



WETHERBY HIGH SCHOOL

Careers Policy

This policy applies to staff, governors, parents

Reviewing Committee:

Responsible SLT member	-	S Jefferson
Delegated policy updater	-	O Jarman
Responsible governor sub-committee	-	Quality of Education and Inclusion Committee
Specific governor advisor (if required)	-	Joanna Wallace

Publication date: October 2022

Last Review date: December 2025

Next review date: December 2027

1. Introduction and Context

At Wetherby High School all our staff are deeply committed to ensuring every child receives an outstanding education. Our curriculum, teaching and pastoral care enable students to achieve at the highest academic level, unlocking doors to the future of their choice.

Our staff and students are ambitious to be the best version of themselves. That ambition extends way beyond their academic excellence. We want our students to reach their full potential academically and as young people moving into adulthood. We understand that central to this is developing character and a sense of social responsibility. This ambition extends to our approach to careers education, information, advice and guidance (CEIAG).

This policy sets out what stakeholders can expect from our Careers Program.

2. Careers Program

At Wetherby High School students are taught the skills and attitudes required to enable them to become as independent and ambitious as they can be. Careers Program activities support this purpose and provide a bridge via which students move to a post-16 destination of choice and then further into employment and adulthood as responsible members of society.

We are committed to providing a planned Careers Program. High aspirations are central. As options for young people become more varied and complex, it is vital that we work with our students to develop the knowledge and skills they need to make realistic, informed, choices for their future.

Wetherby High School's careers programme aims to:

- encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school;
- ensure pupils' readiness to take their next step in their learning or career.
- Work with and alongside students to develop their pathways
- Work restoratively with our students to address misconceptions and stereotypes.

3. Statutory Requirements and Expectations

We are committed to fulfilling our statutory duties in relation to CEIAG. This policy provides a framework for meeting the national requirements and expectations summarised as:

- Section 42A and 42B of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from Y8 to Y13.

The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The Education Act (2002) requires schools to provide a balanced and broadly-based Program which:

- a) promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and

b) prepares students at the school for the opportunities, responsibilities and experiences of later life

The Equality Act (2010) places a public sector duty on schools and colleges to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

The Education Act (2011 and subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from Y8 to Y11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

From September 2012, the DFE determined that schools have a statutory duty to secure independent and impartial careers guidance for their students and strongly recommend that a quality careers Program is provided to students in Y8 through to Y13. This guidance should include information on a range of pathways, including apprenticeships and be adapted to the needs of the individual.

The 2025 statutory guidance: Careers guidance and access for education and training providers, requires:

- independent careers guidance is provided to all learners throughout their secondary education and learners with an EHCP
- careers guidance be impartial, showing no bias or favouritism towards a particular institution, education or work option
- careers guidance includes information on the range of education or training options, including apprenticeships and technical education routes
- careers guidance considers the best interests of the students to whom it is given

We will use the Gatsby Benchmarks to develop, assess and improve our careers provision. The benchmarks are:

- Benchmark 1: A Stable Careers Program
- Benchmark 2: Learning from Career and Labour Market Information
- Benchmark 3: Addressing the Needs of Each Student
- Benchmark 4: Linking Program Learning to Careers
- Benchmark 5: Encounters with Employers and Employees
- Benchmark 6: Experiences of Workplaces
- Benchmark 7: Encounters with Further and Higher Education
- Benchmark 8: Personal Guidance

4. Student Entitlement

All students are entitled to be fully involved in an effective CEIAG Program. While some learning is clearly part of that Program, or part of a CEIAG event, other learning may occur through careers and work-related contexts incorporated into the wider school curriculum, through dedicated CEIAG topics via the PSHE and Forum curricula, through specific content within subject lessons, through external visits, from internal presentations or collapsed timetable events.

During their time at Wetherby High School, all students can expect:

- the support they need to make the right choices at key transition points.

- access to up-to-date, unbiased, information on future learning and training, careers and labour market information.
- support to develop the self-awareness and career management skills needed for their future
- formal CEIAG sessions covering employability skills, post-16 options, the world of work, the job market and the skills needed for the future.
- a meaningful encounter with a representative from the world of work in each school year.
- information on a range of education or training options, including apprenticeships and other vocational pathways, colleges and universities.
- the opportunity to relate what they learn in lessons to their life and career beyond school.
- the opportunity to talk through their career and educational choices with staff in coaching and Forum sessions.
- access to individual guidance with a trained, impartial, independent careers adviser.
- the school to keep parents/carers informed of progress and provide information to support career planning and decision-making.
- to be asked their views.
- for students in Year 10 to be able to access work experience.

Due to the nature of our student roll, additional CEIAG support is available in the following circumstances:

- EHCP Annual Reviews

5. Responsibilities

CEIAG has strong links to the teaching and learning process and is relevant across all subject areas. All staff, through their roles as coaches and subject teachers, have a responsibility to contribute to the overall Careers Program within the school.

Additional responsibility for the development of the Careers Program lies with:

- Wetherby High School Careers Leads: Vickie Meaking and Glyn Vardy

Contact details for the above are given at the end of this policy.

6. Partnership Work

The school will continue to work with a range of partners to assist in the support and delivery of CEIAG including the local employers, post-16 providers and professional bodies.

Where Wetherby High School works with commissioned placements providers, we will work with these partners to ensure that their policies and procedures are in line with our own and meet the needs of our students.

7. Further relevant information

This policy should be read in conjunction with:

- Wetherby High School Careers Program
- Wetherby High School Provider Access Statement
- Pupil Premium Report

If there are any questions about this Policy or our CEIAG activities in general, in the first instance, please contact Wetherby High School Careers Lead: Vickie Meaking via meakingv01@wetherbyhigh.co.uk

Alternatively, the Careers Lead or other staff named in relation to this policy can be contacted via Wetherby High School on 01937 522500.