



**CEIAG & Work
Experience Policy
'Careers at Watling'
March 2026**

Introduction and Overview

The overall aim of careers education, information, advice and guidance (CEIAG) is to enable all students to make and implement well-informed and realistic decisions impacting their career journey. This allows students to successfully navigate change and transition. At Watling Academy, we are committed to ensuring that all students from Years 7 to 13 are well-prepared for their next steps when they leave school, be it for education, employment or training.

Context

From September 2013, the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial careers information, advice and guidance.

Careers guidance under this duty will:

- Be presented in an impartial manner,
- Include information on the full range of post-16 education or training options,
- Promote the best interests of the pupils to whom it is given

In October 2018, the DfE updated its statutory careers guidance in line with the Government's careers strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The government also expects Governing Boards to ensure that the school's careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out in statutory guidance.

The statutory guidance for state schools, updated May 2025, is available at [Careers guidance provision for young people in schools/careers-guidance & access for education & training providers](#)

In July 2021, the DfE further updated its statutory careers guidance to make it clear that Schools and colleges should not promote Higher Education as a better or more favourable route than FE and apprenticeships; and should inform pupils when evidence suggests that courses they are considering lead to poor career outcomes.

The Skills for Jobs white paper - The DfE also explains the importance of the skills and technical education reforms set out in the department's white paper, Skills for Jobs: Lifelong Learning for Opportunity and Growth' and how schools and colleges should highlight the opportunities these reforms will create for pupils.

The DfE's white paper; 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' is available [here](#).

Watling Academy recognises that university is not the only choice for pupils and that apprenticeships can offer valuable and alternative pathways to success. The school understands the importance of continuing to improve careers guidance so that pupils

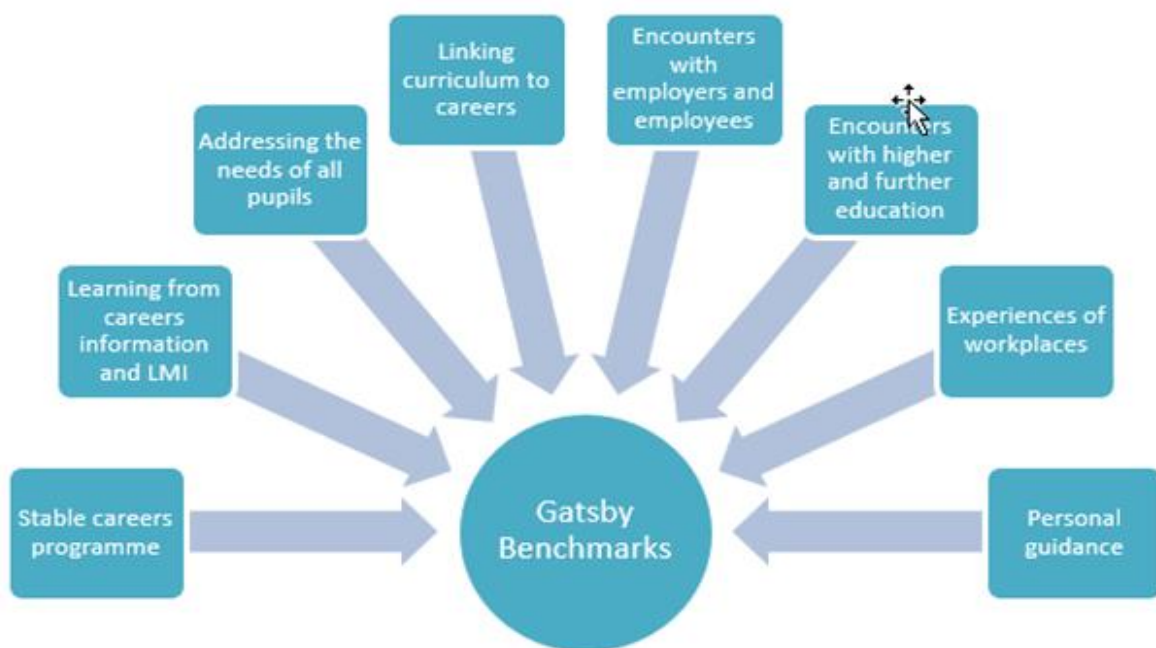
can make an informed choice between technical and academic options.

Watling Academy adopts the Gatsby Benchmarks as the foundation of its Careers Provision, as they are widely regarded as excellence in career guidance.

Since July 2021, the Government has defined Careers Guidance as encompassing all activities delivered under the eight Gatsby Benchmarks. As part of the Alliance Schools Trust, Watling Academy is committed to delivering high-quality career guidance, empowering students to make informed and aspirational decisions about their future.

To ensure this, each school within the Trust has a dedicated Careers Leader responsible for implementing and evaluating careers provision in line with the Gatsby Benchmark Framework.

Gatsby Benchmarks. In November 2024 A briefing was published which provides an update on the *Gatsby* Foundation's work on securing the *next* ten years of *career guidance* for young people and can be viewed here [Gatsby next 10-years-report.pdf](#)



Our careers programme is designed to meet the needs of all students, by providing them with knowledge, skills and understanding to make informed and realistic decisions at key stages of transition. Through careers-related activities and our curriculum, we aim to inform students about the range of opportunities available and provide personalised guidance to support their decision-making. Through our Wellbeing programme, we raise students' awareness of Careers and the development of their employability skills that will equip them for success in future careers. We strive to embed the Gatsby Benchmarks within our provision.

The Eight Benchmarks ensure quality careers education and guidance about further educational study options, technical pathways and the labour market.

The principal aim of the academy is to prepare young people for life beyond school and college. It is important therefore that all students leave the academy aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full-time education to the world beyond. CEIAG at Watling Academy should provide a foundation for pupils to move not only into further education, vocational training or employment, but to the next stage of their development as citizens. The need to inform, advise and guide students are generic processes which take place within a wide variety of contexts. The policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral opportunities.

Commitment

Watling Academy is committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for students in Year 7 – Year 13 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the Gatsby Benchmark regarding person guidance and Ofsted’s inspection criteria for evaluating careers provision in schools (September 2015).
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Ensuring the trust’s CEIAG is aligned with the South Midlands Careers Hub (SMCH) ‘Growing People’ skills plan with Careers and Enterprise Company support through focus on employer engagement, relevant labour market information and provision.

Development

This CEIAG provision is carefully planned and developed in alignment with the CDI Framework for Careers, Employability and Enterprise Education, as well as the National Curriculum programme of study for PSHE and citizenship. It is further shaped through ongoing discussions with teaching staff, the school’s Careers Advisor, students, parents, governors, advisory staff and other external partners, to ensure a comprehensive and effective approach.

Entitlement

Students at Watling Academy are entitled to CEIAG that is impartial & confidential. It will be integrated into their experience of the whole curriculum, based on a partnership between each student and their parents or carers. The delivery of this entitlement is underpinned by the following values:

- Impartiality

- Confidentiality
- Ownership by the young person
- Promotion of equality of opportunity
- Transparency
- Accessibility

Operation

The Watling Academy Local School Board/Link Governor is responsible for:

- Monitoring and overseeing careers provision at Watling Academy, including monitoring the evaluation of the Careers Education Programme.

The Headteacher is responsible for:

- Ensuring that adequate resources are made for the provision of CEIAG and that the school complies with the Statutory Guidance for CEIAG.
- Ensuring that the school complies with legislative requirements by providing adequate resources and through processes which support continuous improvement.

The Deputy Headteacher & Careers Leader are responsible for:

- Overseeing the delivery of the school's CEIAG provision. Including Leadership, Management, Co-Ordination, and Networking.
- Managing the referral process in school.
- The action planning and target setting programme.
- Ensuring Line-management in relation to CEIAG is effective at Watling Academy.
- Whole school CEIAG CPD.
- The production and updating of the Careers Education Information and Guidance policy.
- Meeting the Gatsby benchmarks.

The Independent Careers Adviser (Level 6 or 7) is responsible for:

- Providing personal information, advice and guidance. This service is delivered by a commissioned external specialist careers guidance practitioner, as stated in the Education Action 2011. A Level 7 Practitioner is available on a weekly basis to enhance the service and ensure impartiality
- Meeting Year 9 students who request or may require support regarding Key Stage 4 options.
- Meeting all Year 11 students regarding Post-16 options.
- Attending sessions for parents and carers at transition points.

The Care and Opportunity Administration team is responsible for:

- The administration of careers including tracking destination data for school leavers in Year 11
- The organisation of work experience, curriculum and personal development opportunities.

The Head of PSHE and Wellbeing is responsible for:

- Providing a scheme of work for Years 7-11 which is informed by the National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and Citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4. This scheme of work will be delivered by Form Tutors, teachers and visiting speakers.
- The training needs of staff involved in delivering Careers Education.

Associate Assistant Headteacher – Post-16 Personal Development and Enrichment is responsible for:

- **Designing, implementing and reviewing the Personal Development Scheme of Learning for Years 12–13**, ensuring it is informed by the school's CEIAG framework, the Gatsby Benchmarks, statutory careers guidance, and the wider aims of the Sixth Form Personal Development curriculum. This scheme of learning supports students' progression, wellbeing and preparation for adulthood, and is delivered by Sixth Form Mentors, visiting speakers and the Deputy Headteacher – Post-16.
- **Identifying and coordinating the training needs of staff involved in delivering the Personal Development curriculum**, ensuring they are equipped with the knowledge, resources and guidance required to deliver high-quality careers and personal development education.

Heads of Department are responsible for:

- Ensuring that their curriculum has identified relevant and specific career links.
- Ensuring that schemes of work identify links to careers, and that teachers refer to these where relevant within lessons.
- Leading the development of resources and may recruit external speakers to promote careers within their subjects.

Subject Teachers, support staff and dedicated careers will:

- Highlighting links between careers and their subject area were identified through curriculum planning. Develop and deliver relevant careers activities to promote careers within their subject area. This may include (but is not limited to) videos, articles and websites, employer resources and external speakers.
- Encourage students to achieve and to be ambitious in their choice of career.
- Work to ensure that no student is disadvantaged in gaining access to education, training or work

- Ensure the advice they give is accurate, up to date and impartial
- Provide resources and advice to enable students to understand and develop career choices.
- Promote an understanding of the world of work and the ability to respond to changing opportunities at all ages
- Link curriculum learning to careers
- Enhance independent research skills so that students can make good use of information and guidance
- Encourage students to use their self-knowledge and knowledge of the labour market when thinking about and making choices
- Help students to develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- Ensure students have access to, and be able to use, a variety of careers information
- Ensure students know who can, and will, help them make decisions
- Ensure students are able to complete an application form and prepare a Curriculum Vitae
- Offer a meaningful encounter with at least one employer a year
- Offer students encounters with further and higher education providers

The Heads of Year are responsible for:

- Monitoring the effective delivery of careers education in tutorial/Wellbeing sessions.
- Identifying and targeting key students who have a particular need for careers guidance or differentiated provision, drawing them to the attention of the careers team, for example, when looking for a suitable work experience placement.

Form Tutors are responsible for:

- Delivering aspects of the careers programme during tutorial/Wellbeing sessions.
- Providing education and support about careers informally and through mentoring and tutor consultation sessions, particularly in preparation for transition points and work experience.
- Developing an individual understanding of students' aspirations and goals.

Note: All members of staff at Watling Academy are expected to be aware of the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Adviser.

Budget

Funding is allocated in the annual budget to support Careers Education. Funding for developments in the school's improvement plan is considered in the context of whole school priorities. This budget is managed by the Assistant Headteacher/Careers Leader. This will be allocated towards but not be limited to; Software licenses (Such as Unifrog), updating resources (such as books, display materials etc.), Stationary, Reprographics,

and additional equipment.

Delivery

In Years 7 to 13, careers education is delivered through the school's **tutorial/Personal Development and Enrichment programmes** and through Wellbeing lessons, following a curriculum planned to ensure progression. Careers talks are given on a regular basis to extend student awareness of the variety of roles and opportunities provided through different sectors. Assemblies and off-timetable days are used to provide guidance at key transition points to make students aware of the opportunities available to them. Further opportunities are provided through extra-curricular opportunities such as trips, clubs, curriculum days such as Teentech, and work experience programmes.

Careers education is also linked to the subject curriculum during lessons when all departments produce lessons linking their subject to career opportunities, skills and pathways. External speakers and presentations may be used to extend students' understanding of the relevance of their subject to the world of work. Subject displays provide further information.

Parents/Carers are informed of careers opportunities and supported through their child's transition points through information provided on the school's website, Unifrog and through careers-related evenings or virtual presentations.

Before the end of Year 11, all students will be offered a careers interview focusing on progression and pathways with an **independent Careers Adviser**. Key identified students from Year 9 and Year 11 may be targeted for additional guidance to support their next steps.

Information about careers is available for students on the **school's website** and on **Unifrog**, to which all students have access.

Students have an opportunity to take part in **Work Experience** in Year 10, as well as Year 12.

The Careers Leader liaises with the SENCO to ensure that students with specific needs are catered for, for example, in identifying suitable work experience placements and providing additional appointments with the Careers Adviser.

Promotion and sharing of careers information and opportunities

All students and parents/carers are made aware of the location of Careers resources. Students receive more detailed inductions at the following points:

- Introduction and guidance using Unifrog.
- Year 9 and Year 11 in association with Key Stage Transition guided choices.
- Year 10 and 12 in relation to Work Experience.

Assessment

Career learning outcomes are identified and a framework for the students to be aware of what they have achieved is in place. Year 10 and Year 12 students are assessed on Work Experience. Students who need extra individual help are identified and seen by the Careers Advisor. We also assess students with additional needs in order to secure appropriate and fulfilling work experience placements.

Staff Development

Staff training needs for planning and delivering the CEIAG programme are identified through staff appraisal and activities planned to meet them. The Careers Leader or their operational assistant regularly attends careers meetings / networking events as well as industry specific events in order to ensure they are up to date with all industry and labour market information.

Careers Information

Students and parents receive information about careers opportunities through a variety of channels. At transition points this information is shared through assemblies and specific evenings, such as the Year 9 Options Evening and Learning Pathways Evenings. This allows both students and parents to speak directly to members of staff to gather the information that they need in order to make informed decisions about the students' future.

Information about the Year 9 Options process and Post 16 opportunities is shared with students pastorally through their Heads of Year, Form Tutors and Mentors. All students that require a more specialised careers interview have access to this.

There is also a Careers section available on the school website, alongside a Microsoft Teams Tile for years 9-12, which are updated regularly throughout the year with opportunities for work experience placements, apprenticeships, online courses, and more. As an example, the Year 12 Teams tile includes the following categories for our Sixth Form students to explore: Apprenticeships, CV, Careers, College, Enrichment Guide, LinkedIn, Online Courses, Taster Days, University, Work Experience.

Careers Advice

Members of SLT, Heads of Year, Heads of House, Form Tutors and Sixth Form Mentors offer informal advice through their daily one-to-one contacts with students. They are well-placed to understand the varied needs of their students and have an in-depth knowledge of the students and their circumstances. The tutor/mentor is often the first point of contact for a student with an issue they wish to discuss. In this role, staff are expected to clarify students' options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resources or source of help. Advice is also provided by curriculum teachers and other professionals working at or visiting Watling Academy.

In order to support staff to deliver impartial and timely advice, this policy will be published to all staff.

Careers Guidance

Guidance may take place in a number of settings, both formally and informally including one-to-one discussions, group activities, the provision of, and support in using information and IT applications. The taught curriculum and pastoral support system also offer a range of guidance opportunities. All staff have a responsible role to play in providing guidance for young people in school.

In-depth guidance on personal, learning and work issues is given by specially trained Careers and Personal Advisers. From Year 9, students can arrange an interview with a Career's Advisor. The careers adviser also holds drop-in sessions for students to attend in person or via email communication.

One-to-one help is available for all students at key decision-making points in Years 9 and 11 by Form Tutors, Heads of Year, Heads of House, the SENDCO and the Senior Leadership Team and Careers Advisor.

Equal Opportunities

The school consciously works to prevent all forms of stereotyping in the advice and guidance it provides, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. School staff actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination. There are specific lessons in the Wellbeing curriculum that relate to promoting equal opportunities and we also ensure that representation from a diverse pool of visitors helps to reinforce this. For further details, please see the Alliance Schools Trust's Equality and Diversity Policy which can be accessed on the Trust's website.

Employability

Our aim is for all students to have had six meaningful encounters with employers and have met all ten employability goals by the time they reach the end of Year 11. Employability information including information about local growth sectors are shared regularly with students and shared through the school website. Lessons will include dual objectives supporting students to develop as effective learners and to develop key employability skills, especially those related to STEM based careers.

Work Related Learning (WRL)

The curriculum includes planned learning, which is undertaken through work, for work and about work. It is provided through assemblies, tutor time and vocational opportunities at KS4 and KS5. Other WRL takes place across the curriculum and is signposted in schemes of work. A main element of WRL is Year 10 Work Experience.

Monitoring, Evaluation & Review

Watling Academy assesses the impact & effectiveness of the Careers Programme through monitoring and evaluation. This is achieved by various means:

- The Careers Leader and Deputy Headteacher meet with the Careers Link Governor twice per year to review and monitor the quality of provision.
- Student destinations: For Year 11 students, data will be collected about students' intended destinations prior to leaving school, and after leaving school in the autumn term. This will be used to identify trends and to feed into reviews of our careers provision.
- The Compass self-evaluation online form is completed termly, supported by the Careers and Enterprise Company.
- Student feedback from the Work Experience Programme and employer engagement activities.
- Employer feedback from the Work Experience Programme and employer engagement activities.
- The Independent Careers Adviser offers students the opportunity to complete evaluations of the services provided, through interventions such as one-to-one meetings and groupwork session.
- Future Skills Questionnaire (FSQ) is conducted for KS3 and KS4 students through IT lessons. We are then able to analysis the FSQ data by subgroup (PP, EAL, SEND) and use the FSQ insights to inform provider encounters and careers guidance.
- Use FSQ insights to create an action plan for specific year groups/sub-groups of students, with bespoke activities.

Work Experience

Rationale of work experience

Career & Work-Related Learning make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.



A planned, tailored and progressive programme of activities and interventions supports learners in choosing pathways that suit their interests and abilities, help young people to follow a career path and manage the transitions of their working lives.

Aims: Our aim is to help learners, through career and work-related activities and interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

Work experience for all Year 10 students takes place over one week in the Summer term, while Year 12 work experience will take place at various points throughout the year, alongside a week in July. Preparation for work experience takes place during tutorial/Wellbeing lessons and specific assemblies, as well as supporting families in helping their child to find a suitable work placement. Placements are arranged by students and their parents/carers with the support of Watling Academy staff, including Form tutors/Mentors, Head of Year, Careers Leaders and Careers Advisor. Work experience support is embedded within the Year 10 tutorial/Wellbeing programme, as well as a

structured programme for Year 12 students.

The administration of placements is completed via the Unifrog platform. All placements are checked for suitability, health & safety and insurance. As well as permission from parents/carers. Members of staff will be responsible for monitoring student progress on work placements, either visit or call all students who take part in work experience. As well as gathering evaluation feedback from students and employers about their work experience.

Statement of Intent

The following provides guidance and informed planning for the Work Experience programme for interested parties including Governors, school staff, parents, and Careers Professionals within Education. Work Experience provides a basis for developing the three aims of CEIAG. They are concerned with helping students:

- Self-development: Helping students to understand themselves and to develop their capabilities.
- Career Exploration: Helping students to investigate careers & opportunities.
- Career Management: Helping students to implement their career plans.

The Work Experience Programme for Year 10

Work Experience Preparation for Year 10 students commences in the late part of the Term 1 and runs until the debriefing and feedback has occurred towards the end of Year 10.

Preparation for work experience includes:

- Approaching employers in order to secure a placement or placements.
- Discussing issues and requests with tutors and the work experience coordinator in school.
- Participating in work experience activities in tutor time.
- Contacting employers when a placement has been secured to find out more about the work placement to be undertaken.
- Inputting Work Experience details within the placement tool of Unifrog.

Placement – may involve the students in:

- Doing a job.
- Helping/shadowing someone to do their job.
- Sampling a number of different jobs.
- Carrying out specially constructed tasks.

Placements are tailored to meet the needs of the individual student. Nearly all students undertake the one-week programme, however, less independent students may be able to carry out a 'placement' within school if the support to do so is required. Close liaison with the SEND team takes place to ensure inclusive placements are tailored to support the

needs of those most vulnerable to promote social mobility and equal opportunities.

Monitoring

During the placement, in conjunction with the visiting or calling member of staff, the student is expected to discuss their achievements, identify any problems, identify appropriate targets and, in some cases, reconsider the suitability of their chosen placement. A record of these discussions/visits is made by the visiting staff member and kept on file by the work experience team.

Debriefing occurs following the placement, in tutor time to:

- Help the students discuss what they did.
- Reflect upon their experience.
- Identify skills they have improved.
- Acknowledge what they have learned.
- Consider ways forward for the future.

Useful Information:

HSE Guidelines <http://www.hse.gov.uk/pubns/edindex.htm>

Evaluation

Students evaluate the success of their placements and the programme as a whole via their student reflection in Unifrog.

Employers complete an evaluation for the student via the Unifrog platform.

Links to other policies

This policy links to the following policies:

Alliance Schools Trust's Statutory Policies -

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Health and Safety Policy
- Privacy Notice

Watling Academy Policies-

- Special Educational Needs and Disability (SEND) Policy
- Complaint Procedure

All policies can be found at: <https://watlingacademy.net/about/policies-statutory-information/>

Approval and review

Approved: 12th May 2025 by Local School Board. Next review: March 2026

Appendix 1: Watling Academy: Provider Access Statement

Introduction

This statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer.

Statutory Requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Education Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our school complies with these requirements.

The 6 encounters schools must offer to all pupils in years 8 to 13

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
 - All pupils must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
 - Pupils can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

Meaningful provider encounters

- One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).
- Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact:

- *Jo Harris, Deputy Headteacher - harrisjo@watling.academy*
- *Careers Team – careersteam@watling.academy*

For information regarding our child protection and safeguarding procedures please see the Alliance Schools Trust's Child Protection & Safeguarding Policy which can be accessed on the Trust's website www.tastrust.org.uk .

Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers. For a comprehensive overview of Watling's Career Roadmap, please access this link: [Watling Staff Hub - Careers Roadmap KS4-KS5 - All Documents](#)

Please speak to our Careers Leader to identify the most suitable opportunity for you.

	Outline of Careers Programme
Year 7	<ul style="list-style-type: none">• Introduction to Careers in Wellbeing. Lessons focus on developing skills and aspirations.• Students take part in a variety of careers activities linked to curriculum areas. They explore where different subjects could lead them. They are also introduced to a range of careers terminology during form time activities.• Engagement with employers, such as Hays Recruitment, University of Newcastle, Modern Work Experience at Woburn Safari Park• Through STEM lessons they are introduced to key employability skills such as teamwork, communication and giving presentations.• Students are introduced to the Unifrog platform and begin to investigate different careers. They begin to record their skills development and other competencies.• There are opportunities for students to attend trips, such as Teentech Festival, MK Theatre Production, Science Leaders, Bletchley Park and Whipsnade.• Careers Ambassadors play a role in development of the schoolwide approach to careers.
Year 8	<ul style="list-style-type: none">• Students explore different job opportunities through the Community and Careers unit of Wellbeing lessons.• Students take part in a variety of careers activities linked to curriculum areas. They explore where different subjects could lead them.• Students participate in the Worktree Virtual Career Workout, where they meet a variety of employers virtually and have the opportunity to ask them questions about their role and training pathways.• Engagement with employers: Royal Navy, Nifty Lift, University of Newcastle, My Money Personality (financial workshop)• Students will continue to use Unifrog to log and track their skills and experiences.• There are opportunities for students to attend trips, such as National Space Centre, Women in Engineering, MK Theatre Production, Science Leaders, Battlefields.• Careers Ambassadors play a role in development of the schoolwide

	<p>approach to careers.</p> <ul style="list-style-type: none"> • Through STEM lessons they are introduced to key employability skills such as teamwork, communication and giving presentations.
Year 9	<ul style="list-style-type: none"> • Students explore Goal Setting and Employability Skills through Wellbeing lessons. • Students take part in a variety of careers activities linked to curriculum areas. They explore where different subjects could lead them. They will be supported to develop an understanding of the role of specific Key Stage 4 qualifications in future career paths. • All students will have the opportunity to meet with an Independent Careers Advisor to discuss their GCSE options. Options lessons, assemblies and information evenings help ensure that students and parents have the information they need to make the best choices going into Key Stage 4. • Students will continue to use Unifrog to log and track their skills and experiences. • There are opportunities for students to attend trips, such as Career Inspiration-MK College, Design Museum, Science Leaders, Silverstone, Thorpe Park, China. • Careers Ambassadors play a role in development of the schoolwide approach to careers. • Employer engagement: Army, Volkswagen Group, Alstom's Wembley Depot, Parker Hannfin, Xero/Worktree • Through STEM lessons they are introduced to key employability skills such as teamwork, communication and giving presentations.
Year 10	<ul style="list-style-type: none"> • Students explore Work Experience during Wellbeing lessons. They evaluate strengths and interests in relation to career development. • Students take part in a variety of careers activities linked to curriculum areas. They explore where different subjects could lead them. • All Year 10 students will have the opportunity to participate in Work Experience. • Students will continue to use Unifrog to log and track their skills and experiences, as well as supporting the work experience process. • Students will have exposure to careers pathways in GCSE lessons. This will include training pathways, employability skills required and employment within each subject area. • There are opportunities for students to attend trips, such as Geography Fieldwork, Sky Studios, Global Challenge, London Art Trip • Careers Ambassadors play a role in development of the schoolwide approach to careers. • Employer engagement: Smart City Robotics, Royal Navy, SSG College, Santander Bank, BLMK Health and Care Academy, Woburn Safari Park, MK Innovates Festival.
Year 11	<ul style="list-style-type: none"> • Students explore their next steps during Wellbeing lessons. Exploring the

	<p>suitability of possible pathways.</p> <ul style="list-style-type: none"> • Students take part in a variety of careers activities linked to curriculum areas. They explore where different subjects could lead them. • All students will have the opportunity to meet with an Independent Careers Advisor to discuss their GCSE options. Options lessons, assemblies and information evenings help ensure that students and parents have the information they need to make the best choices going into Key Stage 5. • Activities such as Futures Day highlight possible pathways, including Sixth Form, College, T Levels and Apprenticeships. Students also participated in workshops around tax/finances, CV writing, resilience in the workplace and employability skills. • Students will continue to use Unifrog to log and track their skills and experiences, as well signposting to other key online resources to support KS5 decision making. • Students will have exposure to careers pathways in GCSE lessons and links on the website. This will include training pathways, employability skills required and employment within each subject area. • There are opportunities for students to attend trips, such as Oxford Aspiration, St Pauls Cathedral, Geography Field Work, Theatre trips, Alstom’s Wembley Depot. • Provider Fair: University of Buckingham, Worktree, SSG College, University of Northampton, MK Dons, Duke of Edinburgh Award, Digital Learning, Sports in Mind, Smart City Consultancy. • Careers Speed Dating Session: Audi, The Open University, Parker, MK College, Santander Banj, Cranfield University, NHS, MK Council, Girls in Science, Teaching and Assessing Clinical Skills, professionals from the field of accountancy and hair and beauty. • Careers Ambassadors play a role in development of the schoolwide approach to careers. • Employer engagement through talks/assemblies and external provider events, such as Xero, SSG College and Worktree networking and interview workshops. • MK College “Big Yellow Bus” enables students to talk to MK college and submit an application. • Engineering Workshops in June.
Year 12	<ul style="list-style-type: none"> • Students explore their next steps during twice-weekly Personal Development sessions and through the weekly Enrichment programme. Exploring the suitability of possible post-18 pathways. • The Enrichment programme includes employer workshops and visits. • Work Experience (including online) • Unifrog research and exploration • Learning Pathways Evening • Introducing Post-18 pathways, including universities, apprenticeships, gap year, industry placements. • UCAS fair at Bedford University

	<ul style="list-style-type: none"> • UCAS information evening • Careers fair • Small group post-18 workshops with Careers Advisor • Personal Statement planning – 3 questions preparation sessions • Mock interview programme
Year 13	<ul style="list-style-type: none"> • Enrichment programme, including employer workshops and visits • Work Experience (including online) • Unifrog research and exploration • Choosing Post-18 pathways, including universities, apprenticeships, gap year, industry placements • Financial choices • Travel safety sessions • Personal statement – 3 questions support – final preparation • Interview skills • Oxbridge interview support • Mock interviews (available on request) • Preparation for moving on • Speakers from universities to discuss university life • Student loan guidance • Sessions on using LinkedIn and joining alumni group

Premises and facilities

The school will make the main hall, classrooms, Sixth Form Block or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to 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.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the school library. The school library is available to all pupils at lunch and break times.

Previous providers

The following providers from the local area have visited Watling Academy to speak to our students:

- FCDO
- Milton Keynes College

- Army
- Royal Navy
- Hays Recruitment
- Nifty Lift
- Worktree
- Santander Bank
- Dentons
- Xero
- Work tree
- SSG College
- Volkeswagen
- Health & care Academy
- Northampton University
- NHS
- Destination MK
- Milton Keynes Council
- MK Dons
- Wise Start Accountancy
- University of Newcastle
- Brain Based Coach and Consultancy
- My Great First Job

Destinations of our pupils

We currently have 1765 students within Year 7-13. We monitor closely our cohorts intended destinations, as students move through the school and transition through to the next stage of their education. This will be shared appropriately in areas such as our Provider Access Statement.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk