



# WILMINGTON

GRAMMAR SCHOOL FOR GIRLS

## Careers and Work Experience

### Policy

<b>Date agreed with Governors.</b>	May 2024
<b>Date to be reviewed</b>	May 2027



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## 1. Policy overview

1.1 The purpose of this policy is to provide a clear framework for supporting students in their career development and ensure that all staff and stakeholders are aware of Wilmington Grammar School for Girls (WGSG) careers programme and practices that prepare our students for the world beyond school, equipping them with the skills, knowledge, and confidence to make informed decisions about their future careers. The careers programme also aims to widen student's horizons, challenge stereotypes, and raise aspirations to support students to make successful transitions to the next stage of their life.

## 2. Vision

Our overall vision aligns with the school vision, values and mission statement [WGSG core vision and mindset values](#).

In pursuit of excellence all students will have access to careers education and guidance that enables experimentation and exploration on the many careers, possibilities and pathways that are open to them. They will have opportunities to gain new experiences and skills that allow them to discover more about work, leisure and learning and to consider their place in the world and plan for their futures.

The Board of Governors have adopted this policy in order to provide a clear commitment to Careers Education, Information, Advice and Guidance (CEIAG) which we refer to as Career Guidance. This term refers to our coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

### 3.0 Statutory Requirements and Expectations

3.1 Wilmington Grammar School for Girls (WGSG) is committed to providing high quality career guidance to help students manage their progression through learning and work. This is underpinned by legislation such as the DfE Careers Strategy: [Making the most of everyone's skills and talents \(Dec 2017\)](#); The Statutory [Guidance for Education and Training Providers \(Jan 2023\)](#) and the more recent [Skills and Post-16 Act 2022](#).

In line with DfE guidance the school is committed to retaining the Quality in Careers Standard via The Investor in Careers Award and using the Gatsby Benchmarks for Careers Education and Guidance (2014) which provide guidance on how to organise the delivery of careers education; and the CDI National Framework for Careers, Employability and Enterprise (2021) which defines the expected learning outcomes.

Providing independent and impartial advice and guidance means we are committed to supporting all student pathways. In doing so we connect with education and training providers who are invited to appropriate school-based careers events and a list of such events, together with the school's access policy, can be found on our Provider Access Statement. Hence, this policy should be read in conjunction with our Provider Access Statement which sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer.

### 3.2 The Gatsby Benchmarks and CDI Framework for Careers, Employability and Enterprise Education framework

In line with statutory guidance our programme is further informed by the Gatsby Benchmarks for Careers Education and Guidance (2014) and the [CDI Careers Framework \(2020\)](#). Act as a guide for structuring our careers provision. The Gatsby Benchmarks help us to meet the criteria set out in the CDI framework, and focusing on both makes our careers programme more effective.

### 3.3 Gatsby Benchmarks

WGSG have an integrated careers programme which is designed to enable all students to develop the skills necessary for the world of work and identify their next steps at each main transition point. This is informed by the eight Gatsby Benchmarks, which provide guidance on how to organise the delivery of careers education.

### 3.4 The CDI Framework for Careers, Employability and Enterprise Education

The Career Development Institute's (CDI) framework identifies the six areas of learning that facilitate positive careers and lifelong career development. As well as mapping easily to PSHE core themes, the CDI framework works in conjunction with the eight Gatsby Benchmarks.

### 3.5 Provider Access

In line with the provider access legislation requirements, we ensure that we are impartial and do not show bias towards any route, be that academic or technical. In meeting this requirement students are entitled to:

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.

To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.

To understand how to make applications for the full range of academic and technical courses. For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

These encounters will be scheduled during the main school hours and a record of attendance maintained.

In meeting this requirement, the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider

## 4 Policy Scope

4.1 This policy aims to set out our school's provision of inclusive, impartial and informed careers education information, advice and guidance and outlines the approach we take to support students

in their career development. This policy should be read in conjunction with the career strategy which explains the vision and aims of the programme in greater detail, detailing how careers education will be embedded throughout the school and aligns with the whole school vision.

4.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training.

4.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff (2023) and associated legislation.

4.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the statutory guidance.

4.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

4.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

4.7 All members of staff are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG)/Career Guidance in the education of students.

## 5. Aims and Objectives

To provide students with access to impartial and up-to-date information about a wide range of career paths, further education, and training opportunities.

To empower students to explore their interests, skills, and aspirations and to make informed decisions about their future education and career choices.

To support students in developing the skills necessary for career planning, including decision-making, goal-setting, and effective communication.

To promote equality of opportunity and challenge stereotypes and biases in relation to career choices.

To foster links with employers, colleges, universities, and other relevant organizations to enhance students' understanding of the world of work and educational pathways.

To ensure that all staff members are equipped to support students in their career development through appropriate training and resources.

To utilise the CDI Framework and Gatsby Benchmarks to underpin our Careers Programme content and outcomes.

## 6 Entitlement

Our inclusive guidance programme empowers students to make their own learning and career decisions, based on the best available career intelligence, up-to-date knowledge of route and pathways and an understanding of their own strengths and interests. Student entitlement is based on meeting The Gatsby Benchmarks – see Appendix C for full information.

## 7. Implementation/Delivery

### 7.1 Curriculum Provision

Careers education and guidance will be embedded within the school curriculum to emphasise equitable access to opportunities for all students, challenge stereotypical thinking, raise aspirations and embed equality and diversity throughout.

Careers Education at WGS is not a stand-alone strand; it is integrated into every area of the school and woven into students' education in areas such as the curriculum, PSHE, focus mornings, enrichment Week, awareness Days such as National Apprenticeship and National Careers Week, epistemic insight, school trips, employer engagement, experiences of the workplace and collaboration with external partners.

Opportunities for careers-related learning will be integrated across different subjects to demonstrate the relevance of academic learning and development of skills to future careers.

A summary of the programme will be published on the school's website with information that is regularly updated in order to evolve with the changing labour market, technology, skills and qualifications and stakeholder feedback.

Experiences of the workplace giving students an insight into how a real workplace operates, the jobs that exist there, and the skills needed for these roles will be organised.

### 7.2 Information, Advice, and Guidance

The designated Careers Leader will oversee the delivery of career guidance within the school.

The school will provide access to a range of careers resources, including a careers section in the main library, printed materials, online platforms, and interactive tools to support students in researching career options and planning their next steps.

Guest speakers, workshops, and educational visits will be organised to provide students with exposure to a variety of career pathways, academic and technical qualifications and a range of industries.

In recognition that students have different career guidance needs at different stages we will provide opportunities for advice and support that is tailored to the individual needs of each student. The careers programme will embed equality and diversity considerations throughout, ensuring equal opportunities for FSM, SEND and EAL students.

The school will keep systemic records of the individual advice given to students. Students will have access to their own records of individual advice and subsequent agreed actions to support their careers development.

All careers advice and guidance will be person centred, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice. During arranged events including parents evenings, open evening, options evenings and subject fairs careers information and advice is made available to students, parents and carers.

### 7.3 Personal Guidance

All students will have access to impartial career guidance delivered by a level 6 qualified career guidance professional to ensure students have information, advice and guidance about all pathways. All students are provided with labour market information and an action plan to support their plans.

All students will have access to impartial one-to-one personal guidance to discuss their individual interests, skills, and career goals via drop-in sessions, focus groups and parents' evenings.

Personal guidance interviews and group sessions will be offered to students at key transition points, such as during Year 9 options choices and post-16 education decisions.

### 7.4. Partnerships and Enrichment

The school will actively seek partnerships with local employers, colleges, universities, and training providers to enrich the careers education offered to students.

Work experience placements, internships, and apprenticeship opportunities will be promoted and facilitated to give students practical insight into the world of work.

Careers fairs, networking events, and industry talks will be organised to expose students to a wide range of career pathways and to facilitate networking opportunities with professionals.

The school will participate in careers hub meetings and engage with enterprise coordinators and advisers.

## 8 Management

### Roles and responsibilities

Careers and employability at WGSG, is the collective responsibility of everyone who works at the school. The Careers Leader has strategic responsibility for careers and oversight of the careers manager.

Link Governor: Laura Iles

Careers Leader: Mandy Dhaliwal

Careers Manager: Donna Martin

Refer to Appendix B for more information about role and responsibilities.

### 8.1 Staff development

All staff are expected to contribute to the career's learning and development of students in their different roles. The training needs that arise from this will be addressed through the staff development plan which will commit to meeting staff needs within the relevant academic year.

All staff members will receive training on careers education and guidance to enable them to effectively support students in their career development.

All staff will have access to Unifrog.

Staff will be encouraged to incorporate careers-related activities and discussions into their teaching to help students make connections between their learning and future aspirations.

## 8.2 Funding and resourcing

Funding for careers activities is allocated from the careers budget which is managed by the Careers Leader who commissions external services as necessary.

## 8.3 Monitoring, reviewing, evaluating and reporting.

The careers programme is reviewed by the Careers Leader, a member of the Senior Leadership Team with responsibility for careers and the Careers Manager.

The overall effectiveness of the careers programme is assessed using the compass tool and the Gatsby Benchmarks. The results are used to inform improvement priorities and plan developments year on year.

The school development plan outlines the key areas for careers guidance and education and is reviewed at regular intervals across the year.

We seek feedback from all interested parties about the relevance of the careers programme and guidance provided. This evaluation is reviewed by the Careers Leader and is used to resource relevant gaps in the provision, and to develop the delivery career guidance.

In line with the strong recommendation on the Statutory Guidance, the school is committed to maintain the Quality in Careers Standard via the Investors in Careers Award which goes through the reassessment process tri-annually.

To ensure that the careers programme meets the needs of our students we involve them in its development, taking feedback on activities and what students would like to see from their careers programme.

## 9 Stakeholders and Partners

As well as the Careers Leader, Careers Manager and named governors the following are involved in our careers programme.

### 9.1 Students

Our students are at the heart of our careers programme. We involve them in the planning and in evaluation. All students are expected to participate and engage with the activities and events and are invited to provide feedback to inform its development.

### 9.2 Parents/carers

We recognise the important role that parents have in their child's career development. The school will communicate key information to parents, such as their Morrisby profiles, career's action plans, key careers events and information evenings.

### 9.3 Careers support agencies

The school is part of careers hub which involves local school college and training providers and in regular contact with our Enterprise Coordinator Charlotte Steggles, and named Enterprise Adviser, Alexandra Fordham from Electrotonic, who is a business professional from industry.

### 9.4 External Careers Services

We commission independent careers services to deliver face-to-face advice. Guidance is arranged where it is the most suitable for students to make successful next steps, particularly for students at risk of disengaging from education or training, or those with special educational needs and student on the pupil premium register.



### 9.5 Employers, community partners and learning providers.

In meeting the requirements of Provider Access Legislation (PAL/The Baker Clause), the school is committed to working collaboratively with employers, further education and higher education establishments, local learning providers, and apprenticeship providers. All providers offer our students opportunities to support their career journey and exposure to the changing world of work and support students to make informed decisions.

### 9.6 Local Authority

WGSG works closely with the Local Authority to identify students at risk of becoming NEET. It works towards ensuring that the destination information they collect is as complete as possible to demonstrate student progress. WGSG works to ensure that all Year 11 and Year 12 students meet the September and January Guarantee of a firm offer of further learning.

## 10 Links to other relevant documents

This policy should be cross referenced with the policy for Provider Access Statement, Work Experience policy, PSHE policy, Safeguarding, Pastoral Care, and Special Education Needs and Disabilities policies.

## Appendix A

### Work Experience, Work Shadowing and Experiences of the Workplace Policy

This document details the aims and objectives, processes and responsibilities for the management of work experience placements.

#### **Introduction**

Exposure to the world of work is a significant step in preparing our students for adult and working life. We offer students high quality and meaningful work experience and experiences of the workplace to give them a valuable experience of the work environment and develop their employability skills. In doing so, we aim to meet Gatsby Benchmarks 5 and 6 which highlight the importance of encounters with employers and employees as vital elements in making informed choices on future career and study pathways.

#### **Definitions**

'Experience of work' is different from 'traditional work experience' and could include volunteering or work shadowing (e.g., of a family member - virtually or 'real'), observing someone else's work experience, or a visit in a workplace setting.

Such experiences of work must be meaningful and meet the minimum requirement:

Learning outcomes are defined, based on the age, and needs of students.

Students meet a range of people from the workplace;

There is extensive two-way interaction between the student and employees;

Students must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer.

#### **Aims**

Work Experience should:

Enhance students' knowledge of the world of work.

Develop students' employability skills and raise students' awareness for health and safety for themselves.

Provide an insight into the skills, qualities and attitudes required by particular sectors and employers.

Provide opportunities for personal and social development – including self-confidence, time management, personal organisation and resilience.

Help prepare students for the world of work.

Enable students to make cross-curricular links.

Support the School's Career Guidance provision and meet Gatsby Benchmarks 5 and 6 which highlight the importance of encounters with employers and employees as vital elements in making informed choices on future career and study pathways.

Provide students with an opportunity for self-evaluation.

### **Provision**

- The opportunity to complete a work experience placement is offered to all year 12 students in the summer term.
- Some KS5 students might access additional work experience placements during year 13 during term time but this is at the discretion of the head of sixth form.
- Year 10 students participate in a work shadowing day with the support of their parent/carer.
- Year 11 are encouraged to participate in the NCS challenge. Information about NCS will be disseminated to students and parent/carers who are then responsible for applying for a place.
- All students will participate in experiences of the workplace which may be virtual, subject specific or an activity during Enrichment week. These trips offer a real-life context for students' learning and can help them grasp difficult concepts and inspire career choices. These trips follow the school trip process and protocols.

### **Management and delivery**

Students with Special Educational Needs or Disability (SEND), or any other additional needs, will be supported appropriately through liaison with parents and relevant staff i.e., the Special Educational Needs Co-ordinator (SENCO) and the placement provider to ensure the placements meet their needs.

Students deemed to be disadvantaged (such as those in receipt of pupil premium funding, looked after/previously looked after children) will be monitored by the Careers Lead and support will be offered where required to ensure that these students secure a placement of equal value to other groups of students.

In managing this process, we look at advice for schools from the Health and Safety Executive, Local authority and the Department for Education. This states that employers are responsible for risk assessing work experience and that schools should simply ask sensible questions, in proportion to the level of risk and ensure due diligence is followed before agreeing suitability of a placement.

We use the Unifrog Placements tool to administer work experience. This process gathers information from a set of forms which are completed by specific people at specific times and enables employers to confirm that they follow best practices in relation to insurance, health and safety and risk assessments. The Unifrog system asks employers to provide the school with a copy of the organisation's Employers Liability Insurance document and evidence of their pre-existing risk assessments where appropriate.

### **Roles and responsibilities**

#### **Staffing**

Mandy Dhaliwal (Careers Leader)

Donna Martin (Careers Manager)

Robert Atkins (Head of WG6)

Sixth form administrator

### **School**

The school will satisfy itself that employers offering work experience are managing risk, understand they have primary responsibility for the student's welfare, and have appropriate insurance in place.

### **Parent/Carers**

Undertake to support their child in sourcing a suitable work placement and abide by the information given by the school.

Parent/carers must complete the relevant information on Unifrog and supply contact and medical information which is shared with the employer for risk assessment purposes.

Parent/carers are responsible for organising safe travel and covering any travel costs.

Parent/carers must maintain their responsibility to notify the school (and employer) of any absences.

### **Students**

It is ultimately the student's responsibility to ensure that they have secured a placement, additional to any part-time jobs they may have (before the deadline given by the school); however, support in finding a placement will be offered by the school via Form Tutors and the Careers Adviser when needed,

Students are not permitted to undertake placements outside of England and Wales, for Health and Safety and other regulatory reasons - the school cannot ensure that students are working in a safe environment at such a remote distance.

Students may not request holiday from the school in order to undertake a work placement outside of England and Wales; in this circumstance the student should arrange the placement in their own time.

Students should not seek placements which result in working alone with a single employer.

### **Employers**

Under the Health and Safety (Training for Employment) Regulations 1990, pupils who are doing work experience are considered to be the employees of the placement provider. This means that the placement provider is responsible for ensuring the pupil's health and safety.

Employers must have Employers Liability insurance is compulsory by law and is a requirement of the school's work experience (sole traders cannot offer work experience unless they have this in place).

As an employer taking on a young person for work experience, you have the main responsibility for their health and safety.

Under health and safety law, work experience students are your employees, like any other young person you employ.

Follow the HSE guidelines in relation to risk assessments [Young people at work - work experience - HSE](#)

Notify parent/carers and the school as soon as possible in any case of accident or ill health which relates to the student's work placement.

### **Preparation for placements**

The school will share key information such as expectations of behaviour whilst on work experience prior to the placement taking place,

### **On placement**

All companies are contacted via telephone or email. High risk placements are visited by a member of staff. Students can report any concerns or issues to the school. Evaluation paperwork is shared via Unifrog.

### **Following the placement**

All students must thank the employer for hosting them and update their CV or personal statement to reflect their learning.

### **Equal opportunities**

The opportunity to experience the world of work is an entitlement for all students.

### **Safeguarding**

To ensure that students are safe during Work Experience placements, the school will check that the organisation offering the placement holds valid 'Employers' Liability Insurance' (ELI) for the time of the placement. Any placement which does not hold ELI, and which has not been Health and Safety checked for the period of the placement will not be approved for Work Experience, and the student seeking the placement will be advised to find an alternative.

### **Monitoring and evaluation**

The school will contact all employers and record comments on Unifrog.

Students will complete a questionnaire about their placement which informs future planning.

All employers are contacted and places and where a high-risk placement has been recorded may necessitate a staff visit.

## Appendix B

### Role and responsibilities within school

Benchmark	Task/activity	Careers Leader	Careers Manager/ Adviser	SLT/ Governor	PSHE Lead	Subject/form teachers	IT/Admin
1-8	Agree the Careers Policy/Programme	Lead		✓			
1,3	Design a structured career guidance programme which challenges stereotypical thinking & raises aspirations	✓	Lead	✓	✓	✓	
1 & 3	Review & update the careers prog & conduct regular evaluations.	✓	Lead		Review PSHE	✓	
1- 8	Oversee programme delivery	Lead	✓		Careers within PSHE		
1	Publish a summary of the career prog. On the website	✓	Lead				✓
2	Collate & distribute career path/ labour market information	✓	Lead		✓	✓	✓
2	Support students to access & use career path & labour market information	✓	✓		✓	✓	✓
2	Encourage parents to access/use career path & labour market information – parents' evenings, Unifrog	✓	Lead	✓	✓	✓	✓
3	Maintain a career guidance record for each student	✓	✓		✓	✓	✓

	which students can access						
3	Track students' destination data	✓	✓	✓		✓	
2 & 4	Highlight skills & knowledge about links between curriculum & careers	✓	✓	✓	✓	Lead	
4	Maintain skills & knowledge about links between curriculum & careers via CPD	Lead	✓	✓		✓	
4	Develop networks with external organisations, colleges, universities & employers	✓	Lead	✓	✓	✓	
5	Arrange meaningful contacts with an employer e.g., guest speakers	✓	✓	✓	✓	✓	
4 & 5	Arrange external visits that inc, an employer talk	✓	✓	✓	✓	✓	
6	Arrange Y10 work shadowing day	✓	✓			✓	
6	Y12 work experience			DH WG6		✓	✓
7	Arrange encounters with Further Education (FE), Higher Education (HE) & providers	✓	✓			✓	✓
7	Arrange university visits by the end of Y12	✓		DH WG6		✓	✓
8	Conduct at least one personal guidance interview by end KS4 & a further interview in KS5	✓	✓			✓	✓

## Appendix C Student Entitlement

### Aims

Our inclusive guidance programme empowers students to make their own learning and career decisions, based on the best available career intelligence, up-to-date knowledge of route and pathways and an understanding of their own strengths and interests.

Every student is entitled to high quality career education and guidance as part of their overall education. Students are able to access careers events and activities that offer impartial and unbiased information, education and guidance which aims to:

- prepare them for the next phase of education, training or employment so that they are equipped to make a successful transition.
- develops their understanding of the options and the different pathways to further study and work, so that students can plan the steps they need to take to get where they want to go.
- offers opportunities to link curriculum learning to the range of future career paths, which are available for students to progress onto.
- Includes opportunities to experience and develop skills relevant to the world of work and contact with employers and employees to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.
- includes a wide range of resources, information and advice to support the development of career management skills and career planning and supports learning from career and labour market information (LMI)

### Students will be entitled to

A stable career programme	<p>A well-defined and stable careers programme led by Mrs Dhaliwal our careers leader that has the explicit backing of the senior management team and our governors.</p> <p><a href="#">A careers programme that includes activities such as experience of work, employer visits and talks from professionals working in various sectors.</a></p> <p>Easily accessible information about the programme through the school's website that is regularly updated in order to evolve with the changing labour market, technology, skills and qualifications.</p>
Learning from career and labour market information (LMI)	<p>Access to labour market information from a range of sources to help students to make well-informed decisions about their future careers.</p> <p><a href="#">Employer interactions that provide information about the skills they look for in employees the types of jobs that are available. Employment expectations, and knowledge of grade requirements.</a></p> <p>Use of Unifrog which includes careers profiles with up-to-date LMI as well as detailed entry requirements and pathways whether academic or technical.</p>



Addressing the needs of each student	<p>A careers programme that embeds equality and diversity considerations throughout, ensuring equal opportunities for all students.</p> <p><a href="#">A tailored programme with content that is sequenced for each year group, ensuring that every student has the information, resources, and inspiration required for each stage of their education journey.</a></p> <p>Use of the Unifrog platform to provide record of individual careers activity.</p>
Linking curriculum learning to careers	<p>All teachers link subject learning with careers to help students to see how the subjects they are studying can be used in the real world and how they can transfer their skills to future careers.</p> <p><a href="#">Support to understand how a subject connects to the real world, the skills being developing, the career pathways, roles and industry sectors.</a></p> <p>A planned programme of careers education and guidance as part of the PSHE and enrichment curriculum.</p>
Encounters with employers and employees	<p>Opportunities to meet employers and learn from their experiences - to find out what skills they need to succeed in the workplace, and the different roles that are available in various industries.</p>
Experiences of workplaces	<p>Direct experiences of the workplace via work visits, work shadowing, and/or work experience to assist them students to determine their career options and increasing their networks.</p> <p><a href="#">Activities to develop employability skills which equips students with the confidence to apply for a range of destinations.</a></p>
Encounters with further and higher education	<p>Chances to meet with both staff and student representatives from colleges and universities and ask questions about courses and institutions.</p>
Personal guidance	<p>Access to personal guidance to all students, and individual meetings at times when significant career progression choices are being made.</p>

