



KING WILLIAM'S COLLEGE

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# King William's College

## Careers Policy

Issue date: 11/24

Regular updates as the programme is developed

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## **1. Introduction and Policy Statement**

- 1.1. King William's College is committed to providing an impartial and extensive Careers Education, Information and Guidance programme for all pupils.
- 1.2. The policy is reviewed and developed annually through discussions with pupils, teachers, careers advisors, parents and OKW's (alumni). It is guided by the 'Gatsby' benchmarks to ensure best practice.
- 1.3. This policy supplements and should be read alongside:
  - Curriculum Policy
  - Relationships education, RSE and Health Education policy
  - Mental Health and Wellbeing Policy

## **2. Context**

- 2.1. The UK Government Standards for British Schools Overseas (BSO), part 1, 2(2)(e) requires:  
for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
  - (i) is presented in an impartial manner;
  - (ii) enables them to make informed choices about a broad range of career options; and
  - (iii) encourages them to fulfil their potential;
- 2.2 The UK government also expects UK Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out in statutory guidance and we endeavour to work to those principles as best practice.

Further information on Gatsby principles: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

## **3. Aims and Objectives**

- 3.1. The aim of the Careers programme is to provide impartial, extensive and current career and labour market information to all pupils to allow them to make informed decisions about their future.
- 3.2. Objectives of the Schools' careers provision:
  - To provide a comprehensive careers programme for pupils with personal guidance
  - To ensure the programme is addressing individual pupil needs
  - To link curriculum learning to careers
  - To provide opportunities for encounters with employers and employees
  - To provide opportunities for experiences of work places
  - To provide opportunities for encounters with further and higher education
- 3.3. The provision is structured around the model of 'Explore, develop, prepare, connect, inspire'.

## 4. Provision Overview vs Gatsby Benchmarks

### 4.1. Benchmark 1: A stable careers programme

#### 4.1.1. People:

- All teachers have a part to play in the delivery of careers advice although the Heads of Year and Tutors bear the main responsibility for delivering the careers programme working with the Deputy Head Pastoral, Deputy Head Academic, the Head of PSHE, and PSHE teachers.
- The Head of Higher Education is responsible for universities information along with the Head of Sixth Form, Head of Overseas Pupils, Deputy Head of Sixth Form and Sixth Form tutors.
- The careers programme is evaluated and revised annually through formal and informal feedback by the leadership team, teachers, pupils, parents and OKW's and audited against best practice.
- Unifrog, the careers and destinations platform, is used by all year groups for careers activity tracking and careers education.

### 4.2. Learning from careers and labour market leaders

- All pupils have access to Unifrog and are taught how to use it for their independent careers and Higher Education research.
- Parents are provided with information on specific careers events such as UCAS, Careers Evening and DESC Careers events.
- Parents also have the opportunity to create a Unifrog account. Through this they can access and use information about labour markets and future study options to inform their support to their children.
- The Fifth and Sixth Forms have the opportunity to attend industry specific network events and engage and learn from market leaders.

### 4.3. Addressing the needs of each pupil

- Each pupils' Unifrog account will follow them throughout their King William's College career.
- Information and guidance given to all pupils about university alternatives such as apprenticeships and technical qualifications through organisations such as the National Apprenticeship Service.
- Unifrog allows the tutors, teachers and pupils to track keep systematic records of engagement with careers activities and individual advice given. Pupils therefore have access to these records to support their career development.
- Opportunities for pupils to be mentored by professionals through the Barrovian Alumni Foundation.

### 4.4. Linking curriculum learning to careers

#### 4.4.1. Careers education is linked to the curriculum in three main ways:

- through careers lesson content delivered as part of the PSHE curriculum, in the Sixth Form through The Higgins Symposium, Sixth Form Lectures and the CAS programme.
- through academic lessons; and
- through co-curricular and super curricular activities.

4.4.2 Employability skills are embedded into lessons, co-curricular and super curricular activities in every year group, for example:

- Interpersonal skills such as the ability to mobilise systems, develop relationships and work effectively in teams (through, e.g., sports and group exercises / projects).
- Cognitive skills such as the ability to think critically, plan and adopt effective ways of working, be mentally flexible and to communicate (through, e.g., creative, scientific and mathematical problem solving, accountability for punctuality, prompt completion and submission of work, meeting deadlines and taking on leadership and team roles in groups).
- Self-leadership skills and attributes such as self-awareness and self-management, entrepreneurship, and goals achievement (through, e.g., entrepreneurship activities, pastoral interactions with the tutor and undermaster team, feedback from peers and oral and written feedback and reports from tutors and teachers).
- Digital skills and traits such as digital fluency and citizenship, software use and development, and understanding digital systems (through, e.g. ICT and PSHE lessons)

4.4.3 Enterprise skills developed by Charity Challenge, Junior Achievement and other events.

4.4.4 The PSHE curriculum includes a personal finance course and embeds careers related learning in all years.

#### 4.5 Encounters with employers and employees

4.5.1 All pupils will:

- receive information on opportunities of mentoring, workplace visits, work experience, work shadowing, enterprise activities, employer talks, and Higher Education presentations through specific school faculties and year group talks.
- attend a careers fair.
- attend a universities fair.
- have the opportunity to speak to an Army representative, should they wish.
- have advice on futures before they choose their IB options.

#### 4.6 Experiences of workplaces

- All pupils will have access to information on work experience opportunities (both physical work experience and virtual work experience) opportunities.
- Sixth Form pupils receive advice on work experience, CV workshop, and mock interviews.

#### 4.7 Encounters with further and higher education

4.7.1 All pupils will receive information and guidance on universities, and alternative careers routes.

4.7.2 All pupils will attend:

- A careers fair
- Universities fair

#### 4.8 Personal guidance

4.8.1 All pupils discuss careers with their personal tutor and have the opportunity for individual consultations with other staff and external agencies.

## 5 Careers programme overview by year group

|              |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                     |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lower Fourth | <ul style="list-style-type: none"> <li>• Unifrog Introduction</li> </ul>                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                     |
| Upper Fourth | <ul style="list-style-type: none"> <li>• Developing Leadership Skills</li> </ul>                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                     |
| Lower Fifth  | <ul style="list-style-type: none"> <li>• PSHE: Financial Choices: budgeting, saving, debt</li> </ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• PSHE: Recognising strengths in ourselves and others</li> </ul>                                                                                                                                                                                                         |                                                                                                                                                                                                                     |
| Middle Fifth | <ul style="list-style-type: none"> <li>• Employability and Skills Fair</li> <li>• Careers Fair</li> </ul>                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Employability skills</li> </ul>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                     |
| Upper Fifth  | <ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Unifrog Profiling</li> <li>• Financial Choices: managing finances in the world of work</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• PSHE: 'Taking Others' Perspectives</li> </ul>                                                                                                                                                                                                                          |                                                                                                                                                                                                                     |
| Lower Sixth  | <ul style="list-style-type: none"> <li>• US Study</li> <li>• Employability Skills (Activities and Competencies)</li> <li>• Higher Education Discussions with Tutors</li> <li>• Charity Challenge</li> <li>• Young Enterprise</li> <li>• Advocacy Competition</li> <li>• Law Essay Competition</li> <li>• Law Courts Visit</li> <li>• Careers Fair</li> <li>• Leading Assemblies at The Buchan School</li> </ul> | <ul style="list-style-type: none"> <li>• Higher Education Discussions with Tutors</li> <li>• Careers Research</li> <li>• Unifrog Competencies Activities discussions (including Work Experience)</li> <li>• Competitive University Applications</li> <li>• Preparing for University Admissions Tests</li> </ul> | <ul style="list-style-type: none"> <li>• Higher Education Fair</li> <li>• Higher Education Day.</li> <li>• HE Entrance Requirements</li> <li>• IT Skills for university.</li> <li>• Employability Skills</li> </ul> |
| Upper Sixth  | <ul style="list-style-type: none"> <li>• HE Applications</li> <li>• Mock Interview Skills</li> <li>• Careers Fair</li> <li>• Leading Assemblies at The Buchan School</li> </ul>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Training contract applications</li> <li>• Leaving home and building a healthy lifestyle</li> <li>• University Offers Discussions</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• UCAS Briefing</li> <li>• Individual support following results.</li> </ul>                                                                                                  |

## 6 Equal Opportunities

6.1 King William's College is committed to ensuring that the careers provision is relevant to our pupils, and that the advice and guidance is appropriate, impartial, unbiased and independent of ability, social and cultural background, religion, sexual orientation, as well as physical and emotional needs.

## 7 Monitoring the Success of the Careers Provision

- 7.1 Pupils are offered the opportunity to give formal feedback on all PSHE lessons which includes careers advice.
- 7.2 Additionally, the School will consider the impact of Careers in the annual pupil satisfaction surveys.
- 7.3 Qualitative feedback will also be sought using established pupil voice mechanisms (e.g. the College Council and Boarding Council) and consultation with members of staff.

- 7.4 The careers programme is audited against the Gatsby Benchmarks annually using the Careers & Enterprise Company Compass Tool. The first audit will be in June 2025.



## KING WILLIAM'S COLLEGE

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### Commitment to Careers and Preparation for the Future

*Explore, Develop, Prepare, Connect & Inspire*

#### Explore

*Discover and be inspired by "what is out there".*

Target: All year groups

Through:

Our curriculum

Visiting Speakers

Trips and visits

*Unifrog*: our selected destinations platform

Annual careers fair

Subject choice evenings

#### Connect

*Use island and alumni contacts to connect throughout the whole community*

Target: Sixth Form and OKWs

Through:

Networking

Mentoring

Events

#### Prepare

*Prepare to thrive in the job market*

Target: Sixth Form

Through:

CV writing

University Guidance

Mock Interviews

Signposting to further information

#### Develop

*Nurture and refine the skills needed for the workplace*

Target: All year groups

Through:

Work experience advice

Volunteering opportunities

Competitions and Events

Co-Curricular activities

#### Inspire

*Inspire the next generation by sharing knowledge and expertise*

Target: OKWs

Attending our careers fair

Hosting work experience

Speaking at lectures and events

