



Wakefield Grammar School Foundation

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CHANGE RECORD (2 Years)

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V1.00	October 2025	Newly amalgamated Foundation policy from the previous 3 individual school policies.

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WGSF Careers, Education, Information, Advice and Guidance Policy

1. Introduction and Policy Statement

- 1.1 The Wakefield Grammar School Foundation (WGSF), “The Foundation”, is committed to providing an outstanding and extensive Careers Education, Information, Advice and Guidance programme for all pupils.
- 1.2 The policy is reviewed and follows best practice.
- 1.3 This policy addresses the Careers, Education, Information, Advice & Guidance element of Futures Thinking provision at WGSF.
- 1.4 This policy supplements and should be read alongside the schools’:
 - [Curriculum Policies](#)
 - [PSHE and SMSC Policies](#)
 - [WGSF Equal opportunities \(Pupils\) Policy](#)
 - WGSF Mental Health and Wellbeing Policy - *internal policy*
 - WGSF Visiting Speaker Policy - *internal policy*
 - WGSF Work experience policy - *internal policy*

2. Department Vision & Values

- 2.1 This policy is underpinned by the long term vision and core values of the Foundation ‘Care, Contribute & Aspire’.
- 2.2 The Careers Department at WGSF is committed to providing a planned programme of careers education for all pupils and Information, Advice and Guidance as appropriate.
- 2.3 The department aims to deliver advice in an impartial way that encourages pupils to fulfil their potential. A successful outcome is regarded as pupils having an understanding of themselves, their strengths, weaknesses and interests and how these relate to the range of opportunities available in education, employment and training.
- 2.4 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 informed choices at various stages in their time at school that are right for them and that enable them to manage their careers throughout their lives.
- 2.5 Provision is developed and reviewed regularly through discussions with senior managers, teaching staff, pupils and parents. Pre and post provision feedback is sought from stakeholders by means such as surveys, questionnaires and pupil voice sessions.
- 2.6 Objectives of careers provision. The department aims to ensure that delivery of Careers Education, Information, Advice and Guidance reflects the eight Gatsby Benchmarks for excellence in careers’ education:
 - A stable careers programme
 - To enable all pupils to learn from careers and labour market leaders
 - To ensure the programme is addressing the need of each pupil
 - To link curriculum learning to careers
 - To provide opportunities for encounters with employers and employees

- To provide opportunities for experiences of work places
- To provide opportunities for encounters with further and higher education
- To ensure every pupil has personal guidance on careers

2.7 The schemes of work for delivering careers are designed to reflect the Career Development Framework by the Career Development Institute (of which the Foundation is a member school):

- **Grow throughout life:** learning and reflecting on themselves and what they have achieved.
- **Explore possibilities:** finding out about different jobs around our school and in the wider world, including visitors from different careers and role playing different roles and careers.
- **Manage career:** making the most of opportunities in the classroom, problem solving and working towards goals.
- **Create opportunities:** developing friendships and building relationships in the classroom, including being able to communicate with each other.
- **Balance life and work:** knowing how to keep themselves fit and healthy.
- **See the big picture:** explore how working life can be affected by the economy, politics or society (for example, through our assemblies on current affairs and what jobs people do to help each other).

3. Context - Statutory requirements and expectations

3.1 The Foundation is committed to fulfilling its statutory duties in relation to Careers, Education, Information, Advice and Guidance.

3.2 The wider context of legislation within which the department operates and how we address those can be found in appendix A.

4. Roles and responsibility

4.1 CEIAG structures at the Foundation are based on best practice models provided by the Careers & Enterprise Company (CEC). These models can be found in their publication "[Understanding the role of the careers leader](#)".

4.2 Governance - The Foundation has a nominated Careers Link Governor who supports the schools provision of Careers, Education, Information, Advice & Guidance and reports to the wider governing body via the WGSF Education Committee.

4.3 Senior Leadership Team (SLT) - Line management of careers is undertaken by the Directors of Curriculum (for the Senior Section and Preparatory Section).

4.4 Careers Leader - The Foundation has a named Head of Careers and Enterprise, Mr Andrew Pesterfield. The Head of Careers and Enterprise is a trained and qualified teacher with 16 years of experience in careers education and guidance and is working towards formal qualifications in careers leadership and management. The careers lead assumes:

- Strategic responsibility for the careers programme.
- Responsibility for operational matters ranging from lectures and careers workshops to managing and facilitating work experience/placements.
- The organisation and coordination of the biennial Foundation Careers Convention at the Foundation.

4.5 Other stakeholders in the Foundation:

- **The Head of 6th Form Pathways** assumes responsibility for the UCAS process. However, alternative “routes”, most notably apprenticeships, are also increasingly highlighted to reflect a rapidly evolving labour market.
- **The Alumni and Development office** work closely with the careers lead to facilitate the work of alumni in support of careers provision in activities such as mentoring, lectures and workshops.
- **Subject Leaders** are responsible for ensuring that they promote careers as part of their curriculum in accordance with Gatsby Benchmark 4.

4.6 Parents and carers

We recognise that parents and carers have a crucial role in the development of their child's career. The Foundation looks to support them in developing their confidence and capability to support their child's planning and decision making.

This is achieved through providing general information and guidance on the **world of work**, up to date **Labour Market Information (LMI)** as well as specific advice and guidance on **pathways** and **choices** at key decision points in their child's educational journey.

4.7 External partners

The Foundation is committed to collaborative working with external partners such as alumni, employers, HE, local learning providers, apprenticeship providers.

Engagement with partners will be driven by identifying trends in the interests of our learners as well as LMI data.

5. **Funding and resourcing**

5.1 Decisions on funding and time allocation are informed by findings and surveys of the Careers and Enterprise Company (CEC), in particular their work “Careers Leaders in Secondary Schools”.

5.2 The careers leader is allocated sufficient time to undertake the leadership functions their role requires. This time is separate from and additional to the time required for delivery of CEIAG to pupils.

5.3 There is a named member of administrative staff whose principle role is supporting the work of the careers department. Their support involves, but is not limited to, correspondence and maintaining databases related to work experience, recording pupil attendance at career activities and supporting departmental events and visits.

5.3 Funding for careers will be allocated annually in the Foundation budget in accordance with the needs identified by the careers lead.

5.3.1 The budget is sufficient to allow the department to achieve its statutory requirements.

- 5.4 The Careers department is based in the senior school in a purpose built facility (the careers hub) that provides a space in which pupils can engage with careers exploration during timetabled sessions and lunchtimes. There is a dedicated space for careers exploration in the Prep School.

6. Information, Advice and Guidance

- 6.1 Pupils at the Foundation are entitled to Careers, Education, Information, Advice and Guidance which is personalised and impartial. Careers, Education, Information, Advice and Guidance activities will be embedded in the curriculum and based on a partnership with pupils and their parents and carers. The programme will raise awareness of the various opportunities available, address the changing nature of qualifications and the world of work. It will seek to raise aspirations, challenge stereotypes and promote equality and diversity.

- 6.1.1 All pupils from EYFS to 13 in the Foundation will take part in careers' education programmes that help them to:

- Understand their education, training, employment and other progression opportunities;
- Develop the skills they need to plan and manage their own personal development and career progression;
- Understand the requirements and possibilities within further and higher education and gain knowledge of apprenticeships and vocational pathways;
- Access relevant information and learning from taster activities and experience of work;
- Have opportunities for a personalised careers guidance interview with experienced advisers at key times in their career journeys;
- Engage with people, ideas, challenges and applications from the business world;
- Have opportunities to learn about Science, Technology, Engineering and Maths (STEM) related careers.

- 6.2 Pupils will have access to a comprehensive and impartial careers programme and work related activities. This will include delivery of Careers, Education, Information, Advice and Guidance topics via:

- Tutor and mentoring activities
- Careers interviews
- Careers presentations and events
- Career activities with employers and universities
- Guest speakers (alumni and employers)
- Mock interviews
- Mentoring by alumni and other friends of the school
- Attendance at Careers Fairs
- University visits
- STEM activities across the curriculum
- Careers activities within curriculum areas
- Super-curricular competitions and events (e.g. tenX, LEAP)
- Global entrepreneurship week activities
- National careers week activities
- National apprenticeship week activities

- The use of Unifrog; the careers and destination platform

6.3 Work experience is expected from every year 10 and 12 pupils in the summer each year. It will aim to provide pupils with a greater understanding of the requirements in the workplace and it is intended that this will be valuable in helping pupils to career-plan effectively.

6.4 Provision through the Foundation

EYFS to Year 2

It may seem a long way off, but what better way to promote these values than to get our young children thinking about their future lives and careers.

At this stage we do not provide 'careers advice' but instead focus on broadening horizons and raising aspirations, giving children a wide range of experiences of the world including the world of work. It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible. There are a range of attributes, skills, and behaviours that can be encouraged in this early stage of a child's life that will leave them in the best possible position as they begin their transitions to junior education and to future life.

Further information on the Little Leaders Programme can be found at Appendix C.

Year 3 - 6

The use of assemblies, visiting alumni and current parents will showcase different career paths. Specific topics as part of the QUEST curriculum highlight key individuals, the careers they have chosen and their impact in society. The annual Money Week has a focus on enterprise, business and the world of work, including the development of financial literacy and the money-management skills needed in future life. PSHE topics focus on different careers and their value for society.

Key Stage 3

- A careers programme delivered by form tutors via registration sessions. All 3 years have one session per month as well as participating in the annual WoW (World of Work) week which runs alongside WEx week.
- A series of "Future Friday" talks delivered by alumni and other partners which explore how curriculum subjects help develop skills and opportunities for the future.

In addition to the above there are specific activities for the following:

Year 7

- House enterprise competition (with Y5 & 6)

Year 8

- National Careers challenge day (and finals participation)

Year 9

- PSHE sessions exploring the GCSE option process.
- A GCSE taster day to expose pupils to the realities of GCSE study.

- Work in curriculum departments to support pupils in selecting GCSE options.

Key stage 4

- A careers programme delivered via registration sessions. Both years have a session every cycle delivered by form tutors.
- Webinars and in school careers events seek to aid pupils at the start of their GCSE courses. For example, Pathways talks, the Alternative Routes webinar.
- A variety of outside speakers/visiting professionals undertake ad hoc careers talks.

In addition to the above there are specific activities for the following

Year 10

- Work experience will take place in June each year for a full week. Pupils can opt for one placement or a range of placements.

Year 11

- Careers advice and guidance interviews delivered by an external, qualified careers adviser.
- Subject societies such as MedSoc.
- Sixth Form Information Evening takes place each November for pupils and their parents.
- All Year 11 pupils are interviewed by a member of the SLT, and other key stakeholders after their mock examinations as they contemplate their post 16 study options.
- Joint evening presentation to parents and pupils considering Oxbridge entry at the Foundation.

Year 12

- Year 12 careers program delivered by form tutors as part of the curriculum. A strong emphasis is placed on the UCAS process with specialist help available from the Head of Careers and Head of Pathways.
- Subject societies (including opportunities for leadership).
- Alumni talks and mentoring from professionals in relevant fields.
- Year group visit to a UCAS discovery day and a university open day.
- Work experience will take place in June each year for a full week. pupils can opt for one placement or a range of placements.
- Guidance on specialist admissions programmes such as UCAT & LNAT.
- Guidance on choosing appropriate pathways in their post 18 education and training.

Year 13

- Year 13 careers program.
- Subject societies (including opportunities for leadership).
- Alumni talks and mentoring.
- Continued support with university, apprenticeship and employment applications.
- Guidance interviews conducted by the Head of 6th form and SLT prior to applications.
- Individual guidance as appropriate from the Head of Careers.

6.5 Supplementary provision of information:

- A resourced careers hub.
- ICT (such as Unifrog, FireFly and Google Classroom).
- Sectional and whole school assemblies.
- Interview preparation activities.
- Links with alumni and others who participate in careers talks and workshops.
- Events during National Careers Week and National Apprenticeship Week are 'showcased' and promoted in school.
- Live events and webinars are held during the year with the purpose of educating and informing parents so that they can better advise and guide pupils. These include topics such as:
 - Applying to university
 - Alternatives to university
 - Applying to Oxford & Cambridge
 - Medicine & Dentistry

7. **Departmental policies**

All policies support and are underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, academically able, and special needs.

7.1 SEND

The Careers department works closely with the LAB to identify pupils for whom differential provision or extra support is needed to allow them to access their aspirations.

Schemes of work are differentiated to ensure accessibility for all pupils as they explore our curriculum and individual support is offered in KS4 & 5 with a focus on preparing pupils for the next stage of their careers.

Additional assistance is provided where necessary for pupils to access work experience placements and reasonable adjustments are communicated / agreed with placement providers to facilitate meaningful experiences.

7.2 Academically Able

Specialist provision (through teaching staff, external providers and alumni) exists, as part of the UCAS Application procedures and support arrangements in Years 12 & 13, for pupils applying for courses:

- at Oxford or Cambridge
- in Medicine or Dentistry
- in Veterinary Medicine / Sciences
- other competitive courses (e.g. Architecture, Law, Physiotherapy)

7.3 Equal Opportunities

The Foundation is committed to ensuring that the careers provision is relevant to our pupils, and that the advice and guidance is appropriate, impartial, unbiased and independent of ability, social and cultural background, religion, sexual orientation, as well

as physical and emotional needs.

8. Monitoring, reviewing, evaluating and reporting

- 8.1 Pupils are offered the opportunity to give formal feedback on all careers seminars through anonymous surveying. This data is reviewed annually by the Head of Careers and Enterprise.
- 8.2 Qualitative feedback will also be sought using established pupil voice mechanisms (e.g. the Pupil Voice) and consultation with members of staff (e.g. form and subject tutors).
- 8.3 The head of careers reports regularly throughout the year to SLT and the governing body (through regular meetings with the careers link governor) and produces an annual report summarising the work of the department.
- 8.4 The careers programme is audited against the Gatsby Benchmarks annually.

Appendix A: Context within which the department operates

- A.1** From September 2013, the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial careers information, advice and guidance.
- A.2** Careers guidance under this duty will:
- be presented in an impartial manner,
 - include information on the full range of post-16 education or training options,
 - promote the best interests of the pupils to whom it is given.
- A.3** WGSF recognises that university is not the only choice for pupils and that apprenticeships can offer better outcomes. The school understands the importance of continuing to improve careers guidance so that pupils can make an informed choice between technical and academic options.
- A.4** With the government's reforms to technical education and skills and the impact that the pandemic had on the labour market, WGSF recognises there will be an increasing need to work in partnership with employers and other education and training providers to support pupils to prepare for the workplace and to make informed choices about the next step in their education or training.
- A.5** The careers strategy can be read online at: [Careers strategy: making the most of everyone's skills and talents](#). The statutory guidance for state schools, updated May 2025, is available at: [Careers guidance and access for education and training providers - GOV.UK](#). This Statutory Guidance has been updated to reflect the government's policy priorities. Changes include:
- an overview of the changes to the [Gatsby Benchmarks of Good Career Guidance](#) following extensive research led by the Gatsby Charitable Foundation
 - detailed information on the amendments to the descriptive and measurable elements of the 8 benchmarks
 - DfE's expectations of what schools, colleges and ITPs should do to meet the updated benchmarks
 - preparing for the future introduction of a guarantee of 2 weeks' worth of work experience for every young person
 - signposting and links to resources, support and further information
- A.6** The Skills for Jobs white paper - The DfE also explain the importance of the skills and technical education reforms set out in the department's white paper, 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' and how schools and colleges should highlight the opportunities these reforms will create for pupils.
- The DfE's white paper; 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' is available here: [Skills for Jobs: Lifelong Learning for Opportunity and Growth](#)
- WGSF recognises that university is not the only choice for pupils and that apprenticeships can offer better outcomes. The school understands the importance of continuing to improve careers guidance so that pupils can make an informed choice between technical and academic options.
- A.7** WGSF uses the Gatsby Benchmarks to guide the Careers Provision because they are judged to be a best practice system for career guidance. **The eight Gatsby Benchmarks of [Good Career Guidance](#) (updated 2024) are:**

1. Stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking learning/curriculum to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

A.8 Baker clause – State schools and academies must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships from 2nd January 2018. The DfE has issued two guidance documents: *Technical education and apprenticeships: raising awareness in schools* and *Example policy statement on provider access*, which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

State schools and academies must act impartially and not show any bias towards any route, be that technical or academic, and must promote the full range of technical options.

WGSF Provider Access Procedure is available in Appendix B.

A.9 Independent Schools Standards -

ISI requires that independent schools should provide pupils with access to accurate, up-to-date careers guidance that:-

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options;
- (iii) helps to encourage them to fulfil their potential;
- (iv) is not stereotyped; and
- (v) is effective in preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Appendix B - Provider Access Policy

Introduction

This policy statement sets out the Foundation's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

Management of provider access requests

Procedure: A provider wishing to request access should contact Mr Andrew Pesterfield, Head of Careers and Enterprise, apesterfield@wgsf.net

Opportunities for access: A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Head of Careers and Enterprise to identify the most suitable opportunity for you.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the main school. Items will be reviewed by the Head of Careers and made available to all pupils if appropriate.

Appendix C - Preparatory Section “Little Leaders”

Our Little Leaders Programme has been designed to ensure pupils across school are given opportunities to lead, work together and have a positive, lasting impact on other pupils in school. These roles are split into 4 key areas, with each area of leadership being represented by one of the Pre-Prep dolls:

			
Name: Kendrick	Name: Aldrick	Name: Sophronia	Name: Athena
Meaning: Kendrick carries the meaning of a “royal ruler” or “powerful leader.” This name signifies strength, authority, and confidence.	Meaning: Aldrich means ‘wise ruler’.	Meaning: Sophornia means wise and self controlled.	Meaning: Athena means wisdom.
Type of role: Organisation and Management	Type of role: Implementing Change	Type of role: Looking after others	Type of role: Learning/Knowledge
Leadership roles: Head Boy/Girl Deputy Head Boy/Girl Prefects House Captains/Deputies	Leadership roles: School Eco champions Food council	Leadership roles: Well-being champion Friendship buddies Charity ambassadors Playground friends Zone managers	Leadership roles: Sports ambassadors Online safety champions Maths magicians Library champions Reading champions Pre-Prep Scientists