



## **Careers Policy**

**(Incorporating Careers Education, Information, Advice and Guidance [CEIAG]; Enterprise; Work-related Learning; Employability; Work Experience and Provider Access policies)**

**Review date: June 2024**

**Next review date: June 2025**

**Staff resp. for review: NCL/AP**



## STATUTORY CONTEXT

There is a statutory requirement for the school to provide a balanced and broadly based curriculum which prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for the world of work. Inherent in this preparation is the development of our students' enterprise skills and capabilities, their knowledge of the workplace, their knowledge of the range of career pathways and their knowledge of financial literacy and economic and business understanding.

The latest updated statutory guidance comes from the DFE (October 2018) and it builds upon the Government's Careers Strategy 2017 that sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them.

The statutory guidance has been updated to expand on the aim set out in the 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.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's benchmarks to develop and improve their careers provision. The statutory guidance has been restructured around the benchmarks with information on what schools need to do to meet each one.

The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships.

The benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. The Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. The Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020.

Compass Plus is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time. The use of the new digital Careers Dashboard will allow schools to monitor effectiveness of provision at a student level.

The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools

meet the Benchmarks. This statutory guidance explains what support will be made available to schools in 2020.

The Careers & Enterprise Company (CEC) will provide external support to schools.

In 2014, the Government established the CEC, to provide the strategic coordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people (aged 11-18).

The CEC's initial focus has been on employer engagement, based on evidence about the importance of giving young people more opportunities to connect with employers of all sizes, and from all sectors. These encounters will inspire students and allow them to learn about what work is like, or what it takes to be successful in the workforce. The careers strategy confirmed that the CEC will take on a more ambitious role, building on their progress to date by coordinating support for schools across all of the Gatsby Benchmarks via the Enterprise Advisor network.

The careers strategy sets out that every school needs a careers leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this careers leader. This requirement will be introduced in September 2018.

More information on the role of the careers leader is set out in a new guide "Understanding the role of the Careers Leader" 2018.

The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework and School Inspection Handbook updated in 2019.

A successful careers guidance programme will also be reflected in higher numbers of students progressing to positive destinations such as:

- Apprenticeships
- Technical routes
- Sixth form colleges
- Further education colleges
- Universities
- Employment

Destination measures provide clear and comparable information on the success of schools in helping all of their students take qualifications that offer them the best opportunity to continue in education or training. KS4 and 16-18 (KS5) education destinations are published in performance tables on gov.uk, meaning that they are becoming an established part of the accountability system.

Updated in July 2021, the government's Statutory guidance for schools and guidance for further education colleges and sixth form colleges sets out the following, 'Schools and colleges have a responsibility to set students on the path that

will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need.'

This policy identifies the rationale, aims, objectives, curriculum provision, management and evaluation/review processes required to achieve the above requirements.

This policy is written taking into account a number of key policies and statutory guidance, including:

- Careers Guidance and access for education and training providers - statutory guidance for governing bodies, school leaders and school staff (October 2018)
- Understanding the role of the careers leader a guide for secondary schools (2018)
- CDI Careers Guidance in Schools and Colleges (June 2018)
- DFE Destinations Data – good practice guide for schools (October 2018)
- Careers Strategy: making the most of everyone's skills and talents (Dec 2017)
- OFSTED Education Inspection Framework (September 2019)
- Schools Inspection Handbook (2019)
- The Gatsby Benchmark Toolkit
- The Baker Clause (2018)

# STATUTORY DUTIES

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

2. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- includes information on the range of education or training options, including apprenticeships and technical education routes
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given

3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to students, and to ensure that this is followed. The policy statement must be published and must include:

- any procedural requirement in relation to requests for access
- grounds for granting and refusing requests for access
- details of premises or facilities to be provided to a person who is given access

5. The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement. It is expected that a policy statement will be published for each academy within a multi-academy trust.

6. The School Information (England) Regulations 2008 require schools to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 students in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

- the name, email address and telephone number of the school's careers leader
- a summary of the careers programme, including details of how students, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on students
- the date of the school's next review of the information published

## WHAT IS THE GOVERNING BODY EXPECTED TO DO?

- The governing body should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document; every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement
- The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published; this should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point
- The governance handbook provides information on governors' other legal duties

## THE ROLE OF THE CAREERS LEADER

### Purpose of the role

The role of the careers leader is to plan and implement a strategy for developing a careers programme for the school that meets all eight of the Gatsby benchmarks of good practice and prepares young people for the choices and transitions in education, training and employment.

### Key tasks

#### 1. Leadership

- Advising senior leadership on policy, strategy and resources for CEIAG
- Reporting on CEIAG to senior leaders and governors
- Reviewing and evaluating CEIAG
- Preparing and implementing a CEIAG development plan
- Identifying sources of funding for CEIAG and writing bids

#### 2. Management

- Planning schemes of work for careers education
- Briefing and supporting teachers of careers education
- Monitoring teaching and learning in careers education
- Supporting tutors providing initial information and advice
- Managing, in partnership, the work of the careers adviser
- Monitoring access to, and take up of, careers guidance
- Managing the work of the careers administrator

### **3. Co-ordination**

- Managing the provision of careers information
- Liaising with the PSHE leader, and other subject leaders, to plan careers education
- Liaising with tutorial managers, mentors, SENCO and head of sixth form, to identify students needing guidance
- Referring students to careers advisers

### **4. Networking**

- Establishing and developing links with employers
- Establishing and developing links with FE colleges, apprenticeship providers and universities
- Negotiating a service level agreement with the local authority for support for vulnerable young people
- Commissioning careers guidance services
- Managing links with the LEP and other external organisations

### **5. Accountability**

- The careers leader is accountable to the senior leader with overall responsibility for CEIAG

## THE 8 GATSBY BENCHMARKS



1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## **RATIONALE**

- The school is committed to maximising the benefits for every student in the development of a whole school approach to enterprise, work-related learning, employability, work experience and CEIAG
- The school wishes to promote enterprise, work-related learning, work experience, employability and CEIAG as part of the learning entitlement for all students and as a means for learning 'about work', learning 'through work' and learning 'for work' as well as enabling all students to develop their personal enterprise skills and capabilities
- The school will provide a wide range of opportunities enabling students to make an effective transition from school to further education, higher education and work
- By having applied learning specialisms, we have a commitment to develop enterprise, vocational and work related learning for all students beyond what is laid down in statute
- The school is committed to maintaining a full careers service providing independent advice and guidance for all students

## **ENTITLEMENT (see Appendix 1 for full document)**

- All students at Norbury High School for Girls have an entitlement to impartial and independent guidance
- All students at Norbury High School for Girls will be provided with information about the full range of options available to them at all points of transition; this will include both academic and non-academic routes and pathways to employment, apprenticeships, traineeships, higher and further education and gap year experiences
- All students at Norbury High School for Girls will have access to the careers advisor either at an individual appointment, small group appointment, on a drop in basis or with other professionals in attendance in the case of students with EHC plans or additional needs

## **AIMS FOR ENTERPRISE, WORK RELATED LEARNING, EMPLOYABILITY, WORK EXPERIENCE AND CEIAG**

- To increase the breadth of curriculum experience for every student to support their preparation for adult life
- To improve educational standards through using enterprise, work-related learning, employability, work experience and CEIAG contexts that improves motivation and attainment for all students
- To ensure that students have access to high quality CEIAG, follow appropriate work-related courses and programmes and have opportunities to engage in enterprise learning
- To improve students understanding of the world of work and its demands
- To improve students understanding of personal financial literacy
- To improve students understanding of economic and business understanding
- To improve the quality of CEIAG
- To increase access and choice of appropriate work-related learning opportunities
- To improve the transition of students from school to adult and working life

## **OBJECTIVES FOR ENTERPRISE, WORK RELATED LEARNING, WORK EXPERIENCE AND CEIAG**

- Career learning at Norbury High aims to provide students with the skills, knowledge and understanding to support:
  - Developing yourself through careers, employability and enterprise education
  - Learning about careers and the world of work
  - Developing your career management and employability skills
- Establish an evaluation structure, which assesses the effectiveness of all aspects of enterprise, work-related learning, employability, work experience and CEIAG
- Develop opportunities to highlight and raise awareness of key enterprise skills and capabilities and their development through years 7–13
- Provide Careers Education and Information Advice & Guidance
- Improve attainment in individual subjects by increasing students' understanding through departmental schemes of work and school development plan
- Introduce and expand appropriate vocational qualifications in KS4 and KS5 in line with govt guidance
- Learn about the world of work and better preparation for the transition from education and training through providing work experience, enterprise activities and accessing external expertise
- Meet enterprise, work-related learning, employability, work experience and CEIAG targets as set down in the school Development Plan.

## **PARTNERSHIPS**

Norbury High School for Girls recognises and supports collaborative working with employers, HE and FE providers, apprenticeship providers etc and have partners across a range of employers, professional organisations and training firms.

Norbury High School for Girls has introduced a Partnership Agreement with FE and post-16 providers to accommodate the transition for our Yr 11 students into post-16 education. (See Appendix 2)

Ongoing work is taking place with:

- The Croydon Chamber of Commerce
- LEAN
- Employers from our WEXP database
- Local FE colleges to reduce NEET numbers
- Apprenticeship providers
- HE organisations
- Widening Participation programmes

# Norbury High School for Girls Provider Access Policy

## 1. Introduction

This 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.

## 2. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises / facilities to be provided to a person who is given access

## 3. 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 (see more detail in section 2.1 below).

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

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 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.

### 3.1 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

### **3.2 Meaningful provider encounters**

Our school is committed to providing meaningful encounters to all pupils. This includes a progressive programme that broadens horizons, and scaffolds development of the knowledge and understanding required for students to identify their next steps. The Head of Careers and staff members at Norbury High School for Girls use destination data and LMI to identify any gaps and implement appropriate interventions for students as part of their careers guidance. This includes informing students about approved technical education, qualifications or apprenticeships through various encounters with external agencies. 1 encounter is defined as 1 meeting/session between pupils and 1 provider.

Meaningful live online engagement is also an option at our school.

## **4. Student entitlement**

All students in years 8 to 13 at Norbury High School for Girls are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our 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, e.g. through activities and events such as options events, assemblies, taster events and the Careers Fair.
- Understand how to make applications for the full range of academic and technical courses

## 5. Management of provider access requests

### 5.1 Procedure

A provider wishing to request access should contact Alison Park, Head of Careers.

Telephone: 020 8679 0062

Email: a.park@nhsg.org.uk

### 5.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. The following table outlines examples of the opportunities provided for training and education providers to speak to students at Norbury High School for Girls.

	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>YEAR 8</b>	Assembly with FE provider	Assembly with HE provider	Assembly with apprenticeship provider Enterprise event
<b>YEAR 9</b>	Option assemblies and tutor group opportunities - employability skills Meeting with careers adviser Assembly with FE provider	Careers Fair KS4 Options Evening Assembly with HE provider	Assembly with apprenticeship provider
<b>YEAR 10</b>	Assembly with FE provider CV writing workshop Interview preparation	Assembly with HE provider Work experience preparation sessions Work experience	Assembly with apprenticeship provider Careers meetings Trip to local FE provider
<b>YEAR 11</b>	Post-16 provider open evenings Post-16 apprenticeships assembly Meetings with careers adviser Assembly with FE provider	Post-16 interviews Apprenticeships – support with applications Assembly with HE provider	Assembly with apprenticeship provider

<b>YEAR 12</b>	Higher education (HE) fair Post-18 assembly - apprenticeships Student finance workshops Talks from employers	Small group sessions: future education, training and employment options Trips to university UCAS fair	Talks with apprenticeship providers Meetings with careers adviser Work Experience
<b>YEAR 13</b>	Post-18 assembly – with higher and degree apprenticeship providers Workshops – HE and higher apprenticeship applications Support with UCAS applications	Assembly and small group opportunities - employability skills	

Please speak to our Careers Advisor Alison Park to identify the most suitable opportunity for you.

These events will run in line with any measures related to public health incidents, including COVID-19.

Alongside these larger events, deep learning days, assemblies and PSHE sessions offer further opportunities to arrange specific events.

### **5.3 What should providers expect once a request has been accepted?**

Upon approval, the school works closely with the provider to identify the best approach to student access. The school's careers leader and a nominated member of the provider's team discuss arrangements in advance.

### **5.4 Premises and facilities**

The school will make available the venues for discussions between the provider and students as appropriate to the activity. The school will also make available audio-visual (AV) aids and other specialist equipment to support presentations.

All arrangements will be discussed and agreed in advance of the visit with the careers lead or a member of the senior leadership team.

Providers are welcome to leave a copy of their prospectus or other relevant literature which will be made available via the careers room (open to all students at lunchtimes and during break).

## **MANAGEMENT OF WORK-RELATED LEARNING**



Norbury High School for Girls has a team of three in the careers department, this allows Gatsby Benchmark 1 to be supported.

- Associate Assistant Headteacher who is the line manager
- Careers Lead
- Careers Advisor and Work Experience Co-ordinator

Together, this team will oversee the following:

- The management and co-ordination of the various aspects of enterprise, work-related learning, employability, work experience and CEIAG
- The range of activities in each key stage
- How the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated
- The assessment procedures and strategies for student evaluation of activities and learning outcomes
- The systems to secure balance, progression and continuity within students' learning opportunities
- Ensuring appropriate channels of communication at Senior Management level, Governing Body via the Careers Link Governor Ms H Sansom

In order to support the delivery of Gatsby Benchmark 4, individual subject staff are responsible for:

- Ensuring that their schemes of work contribute to enterprise, work-related learning, employability, work experience and CEIAG aims
- Identifying the types of work related or careers based activity at relevant points in their schemes of work in all year groups
- Identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them in a work related context

## **CURRICULUM PROVISION**

The school offers a wide range of activities that contribute towards work related opportunities in order to help prepare students effectively for adult life. These activities complement subject teaching, contribute towards the development of students' key skills as well as contributing to lifelong learning opportunities.

The range of activities currently supporting the development of the careers work are as follows:

- A level and other L3 courses of study
- GCSE and other L2 courses
- Other relevant vocational courses and qualifications will also be investigated regularly and added to our offer as appropriate
- Literature and resources provided by business partners
- Careers education, information advice and guidance
- Work experience

- Extended work placements
- Work shadowing
- Visits to employers
- Enterprise projects
- Enterprise skills and capabilities embedded into subject areas
- Problem solving and insight into work activities
- Personal, social, health and economic education
- Business mentoring
- Industry days
- Visitors from industry, business and the community
- Take Your Daughter to Work day
- Links to businesses within subject areas
- Widening participation programmes
- Deep learning days

## **STAFF DEVELOPMENT**

Opportunities for all staff to undertake relevant and appropriate professional development to support the teaching of careers, enterprise and work-related learning are as follows:

- Teacher placements & visits
- Work with external business/community personnel
- Access to internal and external CPD opportunities
- Work shadowing
- Visits to work experience placements
- Professional discussions with employers

# Norbury High Independent Work Experience Policy

Norbury High School for Girls undertakes a programme of work experience that is staffed and run independently.

Who might undertake work experience?

- Year 7 students will undertake one 'take your daughter to work' day
- All year 8 students will undertake one day as a student receptionist
- All year 10 students will undertake a one-week work placement
- Individual students at Key Stage 4 (KS4) may undertake work experience as part a flexible curriculum pathway
- Groups of students at KS4 and Key Stage 5 (KS5) might undertake work experience as a required part of a course of study
- Year 12 students undertake one day of work shadowing

Year 10 students and their parents are informed about work experience (WEXP) at a "Welcome to KS4 Evening" at the beginning of KS4, at this event a bespoke presentation is given outlining the aims and expectations of work experience, including how to find a placement and details of the deadlines for paperwork. Students are encouraged to find their own placements during the first half of the autumn term with further guidance being provided through the PSHE programme.

Arrangements for individual KS4 students to undertake a flexible pathway that includes extended work experience will be made and discussed with the student, parents, head of year and the deputy head with responsibility for curriculum.

Arrangements for subject based work experience at KS4 and KS5 will be made in conjunction with the head of faculty, WEXP co-ordinator, the students and their parents.

## Aims

- To enable students to apply skills, knowledge and understanding learned in the classroom
- To improve attainment by making learning more relevant
- To promote students' personal and social development
- To develop their economic and industrial understanding
- To encourage students to consider a broader range of continuing education, training and employment
- To introduce students to a particular occupational area before committing themselves (in some cases)
- To help students make the transition from school to work
- To provide experience of the workplace

## Principles

Students will have the opportunity to:

- Participate in a programme of preparation for work experience with particular emphasis on health and safety
- Complete ten working days in a work placement (year 10)
- Develop personal and social skills through active learning situations
- Increase their confidence in relating to adults other than family and school staff
- Widen their awareness of opportunities available to them in the community in order to make informed choices regarding education, training and employment
- Identify the skills and knowledge associated with the pathway through a specific occupation
- Participate in a programme of de-briefing and feedback
- Record their experience and skills used in the work experience diary

## Administration

The WEXP scheme is managed by the school Careers Advisor/Work Experience Co-ordinator.

Other staff involved within the process may include:

- Careers leader
- Head of year
- Year group tutors
- Head of faculty
- Learning Support team
- Learning mentors
- EAL co-ordinator
- Attendance officer
- Senior leadership team (SLT)

The administration of the work experience schemes involves a cyclical process through which the following procedures can be completed.

- Dates of work experience set and notified
- Students given letters and 'own find' forms
- Placement enquiries sent out to employers and replies acknowledged
- Students surveyed as to type of placement and area of placement preferred
- Students matched to placements (if applicable)
- Parents given details of placements, consent forms issued to collect relevant medical information and permission. Insurance details are also given
- Preparation materials produced for work experience programme from January, including work experience diaries
- All students details and employer details recorded
- Health and safety insurance checks made before commencement of placement
- Student interviews/preliminary visits arranged
- Organisation of staff to visit students
- Visiting tutor packs compiled

- Briefing of students in groups via assembly by Work Experience Co-ordinator, H&S expert and Senior Manager
- Liaison with placements throughout the week
- Student evaluation forms distributed and collated
- Whole school assembly on work experience
- Thank you letters set to all placements
- Certificates of 'Successful Completion of Work Experience' distributed to students; 'Excellent Completion of Work Experience' certificates awarded to a percentage of students who performed outstandingly well
- Work experience certificates sent to employers
- Work experience report completed and forwarded to Head teacher and other interested parties
- Broad range of placements maintained
- New contacts established

## **Student preparation**

Preparation for work experience is delivered by WEXP and PSHE team and takes place immediately prior to the placement; the following areas are covered: preparing for interviews, application form filling, letter writing, health and safety, self-management, dress codes and expectations of work experience and rights and responsibilities at work

## **Work experience diary**

During work experience, students are asked to keep a short diary, recording their experiences and key skills used. This diary forms the basis for the debrief session upon their return to school

## **Debriefing and follow-up**

In order to provide an opportunity for students to share their experiences and reflect on key skills and personal development, a brief session is held on return to school; this session includes the completion of evaluation forms and writing thank you letters

## **Health and safety**

- The Norbury High Work Experience (WEXP) Co-ordinator carries out health and safety checks on the placements being used; any placement deemed unsuitable is not used; no student is allowed to go on a placement which has not been checked
- A record is kept of all health and safety (H&S) checks in order to maintain a database of placements with details of next dates for checks to be made
- Health and Safety is an integral part of the student preparation programme. Students are briefed on how to ensure their own personal safety; that of others and what action to take if they are placed in an unsafe situation or are asked to do work beyond their ability/physical capacity or is dangerous
- In addition, students are briefed on what to do if sick or ill whilst on placement; any special considerations relating to the type of work they will be carrying out i.e. special clothing, footwear, are explained

- Students receive one telephone call and one visit during the course of their placement; students are encouraged to ring the Work Experience Co-ordinator at school if there are any problems – there is a dedicated mobile phone number for this which is switched on 24 hours
- Visiting staff are asked to complete a Placement Assessment Sheet concerned with health and safety – forwarded to WEXP Co-ordinator
- Visiting tutors report back to Work Experience Co-ordinator if any placement was found to be unacceptable; if necessary students would be removed immediately or Work Experience Co-ordinator would go and visit
- Every employer is advised to take student's emergency contact details on the first day of the placement which includes details of any medical condition and special needs; in the event of an emergency, this form will provide the employer with details of the students' home address and emergency contact number
- All visiting staff are CRB checked
- Emergencies arising are dealt with in accordance with other relevant policies

### **Equal opportunities and special needs**

- Work experience is designed to meet the needs of all students irrespective of race, class, gender or disability; every effort is made to combat prejudiced attitudes on the part of employers; students are actively encouraged to take up non-gender stereotypical work placements
- The school is committed to raising the aspirations of all students; work experience is introduced to students as experience of the workplace and not necessarily linked to future career plans
- The EAL Co-ordinator, MA&T Co-ordinator, Curriculum Access Support team, SEND team and Learning Mentors are involved in the work experience programme

### **Monitoring and evaluation**

- Work experience documentation and methods of communication are regularly monitored and reviewed both within school; the current scheme is organised and documented according to the London Borough of Croydon Work Experience Guidelines
- The school Work Experience Co-ordinator attends update meetings as required when statutory guidance changes at national/local level or if a training need presents itself; an annual work experience report is produced
- Placement Assessment visit forms will be forwarded once completed to the WEXP Co-ordinator; the Work Experience Co-ordinator will then amend the data base of placements as necessary and will produce an annual report on the experience
- De-briefing sessions with visiting tutors at placements
- Student evaluation sheets or online surveys collated and acted upon if necessary

## ● **Development plan and targets**

- To review the quality of student work experience and de-briefing programme
- To further develop school based successful placements
- To secure more challenging placements for our most able students
- To monitor placements by ethnicity/FSM/LAC
- To implement an improved system of logging information on staff out on placement visits; to ensure their whereabouts and contact details are known and available

## **Policy Review/Evaluation**

The school policy on work related learning will be reviewed and evaluated at various levels and at different times by key groups on an annual basis.

An equality impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

## **Appendix 1 - CEIAG ENTITLEMENT**

At Norbury High School for Girls you will receive a wide range of guidance and advice which will help you with your future career decisions.

### **Whole school support (general)**

Listed below are some of the features which you are entitled to throughout your time at the school:

- Personal support from staff and form tutors with making important decisions
- Opportunities to attend Deep Learning Days, trips and guest speakers
- Knowledge of the opportunities beyond Norbury High School for Girls gain a further understanding of different industries through displays around the school
- Building and developing employability skills and developing basic enterprise skills
- Knowledge of changes in the world of work
- Investigate possible impact of diversity and stereotyping on your future life, learning and work
- Access to resources such as books in the library and Unifrog
- Access to the careers room and the resources during the designated careers day, which will be supported by an impartial careers advisor
- Develop your aspirations and widen your horizons

### **In Key Stage 3 (KS3) you will be given the opportunity to:**

- Attend assemblies or other briefings on subject options for GCSE and how they impact on career decisions
- Take part in learning activities and events to develop employability skills e.g. communication, teamwork, decision making and problem solving
- Take part in learning activities and events to develop independent learning and presentation skills
- Take part in activities to develop enterprise skills
- Identify your strengths and weaknesses, skills and interests
- Participate in competitions throughout the year to develop enterprise skills
- Build a starter CV based on skills and interests
- Have a year 9 careers interviews with our careers advisor (in small groups)
- Learn about basic financial decision making and budgeting
- Participate in lessons that encourage you to think about future careers and skills needed



## **In Key Stage 4 (KS4) you will be given the opportunity to:**

- Attend assembly at the start of year 11, that outlines options post-16
- Take part in year 10 work experience
- Visit universities and colleges
- Choose from options such as business studies, economics, IT, HSC etc. that have direct vocational links with industry and business
- Take part in learning activities and events to develop skills in communication, teamwork, decision making and problem solving
- Take part in activities to develop enterprise skills
- Access online resources, such as Unifrog and Resource Companion,
- Identify your strengths and weaknesses, skills and interests, and other careers related self-assessment
- Attend Careers guidance interviews with our careers advisor (year 11 one-to-one, in year 9/10 group sessions)
- Be informed about the recruitment and selection process
- Receive personal support from staff and form tutors with making important decisions about post-16 options
- Develop and refine your CV
- Learn about personal finance management and budgeting

## **In Key Stage 5 (KS5) you will be given the opportunity to:**

- Visit universities and colleges
- Access online resources, such as Fast Tomato and Resource Companion
- Identify your skills, strengths and weaknesses, interests and values and how they impact on your career path
- Attend careers guidance interviews with our careers advisor
- Attend mock interviews and CV writing workshops
- Receive assistance and guidance on writing personal statements and UCAS applications
- Receive assistance and guidance on applying to Russell Group, Oxbridge and overseas universities
- Participate in an employability focused enrichment activities
- Develop your personal financial capabilities and explore financial implications of post-18 decision making
- Meet with alumni students who have followed a range of career and post-18 pathways to include apprenticeships, employment and degree level study

## **Widening participation programmes**

Some identified students will also have additional opportunities as part of a range of widening participation activities. These students are:

- Looked after children (LAC)
- Children in receipt of free school meals (FSM)
- First-generation scholars
- More able, gifted and talented (MAGT)
- From any under-represented groups

- Students who self-refer

These additional activities will include:

- Workshops
- University visits
- Workplace visits
- Mentoring
- Insight days
- Summer schools
- Access to alumni

## **Appendix 2 - Norbury High School for Girls and Post-16 Providers Partnership Agreement**

At Norbury High School for Girls, we are keen to work with post-16 colleges to build trust, share good practice and to support one another.

This partnership agreement seeks to ensure that our students have all the information they need to make informed choices about their future education and careers.

We understand that post-16 colleges will want to enter into partnerships with a range of schools, and this does not constitute an exclusive arrangement.

Norbury High School for Girls undertakes to:

- invite post-16 colleges to appropriate and relevant careers/options type events at the school
- prominently display posters and leaflets for open events in the school
- signpost or refer to students who would benefit from the curriculum offer at the post-16 college

Providers will complete the following agreement:

<INSERT NAME> undertakes to:

- keep in regular contact with Norbury High, offer a range of services, including 14-16 link services that Norbury High can take advantage of
- guarantee any applicant from Norbury High an offer of a place on a suitable course or an alternative should the original course be withdrawn, oversubscribed or become unsuitable
- report back to Norbury High at appropriate intervals the number of applications received from your school, and the number of enrolled students
- offer Norbury High regular update meetings/calls to ensure our agreement stays on track
- report back on future destinations of former Norbury High students

School:

School Signatory name:

Job title:

Signature:

Date:

Updated June 2024