



CAREERS PROGRAMME 2025-6

Our careers programme is designed to support the aspirations of all of our learners as they progress through the school. Delivered through our Wellbeing curriculum, in Form time, in lessons and through a series of stand alone events, our careers programme aims to provide learners with the skills, knowledge and opportunities to flourish in the future. It also aims to provide learners with a wide range of encounters with employers and experiences of the world of work. Designed in line with the latest government guidance, it also aims to ensure students have an understanding of the full range of post-16 and post-19 training options, including technical education, apprenticeships and other training pathways.

Across the programme, students will learn about the range of job sectors that currently exist, and to speculate on what might develop in the future. They will learn about how to access Labour Market Information as a means of making good decisions. In line with the Careers in the curriculum initiative, students will also be regularly alerted to links between career learning and their everyday learning in class.

The following pages provide more detail on the specifics of our career provision for each year group. In building this programme, we have sought to engage fully with the Gatsby Benchmarks, a series of 8 recommendations concerning the provision of world-class careers education. The 8 Gatsby Benchmarks are:

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

The Baker Clause

The Baker Clause was an amendment to the Technical and Further Education Act 2017 introduced on 2 January 2018. The Baker Clause 'requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.' This has been strengthened further through the Skills and post-16 Education Act which states that as a minimum all schools must offer:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

Parents, students and other stakeholders are invited to read through the tables below to identify how and where the school is meeting its responsibilities in this respect. For up-to-date guidance

For further information about our careers programme or if you would like to offer support, please contact our Careers Leader, Kelvin Meek: kmeek@wcgschool.co.uk. Ph. 020 8647 2235 x261 .

Year 7: Getting started

Our aim in Year 7 is to help students start to explore careers and to begin to make the link between what they learn in the classroom and their future careers. By the end of Year 7 students will:

- understand how their subjects relate to their future prospects
- learn about the range of careers involved in large organisations, like our school
- begin to understand the importance of developing and recognising 'employability' skills
- learn who to go and talk to for support with careers-related learning

When?	What?	Gatsby
Form time	What jobs go into making a school work? Who do I go and see if I want more information about my future? What subjects help build what skills? How can what I learn in class help me with my future career plans?	6, 8
Wellbeing	Lessons supporting students in identifying their future goals and aspirations, learning about different job sectors and career types, transferable and vocational skills, including technical skills and training. Write the first sections of their CVs. Also undertake a Barclays life skills project, focussing on everyday budgeting.	2, 3. Baker Clause
Assemblies:	Learning about technical education pathways and apprenticeships; an encounter with a former student who sets out his/her career path	7, 5, Baker Clause

Year 8: Making choices

Our aim in Year 8 is to ensure that students develop a knowledge of the range of job sectors in which people can work, the pathways to these sectors, and to have the chance to meet people who work in them. By the end of Year 8, students will:

- developed a finer-grained knowledge of the range of sectors that exist within the workplace and the key features of each
- understand the range of training pathways available at KS4, 5 and post-16 and 19 education, including apprenticeships and technical training routes
- have met and held conversations with a wide range of people working across a variety of sectors at our annual Year 8 Careers Encounter
- have met and held conversations with representatives of a wide range of universities, further education providers and apprenticeship providers at our Higher and Further Education Fair
- gained first hand experience of the world of work through a Year 8 Enterprise project

When?	What?	Gatsby
Form time	What jobs are needed to make an aeroplane fly? What do we mean by 'job sectors'? What training paths are available to me in the future? How can I prepare for my Year 8 Careers Encounter?	2, 4

Wellbeing	Enterprise project. Final three weeks of term. Designing an app, including market research, design of product using Natwest resources. Project management skills, LMI, entrepreneurial skills, financial skills. Homework on earning potential across several different career paths. The nature of the project puts a focus on technical as well as more 'academic' training and skills.	4, 2. Baker Clause
Assemblies	Learning about technical education pathways and apprenticeships	5, 7, Baker Clause
Careers event	Y8 Careers Encounter in which students get to meet and learn from a large number of parents, alumni and others about their careers, training pathways and up-to-date Labour Market Information; Universities and Further Education Fair	5, 7, Baker Clause

Year 9: Considering the future

Our aim in Year 9 is to develop a more fine-grained understanding of the world of work, looking at a wider range of career choices and associated labour market information. We also begin to actively think about what the world of the future might look like and plan for an active career in that world. By the end of Year 9, students will:

- Appreciate the changing nature of the job market and possibilities regarding the future of work
- Deepen their understanding of the types of employability skills valued in the workplace by engaging in a range of online activities through Springpod
- Have met and held conversations with representatives of a wide range of universities, further education providers and apprenticeship providers at our Higher and Further Education Fair

When?	What?	Gatsby
Form time:	What skills do employers value? Using Springpod to develop an understanding of employability skills.	3
Wellbeing	Sessions using Future Careers on the future of employment, and how to prepare for the world of work in 2050; detailed material on apprenticeship routes and technical education; How to access Labour market information and use it to make informed choices about your future.	2, Baker Clause
Clubs and societies	KS4 Humanities and STEM Oxbridge club	
Assemblies	Learning about technical education pathways and apprenticeships	5, 7, Baker Clause
Careers Events	Universities and Further Education Fair	7, Baker Clause

Year 10: Experiencing the world of work

Our aim in year 10 is to give students a wide range of opportunities to gain first hand experience of the world of work. This includes an extended virtual work experience programme using the online platform Springpod, and first hand experience through our Year 10 Careers Encounter. By the end of year 10, students will:

- Have a detailed knowledge of at least three different job sectors
- Have undertaken virtual work experience in at least two areas of interests
- Have detailed knowledge of alternative training and career pathways

- Have a good understanding of worker rights and responsibilities
- Have met and held conversations with a wide range of employers, university and further education representatives as part of our Year 10 Employers Encounter and Annual Higher and Further Education Fair.

When?	What?	Gatsby
Form time	Extensive, term long virtual work experience programme using Springpod, an online platform that delivers career insights, employer encounters and virtual work experience. At least one of these virtual experiences must focus on a technical career/pathway. First Give project: applying transferable skills to raise money for charities of their choice.	5, 6, Baker Clause
Wellbeing	How to plan your career. Understanding your strengths and weaknesses and aspirations. Gathering information on a range of careers including salary, working hours, training etc. How to write a CV and how to succeed in interviews. Practicalities on the workplace: pay slips; National Insurance; pensions; student loans; salary sacrifice schemes.	2
Y10 Computing course	Technical training on data protection, start ups etc from a careers perspective.	
Assemblies	Learning about technical education pathways and apprenticeships; an encounter with a former student who sets out his/her career path	7, Baker Clause
Careers events	Y8 and 10 Careers Encounter in which students get to meet and learn from a large number of parents, alumni and others about their careers, training pathways and up-to-date Labour Market Information; Universities and Further Education Fair	5, 7, Baker Clause

Year 11: Getting one-to-one support

By the end of Year 11, all students will have had the opportunity to meet with a trained careers advisor, and to have an action plan regarding the realisation for their career aims. This will be accompanied by in depth sessions on A Level choices, and future training pathways. By the end of the year, all students will:

- Have met with an independent careers advisor
- Have received a personalised careers action plan
- Have had the opportunity to engage in a wide range of university taster courses as part of the Springpod online platform
- Continue to have the opportunity to use Springpod to conduct research of different job sectors and to undertake virtual work experience placements
- Have received guidance on alternative post-16 training pathways, including T Levels, Level 3 apprenticeships and other technical training pathways
- Have met and held conversations with representatives of a wide range of universities, further education providers and apprenticeship providers at our Higher and Further Education Fair

When?	What?	Gatsby
Form time	What post 16 choices will best support my career ambitions? Learning more about the different post 16 routes including T Levels, A Levels, Apprenticeships etc. How does UCAS work? How can I begin to build an effective university application?	7, Baker Clause

Careers guidance	All students receive a one-to-one careers interview with a fully trained careers advisor. These result in Action Plans which are emailed to students and kept with the school's pastoral records to support pastoral interventions.	8, Baker Clause
Careers events	Universities and Further Education Fair	7, Baker Clause

Year 12. If you can see it, you can be it!

In Year 12, students will gain wide exposure to the world of work, future training and career pathways, as well as having opportunities to encounter a wide variety of employers. By the end of the year, all students will have:

- Had a range of first-hand experiences of the world of work as part of our Wallington Works programme
- Have been given an opportunity of one-to-one guidance with an independent careers advisor
- Have had the opportunity to meet with people from a wide range of job sectors and levels of seniority through our Sixth Form Enrichment Programme
- Developed an in-depth knowledge of the variety of training pathways open to them, and in particular of the UCAS system
- Had the opportunity to learn about essential networking tools such as LinkedIn
- Had the opportunity to network with Year 14 students as part of our annual Networking event
- Have met and held conversations with representatives of a wide range of universities, further education providers and apprenticeship providers at our Higher and Further Education Fair

When?	What?	Gatsby
Careers events	University and Further Education Fair; Post 18 apprenticeships evening	6, Baker Clause
Enrichment	Weekly series of talks and seminars from parents, alumni and enterprise and training partners on a range of career and training pathways including apprenticeships and technical education; Focus after Easter on UCAS preparation;	5, 7, Baker Clause
Wellbeing	Rights in the workplace: role of unions; wider worker's rights etc. Graduate programmes, internships. 'Milkround' etc	2
Clubs and Societies	Oxbridge and medicine prep clubs operate for PPE, Classics, STEM, HSPE etc; Senior Societies include: Medicine; Engineering Challenge; Computational Thinking; Financial analysis; creative writing. Student newspaper.	2, 4, Baker Clause
Work experience	Wallington Works Week. A highly flexible approach to traditional work experience that allows students to blend in-person work experience, work shadowing, work-palce visits, virtual work experience and courses, university and further education visits etc in a way that encourages greater diversity and equality.	5, 6, 7. Baker Clause
Careers guidance	All students post-16 will have the opportunity to have a one-to-one interview with a trained careers advisor.	8, Baker Clause

Year 13. Preparing for the wider world

In their final year at the school, students will continue to learn about how to make an effective transition into the next phase of their careers. By the end of the Year, all students will:

- Fully understand the range of post 19 options open to them, including university, degree apprenticeships and employment
- Have had the opportunity to meet with people from a wide range of job sectors and levels of seniority through our Sixth Form Enrichment Programme

- Have met and held conversations with representatives of a wide range of universities, further education providers and apprenticeship providers at our Higher and Further Education Fair
- Have received training on cv building, interview techniques, internships etc
- Have the skills and knowledge to make a successful transition into the world of work

When?	What?	Gatsby
Careers events	University and Further Education Fair	6, Baker Clause
Enrichment	Weekly series of talks and seminars from parents, alumni and enterprise and training partners on a range of career and training pathways; Focus after Easter on UCAS preparation; sessions on building a cv and effective LinkedIn profile	5, 7, Baker Clause
Clubs and Societies	Oxbridge and medicine prep clubs operate for PPE, Classics, STEM, HSPE etc; Senior Societies include: Medicine; Engineering Challenge; Computational Thinking; Financial analysis; creative writing. Student newspaper.	2, 4
Careers guidance	All students post-16 will have the opportunity to have a one-to-one interview with a trained careers advisor.	8, Baker Clause