



WAKEFIELD GIRLS' HIGH SCHOOL

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WGHS Careers Education, Information and Guidance Policy

1. Purpose of this policy

The purpose of this policy is to prepare the students for the “world of work”, either at 16, post A-Level or following higher education, by making them aware of the needs, opportunities and prerequisites of the modern day labour market.

In accordance with the **Education (Careers Guidance in Schools) Act 2022** and **Careers Guidance and Access for Education and Training Providers 2022**, it is essential that this information is communicated impartially but also comprehensively so that the students can make informed choices from the information available and therefore maximise their employment opportunities, skill set/interests and life chances. For example, the **Careers INsight week**, which took place **21-24 March 2022**, was designed to provide contributions from a rich variety of speakers from some of the UK’s leading economic sectors, including healthcare, financial, software and data management, business services and media and communications.

More recently the careers timeline for 2024-25 aims to provide information for all key stakeholders through a variety of platforms, ranging from assemblies and Instagram Live to GEM & Hepworth Lectures and First Friday subject talks.

[WGHS Careers Timeline 2024-25](#)

Although written primarily for the benefit of the students, the policy will also inform and support teachers and parents about **work related learning**. This may range, for example, from careers specific events, such as **May the Force be With You in June 2023**, which promoted career opportunities in the Army, Navy, RAF and Police Service to the “real world” application of subject disciplines in the classroom, such as maths and physics. For example, towards the end of the academic year 2022-23 all departments at WGHS (senior) were encouraged to reflect on the **Gatsby Benchmarks**, which are central to careers education in school, with particular reference to benchmark 4 - **“Linking Curriculum Learning to Careers”**. As a continuum to this the academic year 2024-25 will see the launch of **First Friday’s** - subject inspired careers talks presented by various alumni.

[First Friday’s 2024-25](#)

Therefore the intention of the WGHS “careers journey”, **Pathways to Success**, is that it will inform, guide and support all key stakeholder groups, but most particularly the students from Year 3-13.

1.1 List of abbreviations and meanings

UCAS – the University and College Admissions Service oversees and regulates access to further and higher education in the UK as well as providing generic careers guidance.

GIS – Guidance, Information and Support is the name given to careers lessons in the 6th Form

HPL – High Performance Learning refers to one of the school’s teaching and learning philosophies and pedagogies.. The HPL philosophy, built around the ACPs and VAAs, applies as much to the labour market as it does school life. Such values and attributes are

endorsed by leading global organisations, such as the Organisation for Economic Cooperation and Development (OECD)

ACP's – The Advanced Cognitive Performance characteristics are the “thinking skills” on which the HPL philosophy and framework are based.

VAA's – The Values, Attitudes and Attributes are the learning dispositions or behaviours which underpin the HPL framework in conjunction with the ACPs.

EDGE – Enriching and Developing Students Education (EDGE) is the schools enrichment programme. This provides a rich variety of extra-curricular learning opportunities for all students every Wednesday afternoon during term time.

SLT – Senior Leadership Team.

Bossed Consulting - a local organisation who provide careers counselling services to schools. From September 2023 this will focus primarily on students in Yr 7 - 11. Bossed Consulting is owned by Jill Weekes, who is an independent careers counsellor

Gatsby Benchmarks - the foundations for pragmatic careers' guidance in schools' and colleges'.

2. Introduction

In conjunction with the aims and purpose of this policy, this document illustrates the careers provision at WGHS for all students in years 7-13, their parents/guardians and teachers. The policy may also be used or referred to by third parties, such as members of the governing body, alumna, visitors and prospective parents and staff. From the start of the academic year 2023-24 greater provision of careers education in the junior section will also take place, primarily through assemblies and visiting alumni. This will continue through 2024-25 and be coordinated by DJE and SAR, and include an alumni speaker at the Junior Section Speech Day.

3. Policy aims

- To prepare the students for entry into further education, employment or training if leaving school at 16.
- To prepare the students for entry into higher education or employment post A levels. This includes those undertaking modern day apprenticeships, including degree apprenticeships.
- To inform parents and carers of the careers education and guidance support which is available at WGHS in order to inform them of the increasingly diverse career opportunities locally, nationally and internationally.
- To highlight the breadth of careers provision at WGHS to third parties, especially prospective parents and visitors.

4. Roles and responsibilities

The Deputy Head (T&L) assumes strategic responsibility for the WGHS careers programme and “journey”, working closely with a number of key stakeholders, ranging from staff and parents to alumna and external contacts, such as local businesses, particularly Jill Weekes from Bossed Consulting.

The Deputy Head (T&L) also assumes responsibility for operational matters ranging from lectures and careers workshops to managing and facilitating work

experience/placements, for year 10 and older students as well as the organisation and coordination the biennial Foundation Careers Convention at WGHS. (This alternates every 2 years with QEGS).

The Deputy Head (T&L) is supported by the schools Partnership Coordinator, particularly in arranging, managing and monitoring Yr 10 Work Experience towards the end of the summer term.

The Head of 6th Form assumes responsibility for GIS lessons in years 12 and 13, with particular emphasis on the UCAS process. However, alternative “routes”, most notably apprenticeships, are also increasingly highlighted to reflect a rapidly evolving labour market.

5. The Wakefield Girls’ High School Careers’ Curriculum

- Wakefield Girls’ High School encourages **every student** to plan and prepare for their future. This includes those applying to university through UCAS, applications to specialist Art, Music and Drama Colleges and those going directly into paid employment, including ‘access’ by apprenticeship, including degree apprenticeships.
- The vast majority of students in Year 13 aim to go to university but relatively few will choose their final career before they graduate. Therefore, effective and strategically driven careers guidance is necessary to make students aware of the opportunities available, particularly in light of the rising cost of higher education and the ever-changing needs of the labour market. The latter recognises the need for increased ‘**flexibility**’ within the labour market and the recognition that ‘**jobs for life**’ have increasingly been replaced by a ‘**life of jobs**’.
- Although the professional and occupational success of the school’s alumna, locally, nationally and in some cases internationally, is testimony to both its academic and careers education provision, it is essential that the school’s approach continues to be flexible, driven by need and responds to an increasingly global labour market. It is this ethos, which underpins the ‘WGHS Careers Journey’ from Year 7-13.
- The career paths and professions of some of the alumna are celebrated and illustrated around the school. In this respect the Careers Dept works very closely with the Director of Marketing and the Foundation’s Development Office.
- In line with the school’s objectives and its pedagogical thinking, careers guidance is underpinned by the High Performance Learning (HPL) philosophy and respective ACPs and VAAs.

“The WGHS careers ‘journey’” - Pathways to Success

Specific and often bespoke careers education and guidance is provided for all year groups and key stages with the intention of creating a coherent and inclusive strategy that allows every girl to research, explore, experience and ultimately realise their work related aspirations. This includes:

Junior Section

The use of assemblies and visiting alumni will showcase different career paths. Although generic in its outlook, an approach based on “**What I would like to do when I grow up**” will spark the enthusiasm and interests of the students as well as consolidate some of the HPL concepts being delivered. All of which should aid and facilitate increased “through school” progression from junior to senior section.

Senior Section

For Yrs 7-11 much of the careers provision is supported by Jill Weekes of Bossed Consulting, in accordance with the following [schedule](#)

Year 7

- An introductory presentation by **Bossed Consulting** - highlighting up to 15,000 career paths!
- Careers and Futures Thinking elements in EDGE.
- A Futures Thinking event in the autumn term, including a visit to the 6th Form

Year 8

- Careers lessons in PSHE.
- An introductory presentation by **Bossed Consulting**

Year 9

- An introductory presentation by **Bossed Consulting** & Careers lessons in PSHE.
- Participation in a Q&A session with local employers and alumna.
- The Year 9 Transition Day in the summer term includes a career focus as the students prepare to move from KS3 to KS4.

Year 10

- A growing number of webinars and in school careers events seek to aid students at the start of their GCSE courses. For example, First Friday talks, the Alternative Routes webinar.
- A variety of outside speakers/visiting professionals undertake ad hoc careers talks.
- Work experience will take place in **June each year for a full week**. Students can opt for one placement or a range of placements.
- A one to one interview with **Bossed Consulting** before and after their work experience
- In the spring & summer terms they engage in a series of GEM Lectures

Work Experience

This is overseen by the Deputy Head (T&L) and the Partnership Coordinator in conjunction with the Head of Yr 10 and Form Tutors. The latter are encouraged to visit the students whilst on "placement" or at least make contact with the employer and to ensure everything is in hand, particularly from a **safeguarding perspective**. For example, that the student feels safe and secure at their chosen place of work. Students normally establish work experience placements through family or friends or through the school's contacts and business network.

Consequently students will make reference to the **Student's Guide to Self Sourcing a Work Placement** [document](#). Parents and Guardians also receive a copy of the attached [letter](#) and are required to complete the [consent form](#) along with employers.

Year 11

- Specific PSHE lessons display a strong careers' orientation, including economic and financial awareness.
- First Fridays careers talks provide insights into a variety of professions and occupations inspired by academic subjects.
- During the autumn term each student will have a **one to one bespoke interview with Jill Weekes of Bossed Consulting**.
- Attendance at the autumn GEM lecture
- The opportunity to participate in the University and Alternative Routes webinars.

- Sixth Form Information Evening takes place each November for students and their parents.
- All Year 11 students are interviewed by a member of the SLT, and other key stakeholders, before and after their mock examinations as they contemplate their post 16 study options.
- Joint evening presentation to parents and pupils considering Oxbridge entry at QEGS.

Year 12

- The Head of Sixth Form leads dedicated Guidance, Information and Support (GIS) lessons.
- A strong emphasis is placed on the UCAS process with specialist help available from the Head and Assistant Head of Sixth Form as well as Year 12 tutors.
- PSHE lessons include a careers element.
- Sixth Form presentation evening for students and parents, including guidance on alternatives to university in the autumn term.
- Regular visits take place to UCAS Conferences, Oxbridge Admissions Conferences and during the summer term all students undertake a visit to a local university.
- Students may apply for the Rotary Youth Leadership Award (RYLA) through The Rotary Club of Wakefield Chantry
- Students are invited to participate in the Student Leadership Accreditation Programme.
- Guidance on BMAT, LNAT, CAT & MAT.
- Alumni led Hepworth Lectures during the year.

Year 13

- Guidance, Information and Support (GIS) lessons continue.
- A substantial amount of time is dedicated to the UCAS process, especially during the autumn term.
- Individual meetings take place with the Head of 6th Form to assess alternatives to UCAS/University.
- Advice on apprenticeships and other post 18 opportunities is given throughout the year. For example, in November 2024 an "Alternative Routes Event" will take place illustrating the experiences and careers progression of former students who have undertaken apprenticeships/degree apprenticeships. Prior to this a University webinar will take place involving former students studying a variety of courses at universities across the UK.
- Alumni led Hepworth Lectures during the year

Supplementary/General Guidance

- In addition to the above, a biennial Careers Convention takes place in conjunction with QEGS.
- There is a central careers section in the Langham Library/Learning Resources Centre. The LRC Manager also contributes to the careers education programme.
- Regular whole school assemblies take place with alumnae guest speakers, partly to showcase their achievements and partly to illustrate the career diversity amongst the alumni.
- An extensive alumna database overseen by the Development Office provides a rich insight into a variety of 'careers opportunities', ranging from established professions to those driven by new markets and new technology.
- Events during National Careers Week are 'showcased' and promoted in school.
- Firefly is used to promote careers education and guidance.
- Careers events and speakers are showcased on the school website.
- Instagram TV is used as a platform to showcase the achievements of the alumna on a bi-weekly basis.

- Large images of alumnae around the school make the variety of careers undertaken by our former students both visible and diverse.
- The ACPs and VAAs, which underpin HPL, are used increasingly in lessons to illustrate their subject application to the modern day labour market. For example, the **Thomas Coombs Award**, which celebrates students planning a future in financial services, is awarded each Speech Day.
- Students are able to participate in the Enterprise Committee, which meets termly, and KS3 students take part in the Enterprise Days during KS3 Experience Week in June.

6. Partnership with parents and alumnae

The school draws heavily upon its alumna to support its careers provision and celebrates, where possible, their notable and diverse achievements. For example, alumni are often invited to be the keynote speaker at Speech Day. Similarly the careers speakers in virtual careers events are all former Foundation students.

When appropriate, parents and guardians are used as a source of career provision.

7. Monitoring, evaluation and review

The Deputy Head (T&L), supported by the Partnership Coordinator, Director of Marketing and HODS will continue to monitor the schools careers provision in conjunction with other members of staff and key stakeholders. This will take place primarily during regular cyclical meetings and following main events, including feedback from the students.

However, with particular emphasis on the **Gatsby Benchmarks**, the intention is for all key stakeholders to help support the schools careers provision as a continuum. This philosophy underpins the recent introduction of First Friday's - subject inspired careers talks

The aim being to reflect the needs and opportunities within the modern day labour market, where **"change" is the only constant**. This may range from the advent of new technology and retail changes in the high street to the emergence of new products and markets, at home and abroad, including AI.

Appendix 1

The eight Gatsby Benchmarks of Good Career Guidance are:

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education
- Personal Guidance