



Wimbledon College

Careers Education, Information, Advice and Guidance Policy

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1. Aims

Wimbledon College is a school which is underpinned by its Jesuit ethos and beliefs. As a Jesuit school we want to ‘encourage pupils to recognise the best in themselves and to work hard to develop all of their talents.’ This is evident in our Careers Education, Information, Advice and Guidance Policy where we aim to help all our students reach their potential and make an effective transition from school to further or higher education or ready to enter the world of work.

We aim to

- support our students’ decision-making as they approach transitions and have to make choices,
- inform, encourage and inspire them as they consider their future options and pathways
- help them understand and develop their employability skills as they prepare for the world of work.

2. Statutory information

2.1 This policy covers given Careers Education, Information, Advice and Guidance to students in Key Stages Three, Four and Five.

2.2 The policy has been reviewed in line with the DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018 and updates as of July 2021 and August 2022). This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find as the bottom of this policy, Appendix 2.

2.3 This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

2.4 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about additional education pathways including, approved technical education qualifications or apprenticeships. (The Baker Clause).

2.5 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.

2.6 All members of staff at Wimbledon College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

2.7 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3. CEIAG Provision

3.1 All students across all Key Stages will receive CEIAG information as part of their PSHE programme. They will have access to further information during National Apprenticeship Week, National Career Week and National University Week.

3.2 All students have access to the online Careers platform 'Unifrog'.

3.3 Events will take place across the school year to highlight specific job paths or to help develop employability skills to help students in the future. These will vary from year group to year group and may be alumni talks, external visits or workshops.

3.4 Our Careers Advisor will arrange a meeting with every student in Year 11 and Year 12 in an academic year. This is to support their transition to the next phase of their educational or work journey. All other year groups will be able to have access to the Careers Advisor as specified.

4. School Responsibilities

4.1 Wimbledon College clearly follows the Gatsby 8 benchmarks for delivering an interesting, varied and impartial careers programme. Ensuring that the obligations of the Baker Clause are met.

4.2 All members of the school community will give guidance that is in the best interest of the pupil and will seek further information about future pathways if they are unsure.

- 4.3 All staff are expected to contribute to the CEIAG programme through their roles as tutors, subject teachers and support staff. Careers education is planned, monitored and evaluated by the Careers Lead. Careers information is available in the Careers library or Sixth Form Centre.
- 4.4 There are opportunities for education and training providers to access pupils in Year 7 to Year 13 in order to inform them about approved technical qualifications or apprenticeships. See Provider Access Policy for more details.

5. Monitoring, Evaluation and Review

5.1 Wimbledon College believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

5.2 Wimbledon College will continuously monitor its CEIAG offer and seek further improvement. This will be done by the Careers Lead, Careers Advisor and Senior Leadership Team. The design and delivery of the programme will be regularly reviewed and evaluated by students and parents as well as working closely with the Merton Careers Hub.

5.3 Destination data will be reviewed at the end of each academic year to help inform the CEIAG planning for the following year.

Appendix 1 - The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p><input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p><input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p>
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		<p><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2. Learning from career and labour market information	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p><input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3. Addressing the needs of each student	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p><input type="checkbox"/> All pupils should have access to these records to support their career development.</p> <p><input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p><input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>

<p>5. Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p><input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<p>6. Experiences of workplaces</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p><input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p><input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
<p>7. Encounters with further and higher education</p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p><input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>

8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
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Appendix 2: Wimbledon College: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to 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.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

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

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider.

We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

Year 8	Ask Apprenticeship presentation
Year 9	Army visit Merton College
Year 10	TFL Apprenticeship Schemes
Year 11	Kingston College UHS Open Evening - T Level focus
Year 12 Year 13	University & Apprenticeship Fair - Year 13 Surrey University Far- Year 12 Steam and Glory Apprenticeship Talk PWC apprenticeship visit

MACE apprenticeship talk Uniliver apprenticeship talk
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Management of provider access requests

A provider wishing to request access should contact James Skinner, Assistant Headteacher , james.skinner@wimbledoncollege.org.uk

Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme.

We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you.