engaging with employers, training organisations, FE/HE, and apprenticeships providers, students embark upon an enriched programme of events and opportunities, and with support to parents and carers throughout.

Contact: Karen Green
Email: Careers Leader
Telephone: 01753 559882
01753 521320

Milestones and Learning Outcomes

Year 13

Post 18 research and intense guidance is key to supporting students to make the right decisions. The dedicated Sixth Form team, tutors and teachers work collaboratively to help students and parents through the applications processes whilst paying attention to the needs of each student. Potential Medicine and Oxbridge students receive one to one support.

Year 12

Students are exposed to a wide range of opportunities including online and in-person events. Students are encouraged to become more independent and to prioritise their workload and embark upon Post-18 research and intervention. Parents and students have access to a directory of online webinars, LMI, and resources. Work Experience week is supported by the team.

Year 11

Knowing 'what next' is the key to ensuring that students and their families are well informed of all opportunities for post 16. Learning from the experts at careers fairs, employer engagement and FE taster days. Meet Alumni apprentices to learn about their career paths. Students attend a wide range of online sector-specific webinars, face to face employer engagement and careers fairs.

Year 10

Setting the scene for Year 11 and the end of GCSE's begins in Year 10. Students are exposed to research using webinars and Unifrog careers platform. Parents are engaged with opportunities for online work experience and employer led webinars. Unifrog research, careers fair and college visits allows students to short-list their post 16 options.

Year 9

GCSE options planning includes regular careers specific events, and curriculum support from teachers. Students and parents are exposed to information and guidance to make the right GCSE subjects' decisions. Intense support from tutors, teachers and careers leader ensures that families able to choose the right pathways for desired career paths.

Year 8

Students and parents are introduced to the Unifrog platform and encouraged to attend webinars and register on numerous careers portals to help them to research entry requirements for HE and Apprenticeships. Embedding careers in the curriculum, careers vocabulary and examples of subjects and their links to careers is key to enable research skills for options and KS4.

Year 7

Students learn about careers from their first day and are exposed to careers resources and vocabulary. Through the Personal Development Curriculum, students undertake Unifrog personality and interest quizzes. This helps them to recognise suitable careers for their future. Enterprise and Careers sessions run by employers and providers allows students to understand the opportunities for their futures.

Key Events and Experiences

Year 13

- Intense support for UCAS and Apprenticeships research and applications.
- Engagement with employers and Alumni.
- Degree apprenticeships workshops, research and application guidance.
- Oxbridge engagement and HE provider visits.
- Private one to one careers meetings and action plans

Year 12

- Work experience week (March 2024)
- National School Leavers Fair (November 2023)
- Regular subject-specific alumni guest speakers and employer engagement.
- HE visits, summer schools and virtual work experience.
- Degree level Apprenticeships workshops

Year 11

- National School & College Leavers Fair (November 2023)
- Mock interview with businesses (October 2023)
- CV writing and interview skills workshops.
- College and Sixth Form taster days
- Core Competencies and applications workshop
- Ask Apprenticeships and alumni sessions
- One to one private L6 meetings and actions plans shared with student and parents/carers.

Year 10

- 'Workplace Safari' employer engagement days.
- College taster days.
- Apprenticeships talks by providers and alumni.
- Unifrog in-depth research including LMI.
- What Next? Post-GCSE options shared in Summer term and planning tools for Year 11.
- In-school careers fair (February 2024)

Year 9

- Options planning in tutor and drop-down days.
- Options parents evening to meet the subject teachers and current students.
- In-school careers fair (February 2024)
- What Next? In school event (January 2024)

Year 8

- In-school careers fair (February 2024)
- Unifrog launch with students and parents/carers.
- Enterprise employer-led careers day (April 2024)
- Youth parliament presentation and politics/law day (November 2023)

Year 7

- Unifrog launch for parents and students
- STEAM Careers event (October 2023)
- In-school careers fair (February 2024)

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people for the world of work.

Annex C: Gatsby Benchmarks

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

**From <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>*

<https://www.gatsby.org.uk/uploads/education/gatsby-careers-4-pager-updated.pdf>