

Wyre Forest School

SCHOOL CAREERS STRATEGY AND ACTION PLAN

September 2020-August 2022

**Wyre Forest School is an active member of the
Worcestershire Careers Hub and supports the
development of Worcestershire's Future Workforce
through the Worcestershire
Enterprise Adviser Network**



The Careers and Enterprise Company was set up in 2015 to transform careers and enterprise provision in schools and colleges across England. The Careers and Enterprise Company had an initial remit to improve employer engagement, through the creation of the Enterprise Adviser Network and support schools to increase the delivery of activities which would help them build long lasting employer relationships (Gatsby Benchmarks 5 and 6).

WYRE FOREST SCHOOL CAREERS STRATEGY

Contents	
Purpose and aims	4
Worcestershire’s Enterprise Advisor Network	5
The Careers Strategy	6
The Gatsby Benchmarks	6
Careers Hubs	6
Strategic Careers Leaders	8
Our Careers Team	8
Our Enterprise Adviser	8
Careers and Transition Provision at WFS	9
Our Objectives	15
Our Action Plan	18
Provider Access Policy	23
Useful Links / Resources	25

WYRE FOREST SCHOOL CAREERS STRATEGY

Purpose and aims

Wyre Forest School is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning, career progression and transition into adulthood.

Wyre Forest School has already established a range of effective careers guidance and transition activities which we hope will guide and support our students to achieve positive destinations such as further education, supported internships, adult care and supported living or employment.

This careers strategy sets out Wyre Forest School's key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our students. The aim is to ensure that students are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential.

The school will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's new careers strategy. These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) Worcestershire Apprenticeships (WA) and a wide range of local employers and SEND support services.

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways which will enable them to achieve their goals.

The strategy includes measures to further develop and improve the current provision on offer to students and will ensure that Wyre Forest School will meet the requirement to meet the eight "Gatsby Benchmarks", set out within the Department for Education's careers strategy by August 2022.

This strategy outlines our whole school approach to delivering careers guidance to all of our students throughout their journey through education. Careers activity will therefore take place across years 7 through to year 14 as part of the mandatory requirements set by Department for Education and contained within the Gatsby Benchmarks.

THE CAREERS & ENTERPRISE COMPANY

Worcestershire's Enterprise Adviser Network

The Careers and Enterprise Company was set up in 2015 to transform careers and enterprise provision in schools and colleges across England.

The Careers and Enterprise Company had an initial remit to improve employer engagement, through the creation of the Enterprise Adviser Network and support schools to increase the delivery of activities which would help them build long lasting employer relationships (Gatsby Benchmarks 5 and 6).

The Worcestershire Local Enterprise Partnership (WLEP) and Worcestershire County Council, through their contract with the Careers and Enterprise Company, has been delivering the Worcestershire Enterprise Adviser Network (WEAN) since January 2017 and has placed business leaders within schools to support them with the facilitation of careers related activity and support their achievement of Benchmarks 5 and 6..

Worcestershire was one of the first LEP areas in England to be awarded a central contract with the Careers and Enterprise Company and has been seen as an influential area as the Enterprise Adviser networks were being developed across England.

The WLEP has been leading the way nationally regarding network performance since the delivery of this initiative began and was delighted to become the first LEP area in the country to secure 100% participation from their education establishments. (50x)

The WLEP was also instrumental in demonstrating the need for total inclusion. The WEAN was one of the first areas in the country to also ensure that ALL of our Special Schools and PRU's were allowed to participate within the initiative.

To date Worcestershire has recruited 80+ Enterprise Advisers and assigned each of them to schools participating within the initiative.

In September 2017, due to the success of the WEAN, the WLEP were given permission to develop and deliver a Middle School Pilot and work with 16 schools covering Wychavon, Redditch and Bromsgrove.



The Careers Strategy



**Careers strategy:
making the most of
everyone's skills and
talents**

December 2017

In December 2017 the governments Department for Education launched the latest version of their "Careers Strategy". This new strategy places the Careers and Enterprise Company at the heart of driving forward careers provision for young people. Their enhanced role is to act as a catalyst in the fragmented landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the entire country.

This new strategy adopted the Gatsby Benchmarks, which were originally developed by the Gatsby Foundation in 2014 by the Gatsby Charitable Foundation. These benchmarks were based on international research and helped identify best practice and guidance for education establishments in order for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and will now form part of their school inspection process.

The Eight Gatsby Benchmarks of Good Career Guidance are:

- 1) **A stable careers programme**
- 2) **Learning from career and labour market information**
- 3) **Addressing the needs of each pupil**
- 4) **Linking curriculum learning to careers**
- 5) **Encounters with employers and employees**
- 6) **Experience of workplaces**
- 7) **Encounters with further higher education**
- 8) **Personal guidance**

Careers Hubs

Since October 2015, the Gatsby Charitable Foundation, in partnership with the Careers and Enterprise Company, has also been running a Careers Hub pilot in the North East Local Enterprise Partnership area. This Careers Hub pilot was put in place to build on the support provided through the Enterprise Adviser Networks to achieve benchmarks 5 and 6 and support schools / colleges to achieve all eight of the Gatsby Benchmarks.

Following the conclusion of this pilot the Department for Education's Careers Strategy has requested that the Careers and Enterprise Company scale up this model by establishing 20 more Careers Hubs across the country, based on the North East Pilot model.

What is a Careers Hub?

A Careers Hub is a group of between 20 and 40 secondary schools / colleges / SEN Schools located in the same geographical area, working with universities, other education and training providers, employers and career guidance professionals to ensure that ALL the Gatsby Benchmarks are delivered in each school and college within the Hub and that careers outcomes are improved for all young people. Schools and colleges within the Hub should have a shared vision of how they will work together to improve outcomes for the young people in their area.

Worcestershire Careers Hub

In July 2018 the Worcestershire LEP, in partnership with Worcestershire County Council were successful in their bid for Worcestershire to be awarded "Careers Hub" status by the Careers and Enterprise Company.

The Worcestershire LEP will develop a careers Hub which will contain the maximum number of 40 educational establishments. The "Hub" delivery team over the next 2 years will work with member schools to ensure not only are they meeting the mandatory requirements set out within the Department for Education's Careers Strategy, achieve all eight of the Gatsby Benchmarks but will ensure that Worcestershire students will receive an increased number of employer encounters and activities which will in turn prepare them for the world of work.

The delivery team will continue to build on the success of our showcase careers event the Worcestershire Skills Show, support the promotion of the apprenticeship agenda working with our partner Worcestershire Apprenticeships, and ensure that ALL schools provide students with the opportunity to meet with FE / HE providers and universities to ensure they can continue to make informed choices about which educational and vocational pathways are open to them.

Work will also continue to expand the range of information available to students, parents, employers and teachers through the "Skills4Worcestershire" careers signposting website.



Strategic Careers Leader

As set out within the Department for Education's Careers Strategy Wyre Forest School is required to have a designated member of our Senior Leadership Team named as our school's Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and work towards achieving all eight of the Gatsby Benchmarks by August 2022.

The Careers lead will provide both the Headteacher and the board of governors with regular updates on our progress and will work closely with the Worcestershire LEP delivery team, our assigned Enterprise Adviser and local employers to ensure we deliver this strategy.

Our Strategic Careers Lead is:

Rebekah Thompson, Assistant Headteacher

Email: office@wfs.worcs.sch.uk

Tel: 01562 827785

Our Careers Team

Rebekah Thompson will lead our team which will include the following staff members:

Sian Ackerley Pathway Leader

Amy Scott PSHCE specialist teacher

Jake Hawkings Careers and Transition Advisor SENDIASS

Our Enterprise Adviser

Through the Worcestershire LEPs Enterprise Adviser Network Wyre Forest School are waiting to be assigned our own designated enterprise adviser.

The enterprise advisor will be supporting our careers team to assist us to facilitate careers related activity which will help us achieve Gatsby Benchmarks 5 and 6.

We receive support from Hannah Strong, Enterprise Coordinator, Worcestershire SEND.

Careers and Transition Provision at Wyre Forest School

Our Careers and Transitions Advisor (CTA), Jake Hawkings, provides impartial careers and transition support to students and their parents.

Year group	Planned Input		CTA appointments available at parents evenings. CTA available for informal discussion with students and parents at Life Beyond School Event (Spring Term)
Year 7			
Year 8	Group session- Introducing the CTA & PfA		
Year 9	1:1 discussion with each pupil and their parents/carers. Transition action plan document produced in readiness for the Preparing for Adulthood ECHP review.		
Year 10	Summer 1 Group session- Preparing for Adulthood, making choices, getting ready to make applications. 1:1 discussion where appropriate.	CTA updates transition plan and provides support in readiness for the Preparing for Adulthood Annual Review of EHCP.	
Year 11	Autumn 1 Group Session- Planning for Moving On. 1:1 discussion and support with applications Spring/Summer further support for leavers throughout the year as required (to support decision making, application and transition)		
Year 12	Throughout their time in sixth form CTA will be in regular contact with pupils, identifying and responding to any changing aspirations.		
Year 13	Autumn 1 support for leavers with making applications Spring/Summer further 1:1 discussions with leavers throughout the year as required (to support decision making, application and transition)	CTA available for discussion with parents and students at coffee mornings	
Year 14			

Pathway 1&2 years 2-14

Pupils in pathway 1 have severe or complex, profound and multiple learning difficulties, generally these pupils are working consistently at 0-12months, and are not engaged in subject-specific learning. They are pupils who may have significant difficulties such as physical disabilities, sensory impairments and/or severe medical conditions. The pathway 1 curriculum uses thematic units of work which forms the basis for learning activities. Alongside this, there is a real focus on the individual needs and engagement of a pupil. This ensures pupils are always at the centre of their learning and enables us to support and prepare them for adulthood. This preparation is achieved through the EVC and real-life opportunities within each unit of work.

Pupils in pathway 2 have severe or complex learning difficulties, generally these pupils are working consistently at 12-24 months. They are pupils who may have difficulties with their concentration and attention, and their communication. The pathway 2 curriculum uses thematic units of work which forms the basis for learning activities. Alongside this, there is a real focus on the individual needs and engagement of a pupil. This ensures pupils are always at the centre of their learning and enables us to support and prepare them for adulthood. This preparation is achieved through the EVC and real-life opportunities within each unit of work

Pathway 3 Years 2-9

Pupils will gain an understanding of careers and life beyond school through exposure to role play opportunities and real life experiences. They make visits to different environments and meet different people where relevant to topic of study. Much of their development will be based around gaining a level of independence for them to access environments on their own ready for entering the world of work. They will focus upon dressing and undressing, maintaining their personal hygiene, washing clothes for themselves, shopping and using money in real life settings, telling the time, building relationships with people, cooking and travelling to a specific place for a reason. From year 7 onwards, pupils will have at least 1 encounter with an employer in the year which may be within school or on an external visit.

The key skills focussed on throughout pathway 3 are;

- Knows what activities they enjoy doing
- Can discuss where people they know go to work
- Can say what work they would like to do when they leave school
- Has a sense of own immediate family and relations and pets
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
- Beginning to have their own friends
- Learns that they have similarities and differences that connect them to, and distinguish them from, others
- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Remembers and talks about significant events in their own experience

- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life indoors and outdoors
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members
- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
- Recognises those people that are most important to me
- Recognise that the people who are most important to me can be more than family e.g. teachers, escorts,
- Recognise people beyond family and school who are important and can help us e.g. other school staff, police, fire fighters
- Describe the job of people who can help us e.g. police, fire fighters, doctors, librarian, supermarket workers, Mcdonalds workers, school cleaners, local farmers, factory workers etc
- Meet & greet people in an appropriate manner
- Describe ways that we can help other people
- Compare and contrast ways ourselves and other people e.g. gender, ethnicity, colour, religion

Pathway 4

<p>Year 7</p> <p>What am I good at?</p> <ul style="list-style-type: none"> • What am I good at? • What do I find difficult or need to improve on? • What qualities do I have? • What do I like doing? • Set realistic but challenging personal targets ad goals • Preferences as a learner • How to justify choices and opinions
<p>Year 8</p> <p>Community</p> <ul style="list-style-type: none"> • Diversity of people (race, culture ability, disability, sex, gender identity, sexual orientation) in school, community and UK • Value and celebrate diversity • Impact of bullying, discrimination and anti-social behaviour on individuals and communities • Laws on carrying weapons and anti-social behaviour. (age of criminal responsibility is 10) • How can we show respect to others in our communities? • Explore own identity and values (how am I unique?) <p>Jobs</p> <ul style="list-style-type: none"> • Challenge gender stereotypes of jobs • Different types of work: employment, self-employment, voluntary • Identify own strengths, interests, skills and qualities and consider how to develop them • Benefits of being ambitious and enterprising

Year 9

Economic Responsibility

- Budgeting
- Saving money
- Recognising our needs and wants
- Explore social and moral dilemmas about the use of money (how affect economies, environment) e.g. internet's affect on high street, FairTrade, single-use plastic, organic, free-range eggs, buying local

Jobs

- Different work roles and career pathways and progression
- Identify own aspirations
- They have the same right to learning and work as all other people
- Challenge family/ cultural expectations that may limit their aspirations
- Subject choices available in KS4
- Labour market
- Where to search for jobs

- All key stage 3 students and their parents are invited to attend the Life Beyond School event in the Spring term which features representatives from a range of future possible destinations including colleges, training providers and social provision.
- Students take part in the KS3 Employers Event which has previously been supported by McDonalds, West Mercia Police, Droitwich CVS, NHS, West Midlands Fire Service, Stone Manor Hotel and Mencap.

Post-14 Pathway 3&4

	My Future
Year 10	<ol style="list-style-type: none"> 1. My Aspirations 2. Preparing for Annual Review 3. Housing Options 4. Using Labour Market Information 5. Skills and Attributes 6. Post-16 Options 7. Working Towards Aspirations 8. Being Ready to Make an Application
Year 11	<ol style="list-style-type: none"> 1. Preparing for Annual Review 2. Next Steps 3. Making an application 4. Finding Advice and support in my community 5. Managing Finances 6. Managing Change 7. Workplace behaviours

My Future	
	<ul style="list-style-type: none"> • All Key Stage 4 students and their parents are invited to attend the Life Beyond School Event • Year 10 students attend the World Skills Show, NEC • Year 11 students attend Worcestershire Skills Show • Year 11 students attend workshops run by training providers • Year 11 leavers attend open days and induction sessions at their chosen destinations • Year 11 students going into the sixth form take part in transition sessions.

Post-16

Post-16 Careers and Transition Curriculum Overview	
Level 1 learners	<ul style="list-style-type: none"> • Preparation for Work • Health and Safety at Work • Exploring Job opportunities • Communication with others in the workplace • Applying for a job • Completing an enterprise Project • Life Beyond School- Preparation for Adulthood <p>CoPE L1 Module 6: Vocational preparation, work-related learning and enterprise</p>
EL1-3 learners	<ul style="list-style-type: none"> • OCR Life and Living Skills: <ul style="list-style-type: none"> ⇒ Skill Area: Environment and Community ⇒ Skill Area: Home Management ⇒ Skill Area: Office Practice ⇒ Skill Area: Personal skills ⇒ Skill Area: World of Work <p>Weekly Enterprise and Work Skills lessons</p>
<p>Transition planning and skills for work are embedded across the sixth form curriculum.</p> <ul style="list-style-type: none"> • Post 16 students and their parents are invited to Life Beyond School and termly coffee mornings • Post 16 students attend World Skills Show and Worcestershire Skills Show • Students take part in work experience on-site • Some students take part in work experience off-site • Students work towards vocational targets at The Blossom Tree Café and the allotment 	

Post-16 Careers and Transition Curriculum Overview

- Students visit workplaces, colleges and social care providers
- Visits to leisure and housing establishments
- Taster sessions at local colleges and training providers
- Visits to community facilities and travel training
- Year 12 students take part in NCS project

Teaching staff contribute to the delivery of careers guidance through:

- Timetabled PSHCE, My Future, ILS, work skills, employability and enterprise lessons.
- Assemblies and tutor group discussions.
- Employer and transition visits across the curriculum
- Discussion with parents, pupils and Careers Advisor at annual reviews, parents evenings, transition events and as pertinent throughout the year.

Local Employers contribute to the delivery of careers guidance through:

- Workplace visits and virtual meetings
- Work experience
- Attendance at careers fairs
- Supporting classroom learning
- Supporting enterprise activity

Parents contribute to the delivery of careers guidance through:

- Attending careers and transition events within school and at colleges and providers
- Support in attending interviews, transition visits and inductions
- Contribution to annual review
- Engaging with careers and transition advisor
- Support to arrange work experience

Our Objectives

1. A Stable Careers Programme

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the overwhelming majority of students.
- To enable students to have an understanding of the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.
- To develop and publish a careers programme that will raise the aspirations of all students regardless of academic ability and is tailored to meet their individual needs wherever possible.
- To ensure our Careers Strategy is fully supported by the Senior Leadership team within schools and is approved by the board of governors
- To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- To regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by students, teachers, employers and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation tools.

2. Learning from Career and Labour Market Information

- To encourage and increase the use of relevant online careers tools and packages. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- To utilise and then support the development of labour market information to ensure staff and students are informed in their decisions and the advice being given. Work with the Worcestershire LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- To promote the values of labour market information to parents /carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet the local and national priorities.

3. Addressing the Needs of the Pupil

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop accurate tracking systems to ensure students are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps

- To ensure that a programme of activity takes place which raises the aspirations of all students and challenges stereotypical thinking in terms of equality and gender.
- To ensure that students with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance should be based on the students own aspirations, abilities and needs.

4. Linking Curriculum Learning to Careers

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract students towards their field and the careers that flow from it.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. E.g. Young Enterprise,
- To ensure that careers related activity are built in throughout the school year and not just towards the end of any given topic / subject being delivered.

5. Encounters with Employers and Employees

- To ensure that students receive at least ONE meaningful encounter with and employer during every year they are at school.
- To increase the number of activities which are conducted both within school and virtually with the support of local employers.
- To ensure that students have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- To work with CEC and employers to develop marketing materials which will help employers easily understand the impact of their involvement, the breadth of options available to them and the ways in which they can show they meet their corporate social responsibility.
- To create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.
- The school will also encourage students and parents to attend careers events such as the Worcestershire Skills Show held annually in March and the Worcestershire Apprenticeship show held annually in October.

6. Experiences of the Workplace

- To ensure that students receive at least ONE meaningful experience of the workplace by the end of year 11. This experience will be dependent on the needs and aspirations of the individual.

- To ensure that students receive at least ONE further meaningful experience of the workplace during years 12 and 13. This experience will be dependent on the needs and aspirations of the individual.
- To increase the number of employer workplace visits which will take place to enable students to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Worcestershire.
- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school

7. Encounters with Further and Higher Education

- Ensure all / overwhelming majority of students receives at least ONE meaningful encounter with FE Colleges and other relevant provision according to the needs and aspirations of the student
- Ensure all / overwhelming majority of students has been provided with information about the full range of apprenticeships including traineeships and supported internships through the Worcestershire Apprenticeships activity offer.
- Where relevant to the individual, meaningful encounters with higher education and universities will take place.

8. Personal Guidance

- Ensure all / overwhelming majority of students and/or their parents have had an interview with a professional and impartial careers adviser by the end of year 11
- Ensure all / overwhelming majority of students and/or their parents have had at least TWO interviews with a professional careers adviser by the end of year 13.

Promotion of Careers related activities

Wyre Forest School will encourage the promotion of careers related activity which takes place within the school through the creation of case studies and will share this activity through our newsletter and other channels.

This careers strategy document will be placed on the schools' website. Case studies will also be shared with the Worcestershire LEP to be used to promote best practice across all careers hub member schools.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company and demonstrate that the activity taking place within our school meets the requirements set out within the Department of Education's Careers strategy.

Action Plan

Timetable of planned careers related activity				
Spring Term 2020				
Year Group	Activity Description	Date	Covering Benchmark	RAG Status
KS3 KS4 KS5	'Life Beyond School' Event	March 20	3, 7,	
12, 13	College visits continue	On-going	7	
KS3	EA planning meeting, KS3 Employers Fair	March 20	5	Covid restrictions
11 KS5	Worcestershire Skills Show	March 20	3, 5, 7,	
KS4	Worcestershire Apprenticeships workshops	Jan 20	3, 5, 7,	
KS4	EA planning meeting- Employer workshops	Spring 2020	5, 6	EA not in place
KS5	Parent and student coffee morning attended by MENCAP, Kidderminster College,	March 20	3, 5, 7, 8	Virtual event with KC
all	World Maths Day, visit from Andrew Beecroft (NATWEST)	March 20	4,	Covid restrictions
all	World Book Day, author visit.	March 20	4,	Covid restrictions
all	Implement Evidence for learning app as a careers tracker	Jan 20	3	
KS5	NATWEST work experience	Jan 20	6	
all	Appointment of Work Exp coordinator	Jan 20	3, 6	

Timetable of planned careers related activity				
Summer Term 2020				
Year Group	Activity Description	Date	Covering Benchmark	RAG Status
KS3	Employers Fair	13/06/20	5	Covid restrictions
11	Transition workshops delivered by employers	June 20	3,	Covid restrictions
11, 12, 13, 14	Transition or induction visits to named destinations	Summer 20	3,	
12,13	Employer lunch	July20	5,	Covid restrictions

KS4/5	Review of this year's provision with colleges	Summer 20	3,7,	N/a

Timetable of planned careers related activity				
Autumn Term 2020				
Year Group	Activity Description	Date	Benchmark	RAG Status
all	Update of careers provision to reflect impact of covid-19	Nov 2020	all	
KS4	Develop an employability skills curriculum to be taught alongside the careers strand of the PSHCE curriculum.	October 2020	3, 4, 5, 6	
KS4/5	Engage with colleges and providers to clarify virtual opportunities	On-going	7	
KS4/5	Develop virtual systems to ensure personal guidance can be given	Sept 2020	8	
2021 leavers	Identify placements for Sept 2021			
KS3/4/5	RT-Audit of careers provision this term	Dec 2020	all	

Timetable of planned careers related activity				
Spring Term 2021				
Year Group	Activity Description	Date	Benchmark	RAG Status
KS4	Training for new KS4 staff: WFS approach to Gatsby.	Jan/Feb 2021	all	
KS4	Review of employability curriculum with KS4 staff	Feb 2021	2, 4	
KS3-5	Develop a bank of resources to support online and virtual employer encounters	On-going	5, 6	
11	Plan opportunities for work experience/work awareness	March 2021	6	Covid restrictions
KS3-5	Plan for re-introduction of off-site careers provision	March-May 2021	4, 5, 6	Covid restrictions
11/12/13/14	Contact previous leavers to ascertain destination data	Feb/March 2021	3	

7/8/9	KS3 staff and CEC EA to plan KS3 Employers event.		5	Covid restrictions
all	Governors review of provision	Jan 2022	all	

Timetable of planned careers related activity				
Summer Term 2021				
Year Group	Activity Description	Date	Benchmark	RAG Status
all	Possible implementation of off-site careers activity	May 21	all	
11	Develop procedure for 3 year tracking for yr 11/12/13 leavers	June 2021	3	
7/8/9	KS3 Employers Event	June 2021	3,5, 6	
KS3/4/5	Fly2Help travelling airport workshop	July 2021	5	
Leavers yr 11/12/13/14	Transition visits and opportunities	On-going	7, 8	virtual

Timetable of planned careers related activity				
Autumn Term 2021				
Year Group	Activity Description	Date	Benchmark	RAG Status
Post-16	Re-introduction of KS5 vocational activity	Sept 21	3, 4, 6,	
Post-16	Develop timetable to include interests and vocational options on Wednesday afternoon and Friday	Sept 21	3, 8, 4	
11-14	Further development of 3 year tracking for leavers	June 22	3	
7-14	Develop approach to 'careers' in pathway 1&2	Nov	4	
7-9	Develop approach to careers in pathway 3	Nov	4	
7-9	Develop approach to careers in pathway 4	Nov	4, 2	
10/11	Develop My Future curriculum for post-14 learners	Nov	2, 3, 4, 5, 6, 7, 8	
7-14	Employment of new careers and transition advisor	Sept	8	
7-14	Plan Life Beyond School Event	On-going	7, 8	
Post-16	Development of new 'pupil voice' materials and procedures to	Dec	3, 8	

	enhance pupil involvement in PfA revs			
Post-16	Involvement in NCS project	Nov	6, 5	
Post-16	Explore delivery of passport to hospitality	Dec	6, 5	
11	Visit to sixth form	Nov	7	

Timetable of planned careers related activity				
Spring Term 2022				
Year Group	Activity Description	Date	Covering Benchmark	RAG Status
7-11	Review careers activity within pathway 4 curriculum		4	
7-14	'Life Beyond School' Event		3, 7,	
KS3	EA planning meeting, KS3 Employers Fair		5	
11 KS5	Worcestershire Skills Show		3, 5, 7,	
KS4	Worcestershire Apprenticeships workshops		3, 5, 7,	
KS4	Fly2Help travelling airport workshop	Spring 2022	5, 6	
all	World Maths Day, visit from Andrew Beecroft (NATWEST)	March 22	4,	
all	World Book Day, author visit.	March 22	4,	
all	Review of Evidence for Learning app as a careers tracker	Feb 22	3	
leavers	Address individuals who have not yet identified an onward destination	Jan 22	8, 7,	

Timetable of planned careers related activity				
Summer Term 2022				
Year Group	Activity Description	Date	Covering Benchmark	RAG Status
7-9	Pathway 4 Employers event	June 22	5	
11-14	Transition or induction visits to named destinations	Summer 22	3,	
10-11	Evaluate subject specific Gatsby activity and plan for any missing areas	May	4	

7-14	Review EVFL careers tracker across all years	June	3	
11-14	On-going engagement with colleges and destinations	On-going	7, 8	
all	Governors review of provision	June 2022	all	

Provider Access Policy

Introduction

This policy statement sets out the 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. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Wyre Forest School is committed to providing a personalised education package for all our pupils, and this is reflected by our careers programme. Pupils will access different elements of the programme at different stages of their education whilst the focus will always be on preparing them for their future pathways, considering their own preferences. Our Careers Action Plan outlines our generic careers offer from year 7- 14. (For some pupils, a more personalised offer will be in place.

Our focus links directly to the requirements of the '*Gatsby Good Career Guidance*' report (2014) which became the basis for the statutory '*Career's guidance and access for education and training providers*' (2018).

Pupil entitlement

The statutory guidance is relevant to 'all pupils in years 7-13' and we will also consider young people's developmental ages when preparing appropriate careers activities at Wyre Forest School ensuring that our pupils receive a careers programme which offers them opportunities to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses.

School's Careers Leader

Parents, teachers and employers may gain further information about our careers programme by contacting:

Rebekah Thompson
Assistant Headteacher
01562 827785
office@wfs.worcs.sch.uk

Measuring and Assessment of the impact of the careers programme on pupils.

Evaluation of our careers programme is designed to enable us to examine what we do, consider how we can improve it and provide stakeholders with a summary of this. This will include gathering information from the pupils about how they feel about their experiences in relation to the careers programme. Pupils' career and transition journey will be tracked using evidence for Learning.

Management of provider access requests.

Providers wishing to request access should contact:

Rebekah Thompson
Assistant Headteacher
01562 827785
office@wfs.worcs.sch.uk

Jake Hawkings
Careers and Transition Advisor
07821 638086
jhawkings@worcestershire.gov.uk

Opportunities for access

Our curriculum and careers programme include opportunities for providers to come into school to speak to our pupils and/or their parents/carers. These can be arranged during timetabled Careers lessons or at other suitable times. Please speak to our designated staff member to identify the most suitable opportunity for your organisation.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the designated staff member or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the designated staff member, who will ensure that these are available for the pupils to have easy access.

Useful links / Resources

The Careers Enterprise Company	https://www.careersandenterprise.co.uk/
Gatsby Foundation	http://www.gatsby.org.uk/education/focus-areas/good-career-guidance
Post 16 Skills Plan	https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education
Department of Education Careers Strategy	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf
Skills For Worcestershire	http://www.skills4worcestershire.co.uk/
Government Careers Strategy December 2017	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf
National Careers Service	https://nationalcareersservice.direct.gov.uk/
Worcestershire Local Enterprise Partnership	http://www.wlep.co.uk/
Worcestershire Apprenticeships	http://worcsapprenticeships.org.uk/
Worcester 6 th Form College	http://www.wsfc.ac.uk/
HOW College	http://www.howcollege.ac.uk/
Kidderminster College	http://kidderminster.ac.uk/
Warwickshire College Group	https://wcg.ac.uk/page/1/home
Mencap	https://www.mencap.org.uk