

# WORK EXPERIENCE AND CEIAG POLICY



<b>APPROVING BODY</b>	HEADTEACHER
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<b>SUPERSEDES VERSION</b>	2.0
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## Aims and Objectives

The overall aim of careers education, information, advice and guidance is to enable all students to make and implement well informed and realistic decisions and successfully manage change and transition.

Therefore the careers programme is designed to meet the needs of all students at Brookfield Community School, by providing them with the knowledge, skills and understanding to make well informed and realistic decisions at key stages of transition. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

A young person's career is their pathway through learning, life and work. All young people need a planned programme of activities to help them make decisions and plan their careers and lives, both in school and after they leave.

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

The 1997 Education Act placed a duty on schools to give students in Years 9-11 access to Careers Education, Information and Guidance. This has been superseded by the Education Act 2011, which no longer specifies that careers has to be delivered within the curriculum. However, schools are required to ensure that their learners are able to access independent and impartial career's guidance appropriate to their needs. This policy has taken account of the additional guidance issued to schools by the DfE in January 2018. Brookfield Community School endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and Citizenship (PDC), and the QCA guidance on Work Related Learning for all at Key Stage 4. Use has also been made to the ACEG non-statutory framework for careers and work related learning.

For the purposes of this policy, the following **definitions** have been used:

- **Education** – providing students with the knowledge and skills needed to prepare and plan for their futures which includes planning ahead and considering all options that are available as well as the more practical aspects of applications, interview skills, employability and finance.
- **Information** – data on opportunities conveyed through different media, both mediated and unmediated, which includes face to face contact (individual, group, class etc.), written/printed matter, telephone help-lines, IT software, internet etc.
- **Advice** – helping a young person to understand and interpret information; the provision of information and answers and clarification of misunderstandings. It involves helping young people to understand their circumstances, abilities, targets

and options and how to go about a given course of action. Needs are identified and those who need more in-depth guidance and support are referred. Advisory work is usually provided on a one-to-one basis but may be provided in small or class groups.

- **Guidance** – to support young people to understand themselves and their needs better; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and support them to develop new perspectives and solutions to problems and be able to manage their lives better and achieve their full potential. Guidance may also involve advocacy and referral for specialist guidance and support by trained staff.

### **Commitment**

Brookfield Community School is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7 -13 in partnership with Derbyshire Careers Hub, D2N2, Personal Advisers and local businesses and services.

### **Development**

This policy was developed and is reviewed through discussions with teaching staff, the school's Careers Advisor, students, parents, governors, advisory staff and other external partners.

### **Links with other policies**

It is underpinned by the school's policies for Teaching and Learning, Assessment, Recording and Reporting Achievement, Personal Development and Citizenship (PDC), Staff Development, Equal Opportunities, Health and Safety, Special Needs and the School's Self Evaluation and Development Plan.

### **Students' needs**

The careers programme is designed to meet the needs of all students at Brookfield Community School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

### **Entitlement**

Students at Brookfield Community School are entitled to careers education, information, advice and guidance that is impartial and 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

There are entitlement statements for each Key Stage which are shared with students, parents and all those involved in CEIAG via the school website.

### **Collaboration**

Brookfield Community School is a member of the Chesterfield Learning Community. The Community works collaboratively to provide a curriculum offer which gives greater access to opportunities for students and enhances careers and work related learning opportunities.

### **Meeting the Gatsby Benchmarks**

The Department for Education released guidance in January 2018 stating that all schools should be meeting all of the Gatsby Benchmarks by September 2020. Current provision has been mapped against the benchmarks (attached).

- A stable careers program
- Learning from Local Market Information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal Guidance

### **Staff Structure**

**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 Assistant Headteacher** is responsible for:

- Overseeing the delivery of the school's CEIAG provision.
- Managing the referral process in school.

## Work Experience and CEIAG Policy

- The action planning and target setting programme.
- Line-managing the Heads of Year, the Careers/Work Experience Co-ordinator in relation to CEIAG.
- Whole school CEIAG CPD.
- The production and updating of the Careers Education Information and Guidance policy.
- Engaging with the D2N2.
- Meeting the Gatsby benchmarks.

**The Head of Personal Development** 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. Use has also been made to the ACEG non-statutory framework for careers and work related learning. This scheme of work will be delivered by Form Tutors, teachers and visiting speakers.
- The training needs of staff involved in delivering Careers Education.
- Life 360 Co-ordinator is responsible for:
  - SMSC schemes of work for Years 7 to 13
  - Working closely with the Head of PD to strategically map the national curriculum programmes of study to include **CEG 11-19**

### Budget

The school provides a budget each year to provide Careers information resources for the network. This budget is managed by the Careers co-ordinator.

- Software licences
- Annually updated books
- Subject gaps
- New purchases to maintain the currency of the information
- Stationery
- Reprographics
- Equipment

### Organisation and Resources

Funding is allocated in the annual budget planning round, with separate funding for Work Experience and for Careers Education. Funding for developments in the school's improvement plan is considered in the context of whole school priorities.

A poster publicising all the information points and relevant opening times is displayed around the school.

The main collection of resources is kept in the school Library which is on the first floor. The Library is open Monday to Friday from 8.15am until 3.45pm. Students may access the Library before and after school, at lunchtime and break and during appropriate lessons. The Library has 14 computers connected to the school network and areas for browsing and quiet study.

- Access to the information is well provided for according to the extensive opening hours of the Library.
- Physical access is assisted by use of the lift next door to the Library, the provision of tables adaptable for wheelchair use and a recess in the Library counter which enables wheelchair access.
- All software programmes may be accessed via any computer in school.
- Websites and some software may also be accessed from home with the use of passwords.
- Much of the information in the LRC is available for loan. Arrangements for the loan of resources to individuals, staff and groups of students are very flexible and are arranged according to need.
- Where information is available for reference only there is a photocopier and a printer in the Library and information may be photocopied.
- Some leaflets are placed in leaflet racks in the Library and in the Careers Room.
- All the information is organised by the CSCI classification system.
- Shelves and leaflet boxes containing information are clearly labelled and signposted.
- There is a firewall blocking student access to unsuitable sites and the co-ordinator liaises with the IT technician to ensure that all appropriate websites are available.

### **Maintenance**

- The Careers Co-ordinator works closely with the PDC Co-ordinator and other members of staff as the need arises, and is responsible for ensuring that resources are available to meet all needs.
- Staff and students are encouraged to suggest new titles.
- The Librarian orders the resources for the Library. Upon receipt they classify, prepare and files the information for the Library with the help of the Library Assistant.
- The resources are audited annually to check for currency.
- Health and safety checks of the information network are carried out on a regular basis as part of the whole school system.

## **Promotion and sharing of careers information and opportunities**

All students are made aware of the location of the Careers Resource Centre at the beginning of Year 7 during the Year 7 Information Skills programme in the Library. Students receive more detailed inductions at the following points:

- Termly Unifrog sessions for KS3 and KS4.
- Year 9 in association with KS4 guided choices.
- Year 11 in association with Post-16 option choices.
- Year 12 and Year 13 in association with Higher Education choices.

Students will receive lessons on how to use key resources and websites, such as Unifrog, apprenticeships, various local colleges and the National Careers Service.

Existing staff will have opportunities to refresh their careers knowledge as required.

The Librarian informs staff and students when new resources are placed in the Library via e-mail, careers bulletin and SMH.

There is a fortnightly careers bulletin that is distributed to staff, students and parents via email and Satchel One Notice Board.

Library Assistants are available during Library opening times to help students use the information.

The information network is publicised on notice boards and on the school website.

Careers opportunities are shared with students through the Head of Year, Head of House and Post 16 pastoral team. KS4 and KS5 careers fair in the Autumn Term.

## **Evaluation**

The use of the information is monitored by:

- The number of resources borrowed.
- Use of evaluation forms after inductions and events and further evaluations gathered in the exit survey.

The development of the information network forms part of the Partnership agreement with the Careers service.

## Assessment

Career learning outcomes are identified and a framework for the students to assess what they have achieved is in place. All KS4 students access mock interviews and receive feedback. 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 and specialist providers eg. Juniper.

## Partnerships

An annual Partnership Agreement is negotiated between the school and the Local Authority identifying the contributions to the programme that each will make. Other partnerships exist between the school and other local schools and colleges, training agencies and other organisations.

## Staff Development

Staff training needs for planning and delivering the careers programme will be identified annually.

## Monitoring and Reviewing

Teaching is reviewed as part of the Senior Leadership Team lesson monitoring. The Careers programme is reviewed annually by Assistant Headteacher, Head of PDC, Careers Advisor, the Post 16 Team and other teaching staff to identify desirable improvements. Students are also involved in the role by providing feedback throughout the year and by the completion of questionnaires. We also hold the Careermark Platinum Award (due for renewal in October 2023).

## Careers Education

The Personal Development programme includes careers education lessons (starting in Year 7), careers guidance activities (group workshops and individual interviews), information and research activities (in the Careers Resource Centre and in the IT suites), work-related learning (including one week's **work experience** in Year 10 and in Year 12), action planning and recording achievement. In KS4 and KS5 students take part in a Post-16 careers fair which involves: talks from Chesterfield College; Library lessons to investigate the careers printed material as well as the careers software; apprenticeship talks and apprenticeship website; Sixth Form talks and writing personal statements. Year 10 and Year 12 have specific taster days.

Students also have the chance to attend a Post 16 Opportunities Evening. Local colleges and training agencies give prepared talks in Year 11 along with sixth form providers.

The Heads of Year, Life 360 co-ordinator and the team of Sixth Form Tutors are responsible for Careers Education and Guidance in Years 12 and 13.

### 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 Guided Choices Evening, the Post 16 Evening and the Post 18 Evening and careers fair. 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 Year 9 Guided Choices, Post 16 and Post 18 opportunities is shared with students pastorally through their Heads of Year and Form Tutors. All students that require a more specialised careers interview have access to this.

There is a Careers section of the school website.

### Careers Advice

Members of SLT, Heads of Year, Heads of House and Form Tutors 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 student and their circumstances. The tutor 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. For this reason, staff who operate in these roles have a comprehensive knowledge of sources of information and help to deal with varied needs.

**Formal advice** to students takes place through the review and target setting process during which tutors help students understand their options in life, learning and work. Advice is also provided by curriculum teachers and other professionals working at or visiting Brookfield Community School.

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 to 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.

One-to-one help is provided for all students at key decision-making points in Years 9, 11, 12 and 13 by Form Tutors, Heads of Year, Heads of House, the SENDCO and the Senior Leadership Team and Careers Advisor.

### Employability

As part of the D2N2 initiative, United Cast Bar acts as the school's business link and advises on matters relating to employability. In addition to this all students from Y7-Y11 will keep a record of employability events and encounters with employers on their Unifrog portal. This enables students to record where they are meeting the Gatsby Benchmarks and Employability Goals:

1	Recognise your own strengths and values, and take responsibility for developing your work readiness skills and behaviours.	<b>Self-motivated.</b>
2	Have the tools and skills required to present yourself to a future employer.	<b>Self-assured.</b>
3	Have high aspirations for yourself.	<b>Aspirational.</b>
4	Understand the career opportunities available to you locally and beyond and make realistic choices.	<b>Informed.</b>
5	Experience work that is rewarding and fulfilling.	<b>Experienced.</b>
6	Achieve qualifications valued by employers.	<b>Achieving.</b>
7	Understand that employers want people who will work hard and are accountable for their actions.	<b>Accountable.</b>
8	Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going.	<b>Resilient.</b>
9	Work creatively to achieve your potential and that of the business.	<b>Entrepreneurial.</b>
10	Have effective communication and co-working skills.	<b>Co-operative.</b>

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 the goals and information about local growth sectors are displayed on the careers noticeboard for students to easily access and are posted on the school website.

## **Work Related Learning**

The curriculum includes planned learning which is undertaken *through* work, *for* work and *about* work. It is provided through enterprise days, tutor time and vocational opportunities at KS4. Other WRL takes place across the curriculum and is signposted in schemes of work. A main element of WRL is:

## **Work Experience**

### **Post 16**

All Year 12 students take part in the Stellar Enrichment Programme. Post 16 students are also supported to do work experience as part of their study periods if they so wish. All Year 12 students have one week calendared block of Work Experience in the summer term. Year 13 students may extend this to extended periods of none contact time. In some cases extended placements are required for certain University applications, especially Early Applicants and those wishing to work in the Health and Social Care sector. These are dealt with on an individual basis.

### **Key Stage 4**

Work experience for all Year 10 students takes place over one week in July. Placements are mainly provided through private contacts with local employers. A mock interview programme is incorporated into the KS4 Careers programme.

Extended work experience placements are provided for some KS4 students as part of a modified curriculum.

All placements are checked for health & safety. Members of staff either visit or call all students who take part in work experience.

Preparation for work experience including a health & safety briefing takes place during tutor time and specific assemblies. Debriefing also occurs and students complete an evaluation questionnaire on their work experience.

WRL and work experience are seen as making significant contributions to achieving the economic wellbeing and staying safe strands of the ECM Framework.

## Statement of Intent

The following provides guidance and informed planning for the Work Experience programme for interested parties including Governors, school staff, parents, Derbyshire County Council 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.

## Aims of work experience

The objectives for Work Experience, as outlined in Learning from Work Experience (QCA 1998) remain an excellent basis for work experience today.

- Develop social and personal skills:
- Provide the opportunity to be more aware of strengths and weaknesses.
- Develop confidence in unfamiliar situations.
- Demonstrate suitable behaviour towards colleagues and, where appropriate, customers.
- Gain an understanding of ‘equal opportunities’ and the implications of stereotyping.
- Undertake an adult role in a supportive environment.
- Develop punctuality and reliability in the workplace.
- Understand the importance of lifelong learning.
- Enhance their employability.
- Develop an awareness of the world of work:
- Investigate the wide variety of work opportunities available.
- Gain an insight into the organisation’s operation.
- Raise awareness of current health & safety issues and develop safe working practices.
- Understand the role of technology in the workplace.
- Gain a better understanding of the relevance of the school curriculum to the world of work in order to:
- Appreciate the skills needed to do a job.

## The Work Experience Programme for Year 10

Work Experience Preparation for Year 10 students commences in the late part of the Summer Term when they are still in Year 9 and runs until the debriefing and feedback has occurred towards the end of Year 10.

**Preparation** for work experience includes:

- Sending out applications to or directly approaching employers in order to secure a placement or placements.
- Discussing issues and requests with tutors and the work experience co-ordinator 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.
- Completing preparation sections of the work experience journal.

**Placement** – may involve the students in:

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

## **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. The teacher will make an initial telephone call very early in the student's placement to check that all is well and then a visit is arranged in person to discuss the matters above, if necessary. A record of these visits is made in the student's journal and a formal teacher report of the student's time on placement is made by the visiting staff member and kept on file by the work experience co-ordinator until after the student has left the school.

**Debriefing** occurs in the weeks' immediately after 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.

**Evaluation** – students evaluate the success of their placements and the programme as a whole via a work experience feedback questionnaire and the completion of their journals.

Employers complete a report for the student, in the journal and on a form kept on file by the Work Experience Co-ordinator. The employer is also encouraged by the school to complete a brief evaluation of how the school runs their work experience programme.

### **Workplace Health & Safety Checks**

The school has a contract with Derbyshire County Council to carry out Health & Safety checks on the school's behalf. Students do not attend a placement until a successful H & S check is in place.

### **Vocational and Brookfield Enrichment Courses**

In addition to the above, some students undertaking vocational courses will have work placements as part of their programs. Some Year 12 students also choose to continue work experience as part of their Stellar Programme. Staff members in charge of those areas liaise with school to ensure the validity and safety of any placements used.