

Careers and Work Experience Policy

(including Provider Access Policy
Statement)

Key Document Details:			
Author:	Career Leader	Department:	Education
Reviewer:	Executive Team	Version No:	1.1
Last Review:	October 2022	Next Review:	October 2023
Approver:	Trust Board	Date Ratified:	20 October 2022

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Document Change History

Date:	Version:	Description of Changes:
Oct 2022	1.0	Annual Review
Feb 2023	1.1	Amend Careers Leader details

Mission Statement

“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

Skills for Life Trust has high quality careers advice and guidance, to support our all of our students to prepare for the next stage in life. This is developed throughout a student’s time at the school and is always supportive of their aspirations, strengths and skills.

We aim to:

- Prepare students for the transition to life beyond secondary school (higher education and the world of work);
- Support students in making informed decisions which are suitable and ambitious for them;
- Provide students with well-rounded experiences;
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support students in the curriculum and in their future careers;
- Inspire and motivate students to develop their aspirations.

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Statutory Requirements and Recommendations

The Education Act 2011 places a statutory duty on maintained schools to secure access for pupils to independent and impartial careers guidance that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE re-issued statutory guidance in April 2014 on how this should be implemented to which schools must have regard in carrying out the new duty. This relates to the 'Inspiration Vision Statement' September 2013.

Key points in the Statutory Guidance

The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Schools must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.

- As an Academy, the School is not directly covered by the new statutory duty but the government has signposted an intention to extend this statutory duty to academies through possible changes to Funding Agreements;
- There is in any event an obvious case for stating the School's position on this important area and Trustees and Governors reaffirm their long standing commitment to ensuring

high quality careers guidance that promotes pupils' best interests and meets their real needs.

Definitions

- Advice and Guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. (DfE statutory guidance 2014).
- Independent "is defined as external to the school" (DfE statutory guidance 2014). The School does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.
- Impartial "is defined as showing no bias or favouritism towards a particular education or work option" (DfE statutory guidance 2014).
- Promote the best interests of the pupils to whom it is given is interpreted in this School (in accordance with our Vision Statement) to include a requirement that advice must not depress pupils' reasonable aspirations/possible attainment. It must take into account their potential life-long careers not just their immediate 16+, 17+ or 18+ placements.

The Role of the School

- The School will secure and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in assemblies and within Skills for Life lessons, careers fairs, meetings with business mentors, transition meetings for vulnerable and SEN pupils and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.
- In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisers will be provided for those pupils to whom the School deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the School's own careers staff, where information will also be given in an impartial way.
- The School will provide information and verbal briefings on pupils to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.

- The School will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.
- The School will provide a range of careers activities, including work-related learning and work experience (for all Year 10 pupils and for Sixth Form students by negotiation).
- The School works with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education. The School also accepts pupils from other schools into its Sixth Form.
- Pupils will have access from School to on-line advice, including the National Careers Service website. Pupils will also be advised of the NCC telephone helpline number.
- The school will evaluate its success in supporting pupils to take up education and training which offers good long-term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the Local Authority.

Monitoring and Evaluation

The quality of careers guidance and provision is monitored and evaluated through:

- Monitoring via the Compass + evaluation tool (that is also monitored independently by the Local Authority) against the Gatsby Benchmarks at least three times per year;
- Collaborated monitoring with Kent and Medway Careers Hub;
- The analysis of the destinations of pupils;
- Learning walks and reviews;
- Reports to senior leaders, Local Governing Bodies (LGBs), Educational Standards and Performance Committee and the SFL Steering Group;
- Feedback from pupils and parents.

Careers Provision at Greenacre Academy and Walderslade Girls' School

All students have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects;
- Skills for Life Assemblies occur on a range of careers that inspire and motivate the students;
- Skills for Life curriculum time in which students will complete careers education;

- A whole school curriculum underpinned by the Skills for Life values;
- All lessons have a Skills for Life values embedded into them;
- All students have access to the careers resources and careers section on the schools website;
- External opportunities are advertised to students.

Key Stage 3

- Skills for Life Curriculum – Mapped against all Gatsby Benchmarks;
- Options – Options assemblies, discussions and meetings held to discuss KS4 Options; Options booklet contains information about future careers and local and national market trends;
- Personalised access to KMPF and KaMCOP interactions and activities;
- Externally run events – Future Focus, Solutions for the Planet etc.

Key Stage 4

- Year 10 Skills for Life Curriculum – Mapped against all Gatsby Benchmarks;
- Options – Options assemblies, discussions and meetings held to support post 16 decisions; Options booklet contains information about future careers and local and national market trends;
- Personalised access to KMPF and KaMCOP interactions and activities;
- Externally run events – Future Voices, Future Focus etc;
- One-to-one careers discussions with the school Careers Advisor in Year 10 informs individual Careers Plans;
- Students in Year 10 to undertake Work Experience. This involves work experience preparation workshops.

Key Stage 5

- Regular access to a Progression Mentor;
- Regularly collecting destination data to personalise support given;
- Externally run events – Army Day, Lloyds interviews, University Visits, Apprenticeship Fairs etc;
- One-to-one careers discussions with the school Careers Advisor offered to students in Year 12;
- Students in Year 12 to undertake Work Experience. This involves work experience preparation workshops;
- Personalised access to KMPF and KaMCOP interactions and activities;
- Higher Education support – UCAS day, progression mentor support, UCAS Statement support from Form Tutor and Head of Sixth Form;
- Apprenticeship support – Application support, interview preparation and support from Form Tutor and Head of Sixth Form.

Work Experience Provision

The aim of work experience is to provide an opportunity for all students to learn in the work place; an experience that cannot be replicated in school.

All students are offered the opportunity of one week of work experience in Year 10 and one week of work experience in Year 12. This is not a compulsory part of the curriculum, but is undertaken by the large majority of students.

The overall organisation of work experience is undertaken by the Work Experience Co-ordinator (WEC), who liaises with a UPR holder responsible for Work Experience and the Careers Leader.

The students are encouraged to arrange their own work experience in year 10 but are given work placements by MEBP. Students all find their own work experience placements in year 12.

Parents are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

The WEC checks that the placement meets with the schools requirements, the students will be treated fairly and they will undertake meaningful work.

Work experience is organised through the third party - MEBP. MEBP have provided comprehensive work experience service to schools and businesses for over 25 years. They ensure that every employer is briefed and Health and Safety checked, has an approved job description and risk assessment, and commits to providing relevant supervision for the students.

Preparation in school encompasses health and safety, employers' expectations and how to use the Work Experience Log Book, which enables both student and school to focus on the developmental aspects of the placement, and provides a written log and assessment of each student's work.

Greenacre Academy and Walderslade Girls' School: Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 8-13 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.

Procedure - A provider wishing to request access should contact Jemma Wall, Careers Leader
Telephone: 01634 861593; Email: wallj024@sflt.org.uk

Opportunities for access - A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. The Careers Leader will be happy to discuss these with you.

Premises and facilities - The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with reception and they will be distributed accordingly.

Review

This Policy will be reviewed annually. At every review it will be agreed by the Trust Board and its implementation will be monitored by the Leadership Group.