



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Careers and Work Experience Policy

(including Provider Access Policy Statement)

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students 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

At WGSP 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 students to independent and impartial careers guidance that promotes the best interests of the students 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 students, 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 student 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 students. 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 students make the transition into the next stage of education or training, or into employment.

- As an Academy Trust School, 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.
- Trustees and Governors reaffirm their long-standing commitment to ensuring high quality careers guidance that promotes students' 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 students.
- 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 students 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 students' 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 Personal Development lessons, careers fairs,



transition meetings for vulnerable and SEN students and advice given on the 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 students, face-to-face interviews with independent advisers will be provided for those students 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 quality assure careers guidance, including that offered independently, to ensure that students 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 students and for Sixth Form students by negotiation).
- The School works with a range of further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that students have access to a range of options at each stage of their education. The School also accepts students from other schools into its Sixth Form.
- The school will evaluate its success in supporting students to take up education and training 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 (which is externally verified by Medway Council/Enterprise Hub).
- Collaborated monitoring with Kent and Medway Careers Hub.
- The analysis of the destinations of students.
- Reports to Senior Leaders and Local Governing Body (LGB).
- Feedback from staff, students, parents, and external stakeholders.

Careers Provision at WGSP

Below are the details of what each secondary school must offer.

The 6 encounters schools must offer to all students in years 8 to 13 Schools must offer:

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



phase' (year 12 or 13) o Students can choose to attend o 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 will not 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 students

Meaningful provider encounters Our Trust is committed to providing meaningful encounters to all students. 1 encounter is defined as 1 meeting/session between students and 1 provider. Meaningful live online engagement is also an option at our schools. All students have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects.
- Weekly assemblies occur on a range of careers that inspire and motivate the students (and also allows us to meet the Baker Clause/be PAL compliant).
- Personal Development curriculum time in which students will complete careers education.
- All students have access to the careers resources and careers section on the schools website.
- External opportunities are advertised to students.
- Support provided with options selections (for both Year 9 and Year 11).
- Careers fair.
- Mock interviews.
- DWAP supporting KS4 SEND students with careers/college/progressions.

Key Stage 3

- Personal Development Curriculum.
- Options assemblies held to discuss KS4 Options.
- Careers assemblies.
- 'Money Matters' sessions with Nationwide.
- Assemblies on Labour Market Information.
- Celebrating National Careers Week and National Apprenticeship Week.
- Internally/externally run STEM events e.g. Future Focus, Solutions for the Planet etc.

Key Stage 4

- Personal Development Curriculum.
- Options assemblies and PGW Open Evening held to support post 16 decisions.
- Externally run events e.g. Future Voices, Future Focus etc.
- Careers assemblies.



- Assemblies on Labour Market Information.
- Celebrating National Careers Week and National Apprenticeship Week.
- Careers fair.
- Visit to apprenticeship fair.
- KS4 SEND students supported via DWAP and visits to feeder local college.
- One-to-one careers discussions with the school Careers Advisor (grouped in Year 10, by shared career aspiration, and then individually in Year 11).
- Students in Year 10 to undertake Work Experience.

Key Stage 5

- Regularly collecting destination data.
- Mock interviews.
- High Education evening.
- One-to-one careers discussions with the school Careers Advisor.
- Students in Year 12 undertake Work Experience.
- Assemblies on Labour Market Information.
- Celebrating National Careers Week and National Apprenticeship Week.
- UCAS application workshops.
- University finance workshops.
- Careers fair.
- Careers assemblies.
- Students are offered the opportunity to attend events such as apprenticeship fairs and University open days: we authorise the day/s off and support with travel and other expenses for Bursary students.
- Personalised access to UniFrog.
- Apprenticeship/University/job application - application support, interview preparation and support form From Tutor/Sixth Form Team/Careers Lead.
- Via our Tutor Time programme, students complete UCAS applications. CPD is organised for all PGW Tutors, to increase their competence with UniFrog and its features (supplemented with support from the Sixth Form team).

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 work experience in Year 10 and Year 12. This is undertaken by the majority of students who find the experience very beneficial. The overall organisation of work experience is undertaken by the Work Experience Co-ordinator (WEC).

The students are encouraged to arrange their own work experience in Year 10 but are able to access placements offered by MEBP. Students are asked to find their own work experience



placements in Year 12 in a field that relates to their chosen subjects and/or future career aspirations.

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. This in association with the WEC.

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.

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

WGSP - Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to students 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 students 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.
- 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.
- 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@wvsp.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 students. 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 other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

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



Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

