

Careers and WEX Policy

Name of Policy	Careers and WEX Policy
Governor committee and last renewed date	Curriculum /February 2022
Full Governing body approval date	June 2022
Policy review timing	2 years
Policy next review date	February 2024

Introduction

The school's careers programme forms an integral part of its curriculum. The programme encompasses careers education, information, advice and guidance (CEIAG), enterprise and work-related learning, and work experience. The school is committed to providing a planned careers programme for all students in Years 7 to 13 in order to prepare them for the opportunities and responsibilities of working life, support them in making informed decisions, and to inspire and motivate them to develop their aspirations.

The school will have regard to the Government's '[Careers strategy: making the most of everyone's skill and talents](#)' (Dec 2017) and [DfE statutory guidance](#) (Oct 2018) which sets out that schools should use the eight Benchmarks of [Good Career Guidance](#) developed by the Gatsby Charitable Foundation to develop and improve their careers provision. It will be reviewed and updated in line with any new official guidance from the Department for Education, Ofsted and other relevant bodies.

The school is committed to meeting all eight Gatsby Benchmarks by:

1. Providing a stable careers programme that is known and understood by pupils, parents, teachers and governors
2. Using career and labour market information to inform the careers programme
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Providing opportunities for encounters with employers and employees through a range of enrichment activities
6. Providing experiences of workplaces to help students' exploration of careers opportunities
7. Providing encounters of further and higher education in order that students understand the full range of learning opportunities available to them via both academic and vocational/technical routes
8. Providing opportunities for personal guidance to students, to meet their individual needs

The school has a designated Careers Leader, who works closely with specialist advisors, pastoral and academic staff to deliver the careers programme across all eight Gatsby Benchmarks.

Progress against the Gatsby Benchmarks is regularly reviewed and tracked by the AHT in charge of Careers. The School also uses Compass to assess the extent to which the Gatsby Benchmarks have been

met. The school will use destinations data and feedback from pupils, parents, teachers and employers in order to monitor, evaluate and continually improve the careers programme.

The Assistant Head Teacher in charge of Careers is Cecily Cole, who can be contacted via email info@gch.org.uk or on 020 7969 1998.

Careers Education, Information, Advice and Guidance

All students have access to:

- Extra-curricular clubs and trips that support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs is available on the School website.
- All students have access to the internal Careers page, the careers section in the school website, the library careers section and careers noticeboard. External opportunities are advertised to students.
- All students have access to careers resources and news via the software package Unifrog.
- Whole school or key stage events e.g. Curriculum Work Related Learning Mornings, visiting speakers
- National careers events which are supported by the school e.g. National Science Week
- High quality PSHE lessons and assemblies in each key stage

In addition, there is tailored provision in the different Key Stages. This includes but is not limited to the following.

Students at KS3:

- The Options programme for year 9 is designed to support students in their GCSE choices. All students in year 9 have a one to one meeting to discuss their Option choices with a senior member of staff.
- The PSHE programme at KS3 explores careers under the theme: the wider world. This includes units on:
 - Enterprise and charitable giving
 - Community and Careers
 - Digital literacy
 - Setting Goals and choices
 - Employability skills
- All KS3 year groups run a Charity Week each year, building enterprise skills. This is launched in year 7 with the First Give PSHE unit.
- Students are introduced to the Unifrog platform
- One to one meetings in year 9 and year 11 regarding options process and 6th form choices.
- A series of Work-Related Learning Events over the course of the Key Stage.

Students at KS4:

- In KS4 all students meet with the Careers Adviser in small groups or individually.
- A number of students will take part in the Duke of Edinburgh.
- Students in year 10 undertake Work Experience. They receive extensive application support. Further details can be found below.

- The Year 11 Transition Programme supports students with their A-level choices.
- All Year 11 students have an individual guidance meeting with a senior member of staff with regards to their 6th form plans and subject choices.
- A tailored set of PSHE lessons including:
 - Financial Decision Making
 - Work Experience preparation
 - Next steps including application processes, skills for further education and career progression.
- Careers events and opportunities are advertised on an ongoing basis and, where appropriate, targeted at certain students.
- All KS4 year groups run a Charity Week each year, building enterprise skills.

Students at KS5:

- There is a weekly Speakers program for all 6th form students.
- All year 12 students participate in the MUNGA and an RS Conference developing key skills.
- Students have the opportunity to engage with a range of external agencies.
- There is a range of support for University applications including:
 - 6th form students are encouraged to visit university open days, taster courses and summer schools to develop their application profile.
 - Students are encouraged to enter essay competitions.
 - Interview preparation and practice is led by departments and the 6th form team.
 - The pastoral curriculum for year 12 and 13
- A number of students every year take part in the Duke of Edinburgh Gold Award.

Students with Special Education Needs:

- Careers guidance for students with Special Educational Needs - all students have an individual meeting with an independent specialist advisor.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate

Alumnae:

- Alumnae are encouraged to be the speakers at the School and share their profession, career path and further education with current students. Those alumnae interested in being involved should contact Claudine Astles via the info@gch.org.uk

Enterprise and Work-Related Learning

The school plan a range of events to ensure students develop skills and spirit of Enterprise. Students also learn about potential careers and the relevance of their curriculum to the economy through Work-Related Learning.

Opportunities across the wider school community enable students to develop a range of careers-related skills. These include: debating public speaking; opportunities to become Ambassadors or Prefects to develop leadership and communications skills; charity fundraising and enterprise activities.

	Autumn Term	Spring Term	Summer Term
Year 7	Unifrog enrolment and sessions	Just Give Charity Project Unifrog sessions	Unifrog sessions WRL event*
Year 8	Unifrog sessions	Unifrog sessions WRL event*	Community and careers unit in PSHE lessons Unifrog sessions
Year 9	WRL event* Spark Workshop	Options Guidance Setting goals and choices unit in PSHE Options meetings	Employability skills unit in PSHE
Year 10		National Apprenticeship week University visits	Work Experience Preparation and Placement
Year 11	Transition Guidance Assemblies Career interviews and Assemblies Information on open evenings Next Steps PSHE programme	Career interviews and Assemblies Transition Day including opportunities for visiting speaker National Apprenticeship week	Career interviews and Assemblies
Year 12	Speakers Programme every Monday	Speakers Programme every Monday	Speakers Programme every Monday Work Shadowing University and UCAS guidance
Year 13	Speakers Programme every Monday University and UCAS guidance	Speakers Programme every Monday	Speakers Programme every Monday
All years	Speakers are engaged when possible for all year groups when possible and relevant. Year 7-11 all have an annual Charity Week when they raise funds for a charity of their choosing.		

Work Experience

Gatsby Benchmark 6 relates to Experience of Workplaces and states:

“Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help with their exploration of career opportunities, and expand their networks.” ([Gatsby, 2014](#))

Students will undertake work experience placements in Years 10 and 12. In Year 10 this will be for a fixed period in the summer term. In Year 12 student complete five days work experience/shadowing placements in the summer term. The School takes advantage of workplace visits when they arise for different year groups.

Aims of work experience:

- To give students the experience of life beyond school and a better understanding of the world of work
- To increase awareness of career opportunities, give a clearer sense of career aspirations, and ability to make informed choices
- To gain experience of the work environment and meeting and dealing with adults
- To gain experience of carrying out new tasks
- To gain experience of following rules and understanding why they exist
- To understand the importance of personal and social skills including personal presentation, time management, team-working, communication/literacy, enthusiasm and commitment
- To increase self-confidence, independence and maturity
- To improve motivation to engage in education through understanding the links between learning in school and working life
- To enhance the student’s CV
- To enable an easier transition from education to work

Implementation:

Assistant Head in charge of Careers:

- Briefs Year 10 form tutors and Head of 6th Form regarding work experience programme.
- Liaises with Work Experience Coordinator on all aspects of programme
- Has final say as to the suitability of a placement, where there is doubt

Work Experience Coordinator:

- Briefs Year 10 students and parents regarding work experience
- Undertakes all administration relating to Year 10 work placements
- Maintains database of employer contacts and uses this to support students with finding a placement if they are unsuccessful in finding their own
- Ascertains that placements meet health and safety and safeguarding requirements by checking information provided by employers. Arranges pre-visits to placements where necessary.
- Organises briefings to students before start of work placements - to cover learning objectives, employability skills, health and safety, and safeguarding aspects

- Debriefs students upon completion of work placements and reviews feedback from placements in order to evaluate the work experience programme

Students:

- All students to complete work experience placement
- All students are encouraged to find their own placement. The Work Experience Coordinator will support them in this process.
- Some students will need to write an application to employer / attend interview
- Students to attend work experience briefing in advance of their placement
- Whilst on placement students will complete a work experience log book
- Whilst on placement students are expected to follow a code of conduct set out by the school and adhere to any rules outlined by the employer, including confidentiality agreements and rules relating to the use of telephones, mobile phones, the internet and social media.
- Students to attend debriefing session following work experience placement to reflect on their learning and apply it to their future career planning and goal-setting

Parents/carers:

- Parents/carers will be informed about all aspects of the work experience programme and will be required to sign parental agreement for placements.

Other school staff:

- All students will receive a visit from an allocated member of staff during their placement.
- Staff to complete and return a monitoring form for each student visited.

Health and Safety

This policy is informed by guidance from The Health and Safety Executive (HSE) - the national regulator for work-related health and safety issues - and in particular its [guidance relating to young people on work experience](#).

Under HSE guidance students on work experience are considered as employees and should be treated no differently to other young people employed by the placement provider. The placement provider (employer) has primary responsibility for the health and safety of the student and should be managing any significant risks. The school will take reasonable steps to satisfy itself that the employer is doing this by seeking confirmation via the [Employer's Agreement](#)

Informed by past experience, knowledge of the student and by the degree of risk involved, the school may seek further assurance by finding out more from the employer about what tasks the student will undertake, what the relevant precautions are, and the planned arrangements for the induction, training and supervision of the student. In some cases, the school may conduct a pre-placement visit to the employer.

Students will not be permitted to undertake work experience placements at:

- Tattoo or body piercing studios
- Parts of a beauty salon where semi-permanent make-up is used
- At any height
- Abattoir

- On water
- In the air (hot air balloons, planes, helicopters etc.)
- In gambling locations e.g. amusement arcades, betting shops, casinos
- Behind the bar of public houses and restaurants selling alcohol
- In an off-licence
- With guns e.g. gun shop, gamekeeper
- With fireworks
- On new-build or total refurbishment construction site

Parents/carers will see the job description for the placement and a copy of the Employer Agreement before giving their consent to the placement. Any significant risks later identified by the employer will be communicated by the school to parents to keep them fully informed.

If the school does not approve a placement due to a health and safety or safeguarding issue it will inform both the employer and parent/carer of this decision. If the parent/carer still wishes the student to undertake the placement they will be asked to sign a waiver, accepting all responsibility for the placement, and the school will inform the employer accordingly.

Students are themselves classified as “employees” during their placement, they will have duties under the [Health and Safety at Work Act 1974, Section 7: General duties of employees at work](#). The school will give a health and safety briefing to students before work placements commence.

Students will be visited or telephoned by a member of school staff during their placement. The staff member will complete a short checklist which will include key questions relating to health and safety, the findings of which will inform the school as to the suitability of repeating the placement in future. Staff will be appropriately briefed by the school before conducting visits to work placements.

Where a cause for concern is raised by a student on placement or a staff member during a visit, the placement will be assessed by the Assistant Head in charge of Careers.

Safeguarding

- The school will follow DfE statutory guidance relating to adults who supervise children on work experience, ‘Keeping Children Safe in Education’, (DfE, 2021).
- For Year 10 students, the school will ask employers offering work placements whether the student will be working exclusively with one member of staff, as this would constitute “regulated activity”. The school would not approve the placement in this instance and the placement would not go ahead without a parental waiver.
- All employers will be asked to confirm - via the Employer Agreement - that the student will not come into contact with staff members who they know to be disqualified from working with children in accordance with the Criminal Justice and Court Services Act 2000, and that the student will not come into contact with material (including online content) inappropriate for children.
- As part of the pre-placement briefing, students will be informed of how to raise any safeguarding concerns, what to do in difficult situations, and will be given an emergency school contact number.

- For students considered to be vulnerable, the school will seek input from its Safeguarding team before approving the placement. The school may also make additional contact with parent.
- If the activity undertaken by student on work experience involves working with children this may in itself be considered a regulated activity, notably if the student is over 16, i.e. Year 12. In these circumstances the employer may request a DBS enhanced check. DBS checks cannot be requested for children under the age of 16.
- It is the responsibility of students and parents/carers to indicate on the work experience self placement form of any allergies, medical conditions or special educational needs that may be relevant to the placement.
- It is the responsibility of students to ensure they take any necessary medications with them whilst on the placement.

Students with Special Education Needs or Disabilities

- Students with Special Educational Needs or Disabilities (SEND) will participate fully in the work experience programme wherever possible.
- The school's SEND team is involved as appropriate with the placement of the students.
- The school will communicate as appropriate with students with SEND and their parents/carers to ensure appropriate information is shared with employers that may be relevant to the placement.
- The school will seek confirmation from the employer - via the Employer's Agreement - that it will take such SEND information into account, and that it will treat the information confidentially.

Practical arrangements

- Hours of work: Students are expected to work the normal hours of the business rather than school hours but should normally only work for 8 hours each day or 40 hours each week (recommendation of [“Guidance on the Employment of Children”, DCSE, 2009](#)). Students who have commitments (e.g. sports, cadets) will need to negotiate hours of work with their employer. If it is the normal practice of an employer to work during weekends or early or late shifts, this should be established prior to the placement, although no more than five days should be worked in any week of work experience. The School will ask the employer to provide details of working hours with the job description.
- Meal breaks: The school will ask the employer to provide details of lunch and other breaks with the job description. Students will be expected to observe these times.
- Payment: Government guidance ([“Minimum Wage: work experience and internships”, BEIS, 2013](#)) states that neither students who are of compulsory school age (Year 10), nor students who are above compulsory school age but have stayed on in full or part-time education and are undertaking a work placement as a required part of their studies (Year 12), are entitled to the minimum wage. Details of any expenses to be paid by the employer to the student should be included in the job description.

- Absenteeism: Both the employer and the student will be asked to immediately inform the school if the student is absent. The School will follow-up accordingly and will record the student's attendance via SIMS.

Monitoring and Evaluation

- The Assistant Head Teacher will work alongside the careers advisor to develop a Careers Development Plan.
- Termly conversations with the External Enterprise Advisor.
- An evaluation of the data of retention, destinations, trips, expedition participation and attendance at Speakers, will enable measurement of success.
- A work experience and careers survey will be carried out in the summer term to inform planning of the subsequent year.
- Annual evaluation using Compass measuring the school against the Gatsby Benchmarks.

Related school policies

This policy is underpinned by the school's policies for:

- Teaching and Learning / Curriculum
- Special Educational Needs and Disabilities
- Safeguarding
- Equality
- Provider Access Policy