



WICKERSLEY  
PARTNERSHIP  
TRUST.

# WPT Careers Policy

**DATE:** March 2026

**OWNED BY:** WPT Careers Lead

**APPROVED BY:** Education Subcommittee

**WICKERSLEY PARTNERSHIP TRUST**

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



## 1. Introduction

This policy outlines the Trust's commitment to providing high-quality careers education, information, advice and guidance (CEIAG) across all secondary schools within our Multi-Academy Trust. We are committed to ensuring all students receive the support they need to make informed decisions about their future education, training and career pathways.

## 2. Scope

This policy applies to all secondary schools within the Trust and covers careers provision for students in Years 7-13. It encompasses careers education delivered through the curriculum, individual guidance sessions, employer engagement activities, and transition support.

## 3. Statutory Requirements

Our careers provision meets all statutory requirements including:

- **Section 42A of the Education Act 1997** - Duty to secure access to independent careers guidance
- **Section 42B of the Education Act 1997** - Duty to secure access for education and training providers
- **The Careers Guidance and Access for Education and Training Providers Regulations 2012**
- **DfE Careers Guidance and Access for Education and Training Providers: Statutory Guidance (2023)**
- **Gatsby Benchmarks** for good careers guidance

## 4. Vision and Aims

### Vision

To ensure every student develops the knowledge, skills and confidence to make informed decisions about their future, enabling them to progress successfully into further education, training or employment.

We have designed a careers curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students in order for them to be equipped to play their full part in the world.

### Aims

We aim to provide comprehensive careers education that develops career management skills and ensure all students receive impartial careers guidance tailored to their individual needs. The careers programme facilitates meaningful encounters with employers and higher education providers. Wickersley Partnership Trust supports students in understanding the full range of post-16 and post-18 pathways, the labour market and future skills requirements. We ensure promotion of equality of opportunity and challenge stereotypes in career choices.

## 5. Entitlement

All students are entitled to a planned programme of careers education integrated into the curriculum with access to up-to-date, relevant labour market information. Students receive Individual careers guidance meetings with qualified careers advisers and this guidance is Careers support that is impartial, confidential and non-discriminatory. There are regular opportunities to engage with employers, employees and further and higher education providers. Students receive support with applications for further education, apprenticeships and employment and information about the full range of post-16 and post-18 options.

## 6. Implementation Framework

### 6.1 Gatsby Benchmarks Implementation

According to The Government's careers strategy, published on 4 December 2017, schools across the country should 'make sure that all young people receive a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.' To achieve this, they recommend that schools adopt the following the 8 Gatsby Benchmarks, which is fundamentally what good careers education, information, advice and guidance should look like:

#### **Benchmark 1: A Stable Careers Programme**

- Each school maintains a careers programme with clear leadership and sufficient resources
- Careers provision is evaluated annually and continuously improved
- The programme is published on the school website

#### **Benchmark 2: Learning from Career and Labour Market Information**

- Students access current labour market information by Year 8
- Regular updates on local and national employment trends are provided
- Students learn to interpret and apply labour market data

#### **Benchmark 3: Addressing the Needs of Each Student**

- Careers provision responds to individual student needs
- Additional support is provided for students with SEND and disadvantaged students
- Records are maintained of careers guidance provided to each student

#### **Benchmark 4: Linking Curriculum Learning to Careers**

- Subject teachers highlight career relevance within their lessons by delivering careers lessons - these are delivered on a rolling programme.
- STEM subjects particularly emphasise career applications
- Educational Visits highlight the links to careers with the subject

#### **Benchmark 5: Encounters with Employers and Employees**

- Every student experiences meaningful employer engagement annually
- A range of employer encounters are provided including careers fairs, workplace visits, career talks and mentoring
- Local and national employers are actively engaged

#### **Benchmark 6: Experiences of Workplaces**

- All students undertake workplace experiences by Year 11 - this takes place during Y10 - and in Y12 where there is a sixth form provision.
- Work experience placements are meaningful and well-prepared
- Students reflect on workplace learning and its career implications

## **Benchmark 7: Encounters with Further and Higher Education**

- Students have opportunities to visit or engage with universities and further education colleges
- Representatives from post-16 providers speak to students in assemblies.
- Sixth form students understand the full range of post-18 options and receive support with the application process.

## **Benchmark 8: Personal Guidance**

- All students receive individual careers guidance by qualified advisers
- Guidance is available at key transition points
- Students can access additional guidance as needed

## **6.2 Year-by-Year Programme**

### **Years 7-8: Exploration and Awareness**

During the first two years of secondary school, students are introduced to the world of careers through an exploration of their own interests, strengths, and skills. The programme focuses on building an awareness of career diversity and education pathways. To support this, students carry out the Future Skills Questionnaire in Year 7 to establish early career aspirations and allow for the identification of students who may require additional engagement early on.

### **Year 9: Options and Pathways**

In Year 9, the focus shifts toward making informed GCSE option choices linked to long-term goals. This transition is supported by a deeper understanding of post-16 pathways and regular employer engagement. Labour market information is shared consistently to ensure choices are grounded in current trends. Students retake the Future Skills Questionnaire at this stage to update their aspirations and help the school identify those at risk of becoming NEET.

### **Years 10-11: Preparation and Decision-Making**

The programme prioritizes practical preparation during Key Stage 4. All students receive comprehensive, impartial careers guidance interviews and complete a mandatory work experience placement. The curriculum supports post-16 applications while developing essential interview and application skills. In Year 11, the Future Skills Questionnaire is completed once more to evaluate the student's readiness for their next steps.

### **Years 12-13: Transition and Specialisation**

For students in the Sixth Form, the programme provides specialized support for higher education, including UCAS guidance and support for apprenticeship or employment pathways. Students benefit from enhanced employer engagement tailored to their specific interests, ensuring a successful transition to their chosen post-18 destination.

## **7. Roles and Responsibilities**

### **Trust Level**

- **Chief Executive Officer:** Strategic oversight of careers policy implementation
- **Trust Board:** Monitoring careers provision across all schools
- **Central Strategic Careers Leader:** Strategic planning of careers education and quality assurance

- School Level
- **Headteacher:** Overall responsibility for careers provision quality and progress towards Gatsby
- **Careers Leader:** Day-to-day management of careers programme
- **Senior Leadership Team:** Strategic support and resource allocation
- **Careers Adviser:** Delivery of impartial careers guidance
- **Subject Teachers:** Integration of careers into curriculum delivery
- **Form Tutors:** Delivery of form tutor career related information

#### External Partners

- **Careers Hub or LEP:** Employer engagement coordination
- **Universities and Colleges:** Higher and further education partnerships
- **Education Business Partner:** To support with the sourcing and administration of Work Experience Placements
- **Unifrog:** Provide an online platform for students to access high quality careers information.

## 8. Quality Assurance

### Monitoring and Evaluation

To ensure effectiveness, we conduct an annual review of our careers programme using the Future Skills Questionnaire, internal leadership reviews, and student destination data analysis. Feedback is collected from students and parents, while external quality assurance is maintained through Careers Hub partnerships and the termly use of the Compass+ self-evaluation tool. Key Performance Indicators include Gatsby Benchmark progress and participation rates for employer engagement. All findings are reported annually to the Trust Board.

### Reporting

Transparency is maintained through an annual careers report submitted to the Trust Board and public reporting of our provisions and outcomes. Furthermore, we ensure students and parents are kept informed through regular updates regarding the careers programme.

## 9. Resources and Staffing

### Staffing Requirements

Effective delivery of this policy relies on a dedicated staffing structure and adequate resource allocation. The Trust appoints a Central Strategic Careers Leader supported by a Careers Leader in each individual school. Crucially, students have access to qualified careers advisers holding a minimum Level 6 qualification. We support this team with sufficient administrative assistance and a commitment to regular professional development for all careers staff.

Structurally, we ensure an adequate budget is allocated to careers provision to secure access to up-to-date information, resources, and the necessary technology and systems. We also provide appropriate facilities to allow for confidential careers interviews and group activities.

## 10. Partnerships

Our external engagement strategy relies on strong links with Local Enterprise Partnerships, Career Hubs (CEC), regional employers, and industry associations, as well as higher and further education institutions and apprenticeship providers. We manage these relationships through principles that prioritize clear expectations, quality assurance, and mutual benefit. We are also dedicated to regular evaluations to ensure all contributions remain high-quality, diverse, and inclusive.

## 11. Equality and Inclusion

Wickersley Partnership Trust is committed to ensuring careers provision is accessible to all students. We actively challenge stereotypes and provide additional support for students with protected characteristics. Vulnerable groups receive targeted interventions, including enhanced support for students with SEND and culturally sensitive guidance. We also ensure that multi-language resources and alternative pathway explorations are available where appropriate.

## 12. Safeguarding

All careers activities operate within the Trust's safeguarding framework, including DBS checks for external contributors and risk assessments for workplace visits. If concerns arise, they should be raised initially with the Careers Leader. Issues can be escalated to the Senior Leadership Team or handled through the formal school complaints procedure, with a final appeal option to the Trust level.

## 13. Complaints Procedure

Students and parents may raise concerns about careers provision through:

1. Initial discussion with the Careers Leader
2. Escalation to Senior Leadership Team if unresolved
3. Formal complaint through school complaints procedure
4. Final appeal to Trust level if required

## 14. Policy Review

This policy will be reviewed annually by the Trust Executive Team and approved by the Trust Board. Reviews will consider:

- Changes in statutory requirements
- Student outcome data analysis
- Stakeholder feedback
- Best practice developments
- Resource implications

## 15. Version Control

**Current Version: 1**

Date	Revision (Details and Reason)	Author
Mar 2026	First version of Policy	WPT Careers Lead



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