

CAREERS AND WORK-RELATED EDUCATION (CWRE) and INFORMATION, ADVICE AND GUIDANCE (IAG) POLICIES (including the Provider Access Statement - statutory policy)

Westcliff High School for Girls



Westcliff
High School
for Girls

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Approved by:	LGB	Date: 24 th September 2026:
Last reviewed on:	24th September 2026	
Next review due by:	September 2028	

INTRODUCTION

This policy outlines the school's commitment to high-quality, inclusive, and impactful Careers and Work-Related Education (CWRE) and Information, Advice and Guidance (IAG). It reflects the Department for Education's *Careers Guidance and Access for Education and Training Providers Statutory Guidance* (May 2025) and the updated Gatsby Benchmarks for Good Career Guidance, which became the national framework for careers provision from September 2025.

Careers education is a strategic contributor to academic success, wellbeing, inclusion and long term destinations, not a bolt on or stand-alone provision.

Careers and Work Related Education (CWRE) and Information, Advice and Guidance (IAG) are essential:

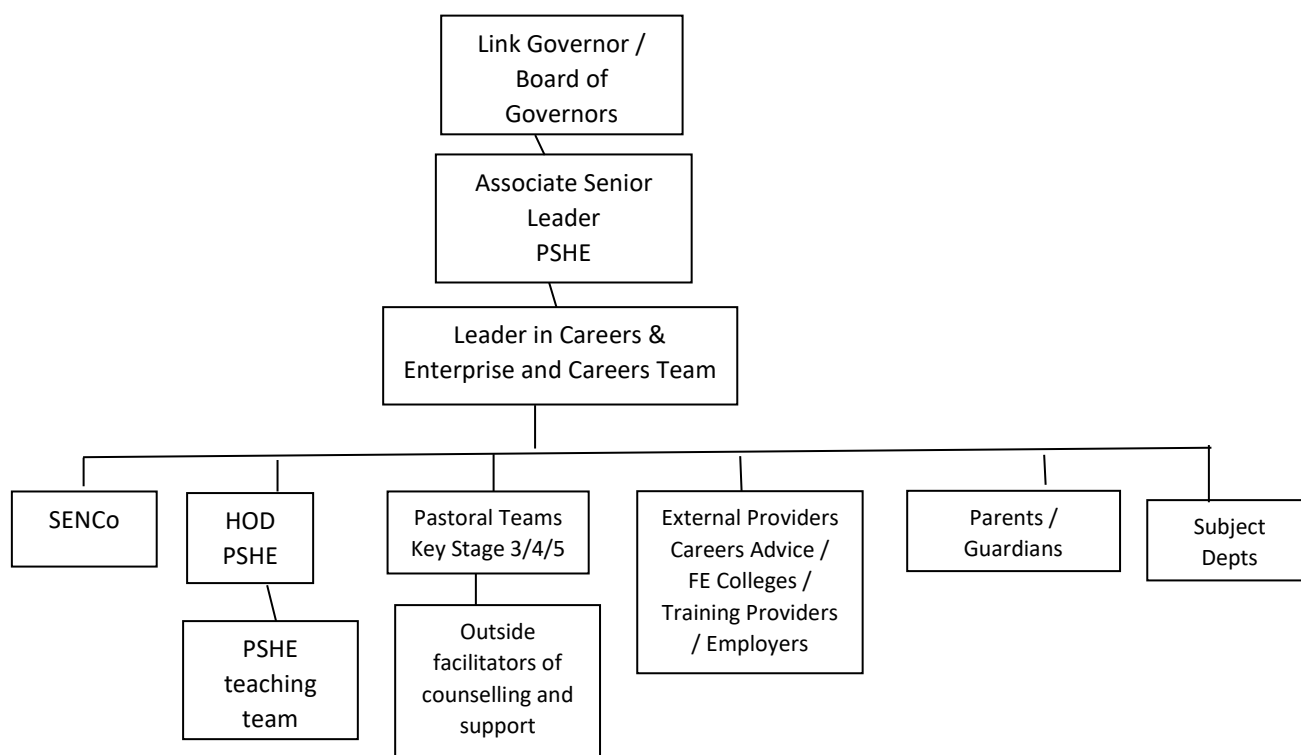
- to prepare young people for the opportunities, responsibilities and experiences of life.
- to support and inspire young people to achieve their full potential, raising their aspirations.
- to empower young people to plan and manage their own futures.
- to provide comprehensive information on all progression routes which assists career choice.
- to promote equality, diversity, social mobility and challenge stereotypes.
- to support young people to sustain employability and achieve personal and economic wellbeing throughout their lives.

Commitment and Vision

The school is committed to:

- preparing our students to manage their future education and career path through a planned, progressive and evaluated programme of CWRE & IAG throughout their school career.
- securing independent, impartial careers guidance for students from Year 7 to Year 13, providing access to information on the full range of academic, technical, vocational and apprenticeship pathways.
- broadening our students' horizons through meaningful real-life experiences from the world of work, developing links with the local community, industry, alumni and parents.
- ensuring all students have access to independent careers advice and guidance and to provide IAG which meets professional standards of practice, which is person-centred, impartial and confidential, meeting the updated Gatsby Benchmarks for Good Career Guidance (September 2025) and ensuring continuous improvement through regular evaluation using Compass+ and other recognised quality assurance frameworks. The CWRE & IAG programme is embedded within the Personal Development Curriculum and is underpinned by Teaching and Learning, Equality, SEND and Safeguarding policies.
- ensuring careers education is embedded across the curriculum and supported by school leaders, governors, teachers, employers, parents/carers and external partners.
- supporting students to understand changing labour market trends, skills demands and emerging employment sectors.
- ensuring equitable access to careers provision for SEND students, disadvantaged students and those at risk of becoming NEET (Not in Education, Employment or Training).

Leadership, Management and Governance



Careers and Work Related Education(CWRE) and Information, Advice and Guidance (IAG) are led by the school's Head of Careers, supported by the Careers Team and overseen by the Senior Leadership Team. There is also a designated Link Governor for Careers who provides oversight and challenge. Careers education is positioned as a whole-school responsibility, with contributions from curriculum leaders, pastoral teams and external partners.

The main responsibilities of the Head of Careers are to:

- design, implement and maintain the CWRE & IAG programme and evaluate activities on a regular basis.
- liaise with subject leaders and the PSHE Lead to establish how their subject contributes to CWRE & IAG.
- liaise with other bodies within the school, including Pastoral teams and SENCO to ensure the provision of CWRE & IAG is sufficient.
- liaise with external providers and stakeholders who contribute to the CWRE & IAG programme including parents/carers, FE colleges, trainings providers, employers and other local agencies who assist the school in meeting the Gatsby benchmarks.
- ensure compliance with the 2025 statutory guidance and provider access legislation.
- report annually to Governors and SLT on impact and outcomes.
- maintain accurate destination data and evaluate the impact of careers provision on student outcomes.
- ensure careers information is accessible to all students, including those with SEND and other additional needs.
- coordinate meaningful workplace experiences and employer engagement activities.

The main responsibilities of Senior Leaders and Governors are:

- To ensure careers education is embedded within the School Improvement Plan
- To monitor equity of access and outcomes for vulnerable groups
- To challenge leaders on preparedness, participation and sustained destinations

Curriculum Provision

The school uses the Careers Development Institute (CDI) Framework for Careers, Employability and Enterprise Education which is adapted to suit our school and the needs of our students. It is constructed around six main areas of career and work-related learning which are:

- Grow throughout life
- Explore possibilities
- Manage Career
- Create opportunities
- Balance life and work
- See the big picture

These are mapped to the eight Gatsby Benchmarks.

The school's careers programme is structured around the updated Gatsby Benchmarks (September 2025):

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The school will provide a progressive graduated, age-appropriate careers programme from Year 7 to Year 13 which is intentionally planned, not incidental, across the curriculum. Careers learning will be delivered through PSHE, curriculum subjects, tutor time, employer encounters, workplace experiences, careers events, assemblies, enrichment activities and personal guidance interviews. The programme will be responsive to individual student needs and informed by labour market intelligence. Transferable skills (communication, leadership, resilience) are developed and articulated.

Post-16 and post 18 pathways

As a selective grammar school, many students choose progression to higher education. However, the school is fully committed to promoting all progression pathways equally, including apprenticeships, degree apprenticeships, higher technical qualifications, further education, employment-based learning and university routes. Students receive structured support for UCAS and competitive university applications, degree apprenticeships and higher technical routes and alternative progression pathways, supported on an individualised basis. Students are supported in making informed decisions based on their interests, strengths, aspirations and labour market opportunities.

Individual/Personal Provision

All students are entitled to impartial, personalised career guidance. Every student will be tracked and monitored throughout their time at the school and will have regular interventions to discuss their progress. Opportunities for personal guidance is provided to students throughout Years 7 to 13. Priority guidance interviews are provided at key transition points, including GCSE option choices, post-16 progression and post-18 progression. Guidance is delivered by appropriately qualified careers professionals and is impartial, confidential and student-centred. Additional support is provided for SEND students, disadvantaged students and those identified as requiring targeted intervention.

Work-Related Learning

Work experience and work-related learning are integral to the careers programme.

Students are supported to:

- Prepare effectively
- Reflect on learning and employability skills
- Understand links between experiences and future choices

Alternative high-quality experiences are provided where traditional placements are not accessible.

Equality, Diversity, Inclusion and SEND

The school is committed to ensuring that careers education promotes equality of opportunity and challenges stereotyping. Careers provision will actively support students with SEND, disadvantaged students and underrepresented groups to access ambitious and aspirational progression routes. Outcomes for these groups will be monitored as part of the school's evaluation procedures.

Resources

Funding is allocated annually to support careers education, including:

- Careers resources and digital platforms
- Employer and provider engagement
- Staff development

Careers information is available in several different locations within the school. There is a Careers Page on the school website which is continually updated with career related events. There is a Careers Section in the library and there is also a Careers and Talks Room where resources are kept. There is a 'Careers Corner' in the weekly newsletter, which advertises upcoming career talks and events. There are Careers Google Classrooms in KS4 & 5, which advertise any relevant career related events, both within the school and externally. Work experience placements are found by students or parents/carers and, if required, by the school. No financial cost is borne by the school.

Monitoring, review and evaluation of the programme and delivery

The Head of Careers monitors, reviews and evaluates the programme annually in conjunction with the careers team, line manager (a member of SLT – Associate Senior Leader in personal Development), the pastoral support teams (at KS3,4 & 5) and feedback from student and parents/carers. The school will use Compass+ and Careers & Enterprise Company evaluation tools, student voice activities, destination data, parent feedback and employer feedback to evaluate the effectiveness and impact of the careers programme. This evaluation will inform annual planning, targeted interventions and whole-school improvement priorities. An annual careers report will be presented to governors.

Partnerships

The school works with The Careers & Enterprise Company, local employers, FE colleges and training providers. It also networks with Westcliff High School for Boys, to share knowledge and events and to understand how other schools are meeting their statutory requirements. This process ensures that the most appropriate partnerships are secured. Partnerships are reviewed to ensure breadth, relevance and impact.

Business Links

Links with businesses have been secured through the work experience scheme, visiting speakers via the Careers department, subject departments and through alumni who support the school. Other contacts are being developed through willing parents who want to contribute to the students' education. National Apprenticeship Week & Careers Week are celebrated in school with a range of careers talks from alumni and other people in industry.

Engaging Parents and Carers

There are good communication links with parents/carers and they are well-informed of career related activities in school. Regular updates are provided in the parent newsletter and website updates. The Career's Advisor is available at specific parents' evenings where appointments can be made for one-to-one advice and guidance. As above, where appropriate, parents/carers are encouraged to become involved as business links. Parents/Carers are engaged as partners in aspiration and progression, not just recipients of information.

Careers Programme Impact

The school recognises that high-quality careers education contributes positively to student aspiration, engagement, attendance, progression and personal development. Careers provision is therefore viewed as a strategic whole-school priority and forms an integral element of the school's Personal Development provision. Governors, senior leaders and staff share responsibility for ensuring all students are prepared successfully for their future education, training and employment pathways.

Policy Review

This policy is reviewed biennially and monitored annually by governors. The review includes destination trends, equity of outcomes and evidence against Ofsted requirements.

J MacNamara
Head of Careers

PROVIDER ACCESS STATEMENT

This policy statement sets out the school's 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 Section 42B of the Education Act 1997, the Provider Access Legislation (PAL), commonly known as the Baker Clause, and the Department for Education Careers Guidance and Access for Education and Training Providers Statutory Guidance (May 2025).

Aims

Our school aims to ensure that all pupils in years 7-13 have:

- Planned encounters with FE colleges, training providers, employers and apprenticeships organisation. These provide information on the full range of education and training options available at each transition point.
- Opportunities to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through a variety of events including Careers Fairs.
- Guidance and support in how to make applications for the full range of academic and technical courses and apprenticeships.

Management of external providers wishing to request access should contact:

Mr J MacNamara, Head of Careers. Telephone: 01702 476026

Email: st-john.macnamara@whsg.info

or Mr J Fraser, 2nd in Careers. Telephone: 01702 476026

Email: st-jon.fraser@whsg.info

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 for support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Library which is accessible during break or lunchtime or the main library which is managed by the school librarian. Online resources or links are welcome for the school's Careers Google Classroom sites as well as the Careers page on the school website.

Provider Access Entitlement

All students in Years 7 to 13 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities.

- Hear from a range of education and training providers, including FE colleges, universities, apprenticeship providers and employers.
- Receive information about the full range of progression pathways available to them.
- Understand how to apply for academic, technical and vocational courses and apprenticeships.

The school will ensure multiple opportunities for provider encounters during secondary education, delivered through assemblies, careers fairs, PSHE lessons, enrichment programmes, employer events and other careers activities.

See table outlining opportunities for access overleaf

Opportunities for Access

Year Group	Autumn Term	Spring Term	Summer Term
8	Assembly opportunities PSHE - Careers	Assembly opportunities Apprenticeship Week talks	Assembly opportunities
9	Assembly opportunities PSHE - Careers	Assembly opportunities Apprenticeship Week talks	Assembly opportunities
10	Assembly opportunities PSHE - Careers	Assembly opportunities Apprenticeship Week talks	Assembly opportunities
11	Assembly opportunities PSHE - Careers	Assembly opportunities Apprenticeship Week talks	
12	Assembly opportunities PSHE - Careers Activity Day -Next Steps	Assembly opportunities Apprenticeship Week talks	Assembly opportunities Activity Day 'Into the Future' Event
13	Assembly opportunities PSHE - Careers	Assembly opportunities Apprenticeship Week talks	