



WICKERSLEY
PARTNERSHIP
TRUST.

WPT Careers Policy

DATE: September 2025

OWNED BY:

APPROVED BY: Education Subcommittee

WICKERSLEY PARTNERSHIP TRUST

Swanage Court, Dodds Close,
Bradmarsh Business Park, Rotherham, S60 1BX

01709 807600  contactus@wickersleypt.org

 wickersleypt.org **CEO:** Mrs H O'Brien



WICKERSLEY
PARTNERSHIP
TRUST.

Contents

1. Introduction
2. Scope
3. Statutory Requirements
4. Vision and Aims
5. Entitlement
6. Implementation Framework
7. Roles and Responsibilities
8. Quality Assurance
9. Resources and Staffing
10. Partnerships
11. Equality and Inclusion
12. Safeguarding
13. Complaints Procedure
14. Policy Review



1. Introduction

This policy outlines the Trust's commitment to providing high-quality careers education, information, advice and guidance (CEIAG) across all secondary schools within our Multi-Academy Trust. We are committed to ensuring all students receive the support they need to make informed decisions about their future education, training and career pathways.

2. Scope

This policy applies to all secondary schools within the Trust and covers careers provision for students in Years 7-13. It encompasses careers education delivered through the curriculum, individual guidance sessions, employer engagement activities, and transition support.

3. Statutory Requirements

Our careers provision meets all statutory requirements including:

Section 42A of the Education Act 1997 - Duty to secure access to independent careers guidance

Section 42B of the Education Act 1997 - Duty to secure access for education and training providers

The Careers Guidance and Access for Education and Training Providers Regulations 2012

DfE Careers Guidance and Access for Education and Training Providers: Statutory Guidance (2023)

Gatsby Benchmarks for good careers guidance

4. Vision and Aims

Vision

To ensure every student develops the knowledge, skills and confidence to make informed decisions about their future, enabling them to progress successfully into further education, training or employment.

We have designed a careers curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students in order for them to be equipped to play their full part in the world.

Aims

We aim to provide comprehensive careers education that develops career management skills and ensure all students receive impartial careers guidance tailored to their individual needs. The careers programme facilitates meaningful encounters with employers and higher education providers. Wickersley Partnership Trust supports students in understanding the full range of post-16 and post-18 pathways, the

labour market and future skills requirements. We ensure promotion of equality of opportunity and challenge stereotypes in career choices

5. Entitlement

All students are entitled to a planned programme of careers education integrated into the curriculum with access to up-to-date, relevant labour market information. Students receive Individual careers guidance meetings with qualified careers advisers and this guidance is Careers support that is impartial, confidential and non-discriminatory. There are regular opportunities to engage with employers, employees and further and higher education providers. Students receive support with applications for further education, apprenticeships and employment and information about the full range of post-16 and post-18 options.

6. Implementation Framework

6.1 Gatsby Benchmarks Implementation

According to The Government's careers strategy, published on 4 December 2017, schools across the country should 'make sure that all young people receive a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.' To achieve this, they recommend that schools adopt the following the 8 Gatsby Benchmarks, which is fundamentally what good careers education, information, advice and guidance should look like:

Benchmark 1: A Stable Careers Programme

- Each school maintains a careers programme with clear leadership and sufficient resources
- Careers provision is evaluated annually and continuously improved
- The programme is published on the school website

Benchmark 2: Learning from Career and Labour Market Information

- Students access current labour market information by Year 8
- Regular updates on local and national employment trends are provided
- Students learn to interpret and apply labour market data

Benchmark 3: Addressing the Needs of Each Student

- Careers provision responds to individual student needs
- Additional support is provided for students with SEND and disadvantaged students
- Records are maintained of careers guidance provided to each student

Benchmark 4: Linking Curriculum Learning to Careers

- Subject teachers highlight career relevance within their lessons by delivering careers lessons - these are delivered on a rolling programme.
- STEM subjects particularly emphasise career applications
- Educational Visits highlight the links to careers with the subject

Benchmark 5: Encounters with Employers and Employees

- Every student experiences meaningful employer engagement annually
- A range of employer encounters are provided including careers fairs, workplace visits, career talks and mentoring
- Local and national employers are actively engaged

Benchmark 6: Experiences of Workplaces

- All students undertake workplace experiences by Year 11 - this takes place during Y10 - and in Y12 where there is a sixth form provision.
- Work experience placements are meaningful and well-prepared
- Students reflect on workplace learning and its career implications

Benchmark 7: Encounters with Further and Higher Education

- Students have opportunities to visit or engage with universities and further education colleges
- Representatives from post-16 providers speak to students in assemblies.
- Sixth form students understand the full range of post-18 options and receive support with the application process.

Benchmark 8: Personal Guidance

- All students receive individual careers guidance by qualified advisers
- Guidance is available at key transition points
- Students can access additional guidance as needed

6.2 Year-by-Year Programme

Years 7-8: Exploration and Awareness

Introduction to careers

Exploration of interests, strengths and skills

Awareness of career diversity and opportunities

Basic understanding of education pathways

Carrying out the Future Skills Questionnaire to establish career aspirations and early identification of potential NEET students (Y7) or least engaged or aspirational students

Year 9: Options and Pathways

Informed GCSE option choices linked to career aspirations

Understanding of post-16 pathways

Employer engagement activities

Labour market information shared with students to inform choices

Carrying out the Future Skills Questionnaire to establish career aspirations at this key transition point and identification of potential NEET students (Y9)

Years 10-11: Preparation and Decision-Making

Comprehensive impartial careers guidance interviews with a qualified adviser

Work experience placement

Post-16 applications support

Interview and application skills development

Carrying out the Future Skills Questionnaire to establish understanding of careers education and planning for next steps Y11

Years 12-13: Transition and Specialisation

Higher education guidance and UCAS support

Apprenticeship and employment pathway guidance

Enhanced employer engagement

Transition support to next steps

7. Roles and Responsibilities

Trust Level

Chief Executive Officer: Strategic oversight of careers policy implementation

Trust Board: Monitoring careers provision across all schools

Central Strategic Careers Leader: Strategic planning of careers education and quality assurance

School Level

Headteacher: Overall responsibility for careers provision quality and progress towards Gatsby

Careers Leader: Day-to-day management of careers programme

Senior Leadership Team: Strategic support and resource allocation

Careers Adviser: Delivery of impartial careers guidance

Subject Teachers: Integration of careers into curriculum delivery

Form Tutors: Delivery of form tutor career related information

External Partners

Careers Hub or LEP: Employer engagement coordination

Universities and Colleges: Higher and further education partnerships

Education Business Partner: To support with the sourcing and administration of Work Experience Placements

Unifrog: Provide an online platform for students to access high quality careers information.

8. Quality Assurance

Monitoring and Evaluation

Annual review of careers programme effectiveness using Future Skills Questionnaire and Internal Leadership Reviews

Student destination data analysis

Student and parent feedback collection

External quality assurance through Careers Hub partnerships

Compass+ self-evaluation tool utilisation termly

Key Performance Indicators

Gatsby Benchmark progress across all schools using Compass+

Student destination outcomes post-16 and post-18

Student satisfaction with careers provision

Parental Engagement with careers provision

Employer engagement participation rates

University and college progression rates

Reporting

Annual careers report to Trust Board

Public reporting of careers provision and outcomes

Regular updates to students and parents

9. Resources and Staffing

Staffing Requirements

Central Strategic Careers Leader

Careers Leader in each school

Access to qualified careers advisers (Level 6 qualification minimum)

Sufficient administrative support for careers activities

Regular professional development for all careers staff

Resource Allocation

Adequate budget allocation for careers provision

Access to up-to-date careers information and resources

Technology and systems to support careers delivery

Facilities for confidential careers interviews and group activities

10. Partnerships

External Partnerships

Local Enterprise Partnerships and Career Hubs (CEC)

Regional employers and business networks

Universities and further education colleges

Training providers and apprenticeship organisations

Professional bodies and industry associations

Partnership Principles

Mutually beneficial relationships

Regular review and evaluation

Clear agreements and expectations

Diversity and inclusivity in partnerships

Quality assurance of external contributions

11. Equality and Inclusion

Commitment to Equality

Careers provision is accessible to all students regardless of background

Challenging of stereotypes and bias in career choices

Additional support for students with protected characteristics

Promotion of diversity in all career pathways

Inclusive employer engagement activities

Supporting Vulnerable Groups

Enhanced support for students with SEND

Targeted intervention for disadvantaged students

Cultural sensitivity in careers guidance

Alternative pathway exploration for all students

Multi-language resources where appropriate

12. Safeguarding

All careers activities and external partnerships operate within the Trust's safeguarding framework:

- DBS checks for external speakers and mentors
- Risk assessments for workplace visits
- Clear safeguarding procedures for work experience
- Student welfare monitoring during careers activities
- Safe recruitment practices for careers staff

13. Complaints Procedure

Students and parents may raise concerns about careers provision through:

1. Initial discussion with the Careers Leader
2. Escalation to Senior Leadership Team if unresolved
3. Formal complaint through school complaints procedure
4. Final appeal to Trust level if required

14. Policy Review

This policy will be reviewed annually by the Trust Executive Team and approved by the Trust Board.
Reviews will consider:

- Changes in statutory requirements
- Student outcome data analysis
- Stakeholder feedback
- Best practice developments
- Resource implications

Next Review Date: October 2026

Policy Approved By: Trust Board

Date of Approval: 16.10.25

Policy Version: 1.0

