

Policy/Procedure	Careers Policy		
Type	Operational		
Applies to project(s)	Watermelon Independent School	Policy No	OP/03
Created by(owner)	Z Jonah		
Status	Released		
Date	Jan 2026		
Next review date:	Jan 2027		
Staff responsible:	Z Jonah		

Change history

Version	Description	Date issued	Reason	Approved by
1.0	New policy	18/07/2024	New school	ZJ
1.1	Review	18/07/2025	Yearly review	HL
1.2	Review	Jan 2026	Review	HL

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL) Policy

This Policy has been written with reference to:

- 'Careers guidance and access for education and training providers' Statutory guidance for schools and guidance for further education and sixth-form colleges - January 2023

Careers Education, Information, Advice and Guidance

Introduction

Watermelon Independent School is committed to providing a planned programme of Careers Education for all students and will do so in the context of the of the Gatsby Charitable Foundation's Benchmarks.

These benchmarks are:

Benchmark 1: A Stable Careers Programme

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the Needs of Each Pupil

Benchmark 4: Linking Curriculum 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

Statutory Duties

Section 42A of the Education Act 1997, which was amended by the Careers Guidance in Schools Regulations 2013, requires governing bodies to ensure that registered students at the school are provided with independent careers guidance from year 8 (12-13-year olds) to year 11 (15-16-year olds).

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

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. It was updated in January 2023. This law requires the proprietor of all schools and academies to ensure that there are at least a minimum number of opportunities for a range of education and training providers to access all pupils in Year 8 to Year 13 for the

purpose of informing them about approved technical education qualifications or apprenticeships. Every school must also publish a policy statement setting out their arrangements for provider access. This Provider Access Statement can be found on the school's website.

Definitions:

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Independent career advice

An annual partnership agreement is to be negotiated with a relevant entity which will support the work of the school with providing impartial and independent guidance.

Aims

Our aims must sit within the school's overarching mission to enable all young people to lead a meaningful and enjoyable life. The aims and objectives below will be met in the context of each individual's needs, abilities and aspirations.

The aims of our careers programme are to:

- Provide comprehensive information and advice
- Promote equality of opportunity and challenge stereotypes
- Empower students to plan and manage their own futures
- Respond to the individual needs of each student
- Inspire and raise attainable aspirations and plans for the future
- Help students to progress throughout their stages of education
- Support students in the transition from education into appropriate work and adult life and so enable our young people to lead a meaningful and enjoyable life

Objectives

The objectives of our careers programme are to:

- Ensure that students have a wider and deeper understanding of the world of work
- Equip students with the skills in order to make smooth transitions between key stages.
- Enable students to make use of career's resources available to them, as appropriate, including one to one interviews, computer programmes etc. so that they can make well-informed choices at various stages.

- Ensure students, and where more appropriate, their parents, are aware of the range of opportunities which are realistically available to them at all transition points.
- Widen and foster effective links with key partners e.g. colleges, universities, community groups and employers
- Ensure, wherever possible, that all students leave the school to enter employment, further education, training and/ or are enabled to engage with purposeful life experiences and opportunities

Implementation: Curriculum and activities

Careers Education will be delivered through the PSHE and Skills for Living and Work programmes from Years 7 onwards. This will be differentiated to meet the needs of individual students, and to ensure progression through tasks and activities that are appropriate to students' learning and development. The programme will promote equality of opportunity and inclusion for all students.

The PSHE and Skills for Living and Work programmes across KS3-5 are designed to prepare students (as far as possible) to play an active role as citizens, develop positive relationships and contribute to society. Careers education and guidance is integrated into their experience of the curriculum as a whole: this includes all year groups through from primary to Post-16 participating in Enterprise activities throughout the year.

In addition, the school hosts an annual Careers Event "Watermelon Futures" which invites parents of students in Years 9+ to meet a range of external post 16/19 providers at school. This is an informal opportunity for parents and families to gather information about post-school provision in the West Midlands. Furthermore, students will have access to a range of up to date careers information resources in a variety of formats. This will include web-based and paper-based information.

Implementation: Impartial and Independent Advice and Guidance

The school guarantees impartial and independent advice in the following ways:

- Participation in Careers lessons from Year 8 onwards
- Observations of students
- One-to-one interviews, where the school deems it to be the most suitable form of support. This will be differentiated and personalised to ensure engagement in the process, but to include advice on education, training and employment opportunities. Independent advice and guidance will also involve attendance at careers fairs, EHCP reviews, Individual careers action plans will include realistic targets/action points, to be reviewed on an annual basis, for Years 8 -11. Students are to be encouraged to take ownership of some of the targets in their action plans such as research into college courses etc.
- Attendance at all Year 9, 10 and 11 Annual Reviews
- Promotion of the local and national information regarding careers
- Lessons to include a focus on identifying personal skills, interests and qualities and how these can relate to jobs
- Access to the Job Explorer Database Careers Programme (JED). This programme will link student's skills and qualities to a variety of jobs and encourages students to consider opportunities available to them, and includes labour market information. This will encourage students to develop their own career plans.

- A thorough careers education programme, to include advice on options post-school.
- Visits to local colleges
- Organise and run an annual careers fair (Watermelon Futures)
- Access to work experience, where appropriate.
- Careers and work-related learning experiences and opportunities are recorded on our Evidence for Learning (EFL) programme (paper-based records are still being used as part of the transition to EFL)
- External visits to places of work
- Guest speakers from the world of work

Impact

The Careers/WRL programme is planned, monitored and evaluated by the Careers Leader, we subscribe to Compass Plus, an online evaluation tool, which is completed each term by. This tool evaluates the school's progress against the Gatsby benchmarks.

We also seek feedback from students, parents and external agencies at regular intervals e.g. after events such as Watermelon Futures. We also analyse destination data to evaluate and inform our provision.

Feedback informs our planning for future activities and areas for development.

Work Related Learning (including Work Experience)

Rationale

Work-Related Learning (WRL) is defined as ‘planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work’ (*The Work-Related Learning Guide (Second Edition)*)’

The WRL curriculum can be expressed through three main themes:

- Learning about work
- Learning for work
- Learning through work

All students are entitled to experience work related learning. However, this does not mean that it is appropriate for all students to have the same experiences. It is important that individual learning needs, developmental needs and aspirations are identified, and work-related activities are arranged accordingly.

Aims

Our aims must sit within the school’s overarching mission to enable all young people to lead a meaningful and enjoyable life. The aims and objectives below will be met in the context of each individual’s needs, abilities and aspirations.

Our aims are to:

- Improve the understanding of work, the economy, enterprise, finance and business
- Provide students with the knowledge and skills for an effective transition from school to further education, and/or adult and working life
- Provide work-related learning contexts for students to progress towards their aspirations and goals
- Encourage positive attitudes to lifelong learning
- Educate the wider community about the needs and abilities of our students

Objectives

Our objectives are to:

- Improve students’ personal and social skills and behaviours in a range of contexts and develop student’s understanding that these factors are necessary for future success.
- Improve our students’ functional skills with particular emphasis on English and Maths
- Develop our students’ independent learning and employability skills
- Improve our students’ ability to *apply* knowledge, understanding and skills in a range of wider contexts, including tackling real-life challenges which require them to manage risk, develop their decision making, team building and problem-solving skills.
- Raise standards of achievement through contexts that improve motivation and self-confidence
- Widen and foster effective links with key partners e.g. colleges, universities, community groups and employers

- Increase our students' awareness of the range of education/ career/ life opportunities which are available to them
- Give students opportunities to express preferences and needs, and make choices and decisions that other people respect and, wherever possible, act upon
- Ensure an exceptionally well-prepared transition for students from school to further education, and/ or adult and working life

Implementation: Curriculum Provision and activities

Work related learning activity and opportunities are supported in the following curriculum areas:

- National Curriculum subjects
- PSHE/ Skills for Living and Work programmes
- Careers Education and Guidance
- Relevant vocational and functional skills courses

In addition, the school will provide a range of work-related activities and opportunities to help meet our WRL objectives. These include:

- Impartial and independent careers advice and guidance
- Enterprise activities (see below)
- Watermelon Careers Fair
- Mock interviews
- Work experience (where appropriate) including voluntary experiences
- Work tasters
- Workplace visits
- Community visits
- Guest speakers from industry and business

Implementation: Work Experience

Work experience is largely carried out within our post 16 provision, although students within Key Stage 4 may be offered the opportunity if appropriate. It provides students with an opportunity to experience the world of work first hand, and to develop their employability skills. Placements with external employers will be personalised to meet individual interests, strengths and motivations.

Work experience may be limited by the availability of suitable placements.

Preparation for Work experience will begin by developing the knowledge, skills and attributes to understand the range and variety of employment roles at school, or before leaving the school site to participate in work related learning in other contexts.

Accreditation of WRL

The accreditation of students' achievements in work-related learning has an important role to play in supporting the transition for skills for life. Students will be able to gain accreditation through a variety of programmes that develop WRL skills: These include:

- NCFE qualifications in Skills for Living and Working

Enterprise

At Watermelon Independent School, we aim to develop an enterprising attitude in our students.

Enterprise is about:

- Having a positive attitude to life
- Improving self-reliance, including the ability to overcome obstacles or failures
- Being creative and innovative
- Showing initiative
- Being an entrepreneur – setting up and running a business

We aim to develop these attitudes and skills throughout the curriculum engaging students through relevant and practical activities. There are also particular activities to promote enterprise skills and attitudes e.g. projects to raise money for charity. We aim to run enterprise activities at least once a term.

Impact

The Careers/WRL programme is planned, monitored and evaluated by the Careers Leader. We subscribe to Compass Plus, an online evaluation tool, which is completed each term. This tool evaluates the school's progress against the Gatsby benchmarks.

We also seek feedback from students, parents and external agencies at regular intervals e.g. after events such as Watermelon Futures.

Feedback informs our planning for future activities and areas for development.

CEIAG and WRL

Staff Training

Staff delivering aspects of CEIAG will need to be kept up-to-date with current practice and knowledge. Training needs will be identified by the Careers Leader in consultation with the Careers Advisor and delivered as necessary.

Information and resources

Students have access to the Job Explorer Database (JED). Also, up-to-date college prospectuses and additional materials.

Monitoring, evaluation and review

As noted before, the Careers and WRL programme is reviewed annually by the Careers Leader, in consultation with our Enterprise Coordinator. The views of students, parents, staff, and local partners e.g. business and colleges will be sought to contribute to the evaluation process. We will also consider our students' academic, social and personal progress, and their destination outcomes.

Progress towards the Gatsby Benchmarks are evaluated using the online Compass Plus Tool.

Appendix A

Careers and WRL programme

	Curriculum	Activities
Y7	PSHE (main curriculum) <ul style="list-style-type: none"> • My personal strengths (Aut 1) • Managing finances (Aut 2) 	<ul style="list-style-type: none"> • Enterprise Weeks (termly) – e.g. Christmas Fair • Invite to Watermelon Futures • Visits to local businesses, community venues
Y8	PSHE (main curriculum) <ul style="list-style-type: none"> • Planning for adulthood (Aut 2) • Skills for learning (Aut 2) • Managing finances (Aut 2) 	<ul style="list-style-type: none"> • Enterprise Weeks (termly) – e.g. Christmas Fair • Invite to Watermelon Futures • Career/Personal Advisor to provide individual careers interviews and completion of Careers Action Plan • Visits to local businesses, community venues
Y9	PSHE (main curriculum) <ul style="list-style-type: none"> • Planning for adulthood (Aut 1) • Managing finances (Aut 1) • Post-16 plans (Aut 1) 	<ul style="list-style-type: none"> • Enterprise Weeks (termly) – e.g. Christmas Fair • Job Explorer Database (JED) software • Career/Personal Advisor attendance at Annual Review, provide individual careers interviews and complete a Careers Action Plan • Invite to Watermelon Futures • Visits to local businesses, community venues
Y10	PSHE (main curriculum) <ul style="list-style-type: none"> • Skills for learning (Aut 1/2) • Managing finances (Aut 2) • Preparing for adulthood (Aut 2) 	<ul style="list-style-type: none"> • Enterprise Weeks (termly) – e.g. Christmas Fair • Researching after post-16 placements • Job Explorer Database (JED) software • Career/Personal Advisor attendance at Annual Review, provide individual careers interviews and complete a Careers Action Plan • Invite to Watermelon Futures • Visits to colleges • Visits to local businesses, community venue • Voluntary work as part of DoE Scheme • Employer encounters in school e.g. HSBC, GMI
Y11	PSHE (main curriculum) <ul style="list-style-type: none"> • Managing finances (Aut 1/2) • Preparing for adulthood (Aut 1) 	<ul style="list-style-type: none"> • Enterprise Weeks (termly) – e.g. Christmas Fair • Job Explorer Database (JED) software • Career/Personal Advisor attendance at Annual Review, provide individual careers interviews and complete a Careers Action Plan • Invite to Watermelon Futures • Visit to colleges • Voluntary work as part of DoE Scheme • Visits to local businesses, community venues • Where appropriate, opportunities for work experience e.g. local café, farm • Employer encounters in school e.g. HSBC, GMI