



Woodlane High School

achieving success in a nurturing environment

The Curriculum Policy for:

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

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Curriculum Policy for Careers Education, Information, Advice and Guidance

1. Introduction

- 1.1 Woodlane High School's CEIAG and WRL policy contains two separate areas:
 - The policy details how and what is to be delivered as part of personalised and impartial CEIAG and WRL at Woodlane High School.
 - Learner entitlement statements (appendix 1) which detail what pupils can expect as part of CEIAG and WRL at Woodlane High School.
- 1.2 The School's CEIAG and WRL policy is underpinned by a number of key policies, frameworks and other up-to-date relevant guidance, such as:
 - Section 19 Education Act (2011)
 - Statutory Guidance (DfE): Careers Guidance and Inspiration in Schools (July 2021)
 - The CDI Framework for Careers, Employability and Enterprise Education 7-19 (2020)
 - The Ofsted Inspection Framework (2021)
 - The Gatsby Benchmarks, (Good Career Guidance) (2019)
- 1.3 CEIAG and WRL is an integral part of the PSICHE curriculum that addresses the school's values and aims including, to promote 'Independence,' and 'To develop pupils' essential life skills and increase independence.'
- 1.4 The policy acknowledges the requirement to meet the range of needs of individual pupils at Woodlane High School and offer a personalised curriculum.
- 1.5 This policy links to other Woodlane High School policies, including:
 - Safeguarding and Child Protection Policy (2022)
 - Community Cohesion Policy (2020)

2. Aims of CEIAG and WRL

- 2.1 Through a well-planned programme of activities, CEIAG and WRL at Woodlane High School aim to allow students to understand what is required for them to take their place as a suitably qualified and responsible adult within society.
- 2.2 Woodlane has a CEIAG and WRL programme that aims to meet all relevant guidance, including that described in current Ofsted guidance (2016) which states that, *"In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training."*
- 2.3 The focus of CEIAG and WRL is upon career and option choice, raising aspirations of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.
- 2.4 All students are entitled to a CEIAG and WRL programme that meets professional standards of practice and which is impartial, confidential and individual.

- 2.5 We are committed to providing students with the skills, knowledge and understanding to support:
- **Self-Development:** developing pupils' self-awareness of themselves where they can realistically appraise their qualities, skills, attitudes and needs to make informed choices in education, training and employment.
 - **Career Exploration:** providing pupils with details about the world of work and working life, career routes possibilities, including into further and higher education, training and jobs. Also valuing equality, diversity and inclusion.
 - **Career Management and employability skills:** guidance helps pupils to apply relevant knowledge, understanding and skills to their own circumstances, when choices or transitions will occur. Allowing pupils to develop financial capability and handling applications and interviews.

All of our learning outcomes at Woodlane High School are linked to the *CDI Framework for careers, employability and enterprise education 7 – 19 (2020)*

- 2.6 Students are encouraged to engage in a variety of WRL activities. Provisions are made for students to:
- Learn through work
 - Learn about work
 - Learn for work
- 2.7 CEIAG and WRL are embedded across Woodlane High School. Preparing specifically for work experience forms a discrete programme within the PSCE curriculum in KS4. The programme helps pupils understand themselves, develop their capabilities, investigate career options and support them in identifying and implementing their career plans. Work experience takes place in the spring term for Year 11 pupils.
- 2.8 CEIAG and WRL at Woodlane High School are integrated into a student's experience of the whole curriculum and the programmes are based on a partnership between students, their parents / carers, other partners such as an independent Careers Guidance provider (currently Education Development Trust (EDT)) and a local Education Business Partnership (EBP).

3. Delivery, Management and Evaluation of CEIAG

- 3.1 The Deputy Head Teacher for KS4, with support from the Headteacher, manage the CEIAG and WRL programme and provide the pupils with a range of experiences and activities drawing on the expertise of the local authority, an independent Careers Guidance provider, an external Work Experience provider and other partners, to ensure that pupils receive their entitlement and that the modules of work-related learning address the aims outlined above.
- 3.2 The PSCE Subject Leader works with other colleagues, including the Deputy Head of KS4, external independent Careers and Work Experience advisers, currently from LMP, to undertake the following:
- identifying the need for careers education and guidance by:
 - preparing, promoting and regularly reviewing this policy

- ensuring CEIAG makes a positive contribution to supporting the aims of the school mission statement, SEN policy and whole-school approach to teaching and learning
 - identifying and safeguarding pupils' entitlement to CEIAG
- planning and designing CEIAG schemes of work by:
 - developing a programme of study for CEIAG, including identifying learning targets, opportunities and outcomes, in line with the framework provided by the CDI (2020);
 - working to ensure the health and safety (see school H&S policy) of all pupils in all planned learning activities;
 - planning opportunities for all pupils to acquire the skills needed to make best use of careers information;
 - as required, identifying staff development needs, organising appropriate training opportunities and the funding needed to enable this to occur;
 - keeping up to date with the developments in labour market trends and opportunities in education and training.
- ensuring delivery of CEIAG by:
 - providing colleagues with appropriate teaching and learning materials and strategies for teaching CEIAG effectively through the whole curriculum;
 - maintaining up to date, accessible careers information including printed, audio visual and IT based materials;
 - encouraging pupils to think about and take part in a variety of individual and group experiences of the working world;
 - through the use of the school AMRR Policy (assessment, monitoring, recording and reporting) policy, sustaining a system of effective planning and recording of achievement to enable pupils to make progress and develop their career thinking.
- working collaboratively with partners by:
 - organising appropriate careers guidance for pupils at key decision points, through collaborative working with an independent Careers Guidance provider;
 - working with Speech and Language Therapists within the school to provide a chance to practice key employment skills such as communication and interview techniques, drawing upon professional experience;
 - negotiating and annually reviewing the service level agreement, where applicable, with an independent Careers Guidance provider to ensure it continues to provide value for

money and meets the needs of Woodlane's diverse cohort;

- negotiating and annually reviewing the partnership agreement with a Work Experience provider, where applicable to ensure we are receiving a high-quality service for work experience placements;
- acknowledging the influence of parents/carers on pupils' career choices, and encouraging their active participation in decision making through the Annual Review and Transition Planning processes;
- organising contacts with other relevant education establishments, (e.g. Local Colleges/Sixth Forms), employers, (e.g. TFL, Morgan Sindall, H&F), and community organisations (e.g. Westzone).

3.3 All staff at Woodlane are involved in delivering careers-based learning. Specifically:

- The Maths Subject Leader in developing financial capability;
- The Humanities Subject Leader in handling applications and interviews through a Vocational Skills qualification, (Preparation for Working Life – WJEC) preparing for employability, valuing equality, diversity, and inclusion;
- The Senior Speech and Language Therapist (Currently: Anna Carey) in skills in communication, interview skills, identifying choices and opportunities;
- The Assistant head who organises the college link and supports Year 11 pupils in their college transition by overseeing their visits to a local FE sixth form or college each Thursday.

3.4 Woodlane ensures that all staff have opportunities to develop their own skills within CEIAG and WRL through a wide CPD programme. The programme for CPD is developed and delivered by the Deputy Head for KS4 based on regular needs analysis or requests of staff. This can take the form of internal or external training, on a small group or full school staff level.

3.5 Woodlane aims to evaluate and continuously improve CEIAG and WRL by:

- Consulting pupils and parents in yearly questionnaires;
- Consulting pupils and parents in conferences and reference groups on specific themes;
- Personalised 1:1 interviews with pupils preparing for and de-briefing from Work Experience;
- Work Experience visits, including interviews with businesses who have offered placements;
- Yearly reviews of price and SLA offered by key CEIAG partners;
- Termly line management meetings that allow discussion on best practice;
- A review of the CEIAG policy yearly, and full update every three years, or sooner if this is required, ensuring changes in guidance are taken in to account.

- Maintain the Investor in Careers accreditation through the 3-year reassessment process.

4. The CEIAG and WRL curriculum

4.1 CEIAG and WRL are important cross-curricular themes within the school's curriculum. We aim to make it a coherent part of pupils' wider curriculum experience and by school leaving age pupils should be prepared for future life by:

- learning about themselves;
- learning about the opportunities available to them post 16;
- learning about opportunities for work;
- developing skills of decision making;
- developing skills to manage change and time;
- developing self-reliance and responsibility.

Through:

- discrete CEIAG and WRL lessons in PSICHE;
- identifying and using information regarding career opportunities with other members of staff, including tutorial time for KS4, supported by the PSICHE teacher;
- advice and guidance work with a career's adviser from an independent provider and other professionals;
- recording achievement and career action planning in preparation for leaving school;
- specific WRL opportunities including work experience and out of school activities;
- parental involvement in transitions, options and reviews of progress.

4.5 Specifically, the CEIAG and WRL programme aims to help pupils to prepare to:

- know themselves better and seek to maximise their true potential;
- value career planning;
- acquire a knowledge and understanding of education, training and careers opportunities available after compulsory schooling;
- gain the skills and confidence to make informed, realistic choices about their future;
- manage transition to new roles and situations;
- gain as realistic as possible experience of the world of work;
- be aware of voluntary work and factors relating to unemployment.

5. Mode of delivery

5.1 The CEIAG and WRL programme is taught by the PSICHE Subject Leader in discrete timetabled KS3 and KS4 PSICHE lessons. See PSICHE Scheme of Work – World of Work. Where appropriate opportunities arise, all teachers are encouraged to use CEIAG and WRL methods to structure learning. All staff are aware of career opportunities in their subject areas.

5.2.1 CEIAG and WRL are taught in mixed ability tutor groups. It involves experiential learning and simulation through which pupils gain experience in communication and

negotiation skills, e.g. mock interviews and role-play. The CEIAG and WRL programme aims to bring the world of work into the classroom by exposing pupils to the experiences and expertise of visitors to classes, and through taking pupil out to experience the world of work first hand.

- 5.2.2 Personalised, impartial careers interviews and individual support are provided to KS4 students, this includes the LMP sessions and college application assistance. See Appendix 3: Careers Guidance Action Plan – Example.
- 5.2.3 Speech and Language Therapy provide one to one communication skills-based support to KS3 and KS4 students as and when individual cases arise throughout the school year.

6. Support and resources for careers education and guidance

- 6.1 The school invests in external resources to provide independent and impartial careers guidance to all pupils and sources appropriate work experience placements for its learners. It also buys into careers specific software such as Morrisby. Students are able to access appropriate information in their school library, on school computers and through the internet at home, with support from parents.
- 6.2 Staff are supported in the CEIAG and WRL aspects of their roles through access to relevant training from e.g. the Careers Development Institute and networking with other careers professionals through CPD.
- 6.3 Support for CEIAG and WRL is available from an independent Careers Guidance Provider which is sought out and reviewed yearly.

Appendix 1:

Learner Entitlements

At Woodlane High School we are committed to providing high quality, independent and personalised careers education for all pupils, preparing them for the demands of adult life. These learner entitlement statements are linked to the national framework created by the Careers Development Institute and are designed to share with pupils, parents/carers and the school community what they should expect from the careers programme as well as what is expected of them.

For all students in Key Stages 3 and 4, we are committed to:

- Encouraging all students to consider their career through school and beyond from Year 7, through well-structured careers lessons embedded within the PSCHE programme of study.
- Ensuring that all students have access to a wide range of up to date and relevant resources, and are given time to use these effectively.
- Encouraging all students to develop their decision-making skills.
- Providing experience of the world of work through one week of work experience and real-world activities.
- Developing a careers programme which meets the specific needs of all pupils.
- Equipping all students for independent, lifelong learning and good decision making.
- Providing each student with impartial careers advice.
- Organising events and trips where they are able to see the wealth of options available to them.
- Preparing students for further education and the world of work by providing interview practice and support for writing personal statements and CVs.

By the end of Key Stage 3 you will:

- Know how to make decisions about your GCSE and Key Stage 4 subject choices.
- Begin to recognise your skills and strengths and the possible careers in which these would be of benefit, as well as the attributes that employers look for.
- Receive careers advice and support via staff such as your PSCHE teacher, your tutor or other staff within school.
- Learn about financial capabilities and take part in an enterprise project.
- Take part in role plays related to real world situations to practice key skills and have them tested in an end of school year activities session.
- Be asked about your views and what you know, understand and can do in relation to your career learning.
- Have the opportunity to be travel trained to encourage greater independence.

By the end of Key Stage 4 you will:

- Have spent one week on work experience undertaking a wide range of tasks and learning about the world of work.
- Be given the opportunity to visit a careers convention.
- Have met with our impartial career's advisor as part of a group and/or as an individual to discuss future plans and leaving prospects.
- Have knowledge of a range of further education, training and career opportunities.

- Have taken part in PSICHE lessons and work experience preparation, designed to develop self-awareness skills for self-reliance and coping with the world of work and everyday life.
- Year 11 take part in a leadership/mentoring programme working with Key Stage 3 pupils who need guidance, as part of PE programme.
- Be asked about your views and what you know, understand and can do in relation to your career learning.

Appendix 2:

See PSCHE Scheme of Work: World of Work

Appendix 3:

Careers Guidance Action Plan

Example Report

<h1>Woodlane High School</h1> <p>Targeted Interventions</p>	
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Referral	
Pupil Name	Jack
Year Group	11RF
Date	
Why is a Targeted Intervention being considered?	
Priority to receive 1-1 careers guidance and advice to support transition and future goals and aspirations.	
What are we hoping to achieve?	
Jack will be able to access and interpret information relevant to thinking about his future goals based on his interests and aspirations.	

Planning	
Outcome 1	Client focused impartial career guidance to support his needs.
Outcome 2	Challenge and support informal realistic career decisions.
Outcome 3	Opportunities awareness including identifying his skills and interests.
Outcome 4	Agreed action plans to help with his transitions.
Proposed Timetable/Plan and Feedback	
Session 1	<p>Jack was happy to come to intervention as he knows me well. We did build a rapport talking about his interests which are Art, gaming and spending time with his dad and younger brother at weekends.</p> <p>His love of Art is apparent, which he also does at home especially sketching. He also likes pottery which they have been doing in school. He did do pottery at home, the machine has broken so unable to pursue at the moment. Art helps Jack to stay calm and feel good which is a good tool to help him. Subjects he enjoys at school are Art and ICT, he struggles with English finding it hard, feel he may need extra support, which I can pass on to Nadia for support in this. He does not mind Maths or Textiles feeling he can cope with both.</p> <p>Thinking about colleges and courses very overwhelming for Jack finding whole concept difficult. He said mum had been looking at colleges, but he had not been involved showing signs of disengagement. We did look at options at both West Thames College and West London College Art courses for which he would like to study. It was a lot to take in, not wanting to push Jack for which we both agreed we would come back to next week, not wanting to overload information on him. He agreed for me to print off possible courses to discuss with mum, preparing Jack for an intervention next Wednesday. Feel Jack will need several sessions to get him at a point to be able to access transition and start making career choices. I will prioritise interventions in next coming weeks for Jack as apparent he needs this support and preparation to changes ahead. The outcome would be for him to make realistic decisions of his own choice and have a more positive experience in his transition ahead preparing for Post 16.</p>

	<p>Jack left happy when I suggested we would start again and revisit colleges and options, giving him time to think about his wants and needs with more confidence.</p> <p>I will look into different settings that will meet Jacks needs and aspirations, helping him to break it down into small chunks to help him. Its apparent he may need a smaller setting which may not be in his borough which is a consideration to support him.</p>
<p>Session 2</p>	<p>Overcoming barriers of transition/ breaking down into small steps.</p> <p>Jack was more confident to talk about how he felt about college today he is worried about getting things wrong and making friends. We spoke about this in more depth on how to face these challenges. I posed open ended questions about how other students might feel on their first day with Jack coming to the conclusions prob feel the same as him shy. Asked what he could do in this situation, where he said he could introduce himself and ask them questions about themselves. His confidence is the key to his problems and reluctance to address transition, think about colleges and options.</p> <p>We made a list of pro's and con's which helped discussion moving forward. He was more open to thinking about his interests linking these to courses he would like to do. Art is still the top of his choices as he says it really relaxes him. He is more open to looking at West Thames College as it's size not such a problem to him now. He agreed I could ring mum and talk about courses we had looked at and will send print offs home. Jack's action plan is to research colleges discuss options with mum and feedback at our next intervention</p>
<p>Session 3</p>	
<p>Important Information</p>	
<p>Seeing School Nurse regarding eating. Feedback from me to SENCO from each session to keep abreast on supporting Jack through transition and barriers he is encountering. Supporting Jack at William Morris weekly encounters support his negative perspective of college.</p>	
<p>End of Intervention Feedback</p>	
<p>What did you do?</p>	
<p>What has improved?</p>	