



## **Careers Policy**

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

**Review date: December 2025**

**Next review date: December 2026**

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



## 1. AIMS

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

## 2. 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 (May 2025) and this statutory guidance replaces 'Careers guidance and access for education and training providers: statutory guidance for school and guidance for FE colleges and sixth form colleges', published in January 2023.

The statutory guidance has been updated to break down barriers to opportunity and to drive economic growth. Economic growth relies on individuals having the skills, ambitions and opportunities they need to succeed in fulfilling careers, so that we can meet skills gaps in priority sectors and improve national productivity. The guidance acknowledges that careers choices start at school. Every young person, regardless of their background, must be able to achieve at school to develop the knowledge and skills they need for life.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the updated Gatsby Benchmarks of Good Career Guidance 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 guidance outlines 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.

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.

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.

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.

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.

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE).

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

This policy is also in line with the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on our school website and in Appendix 1.

This policy is also in line with the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the career's leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our school website and in Appendix 1.

This policy complies with our academy funding agreement and articles of association.

## **3. STATUTORY DUTIES**

### **3.1 The governing board**

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

### **3.2 Headteacher**

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

### **3.3 Senior leadership team (SLT)**

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

### 3.4 Careers leader

Our careers leader is Alison Park, and they can be contacted by emailing [a.park@nhsq.org.uk](mailto:a.park@nhsq.org.uk). Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
  - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils

- Review our school's provider access policy statement at least annually, in agreement with our governing board

## **4. THE ROLE OF THE CAREERS LEADER**

Our careers leader is Alison Park. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support

Contribute to the overall development and evaluation of the careers programme

### **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**

- Supporting with the planning of schemes of work for careers education (PSHE)
- 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

#### **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
- 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

## **5. OUR CAREERS PROGRAMME**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

- 1. A stable careers programme**
- 2. Learning from career and labour market information**
- 3. Addressing the needs of each young person**
- 4. Linking curriculum learning to careers**
- 5. Encounters with employers and employees**
- 6. Experience of workplaces**
- 7. Encounters with further and higher education**
- 8. Personal guidance**

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods. 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 enrichment 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 in lessons and in workshops
- 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 on Unifrog
- Access to the careers room and the resources during the designated careers meetings, which will be supported by an impartial careers advisor
- Develop your aspirations and widen your horizons

### **5.1 How we meet our requirements**

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

### **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
- Have a year 9 careers interview 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
- Attend assemblies with providers of apprenticeships, post 16 providers and colleges.

### **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, 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,
- 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 and interview skills
- Learn about personal finance management and budgeting
- Attend assemblies with providers of apprenticeships, post 16 providers and colleges.

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

- Visit universities and colleges
- Access online resources, such as Unifrog
- 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
- Attend assemblies with providers of apprenticeships, post 16 providers and colleges.

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which can be found on the school website. These encounters are mandatory for the school to put on, but optional for pupils to attend

#### **4.2 Pupils with special educational needs or disabilities (SEND)**

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and

sequenced to meet the needs of each pupil with SEND and their families. For example, SEND students are identified and are provided with additional support during the options process and in Year 11 with their post 16 options.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

### **4.3 Assessing the impact on pupils**

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Completing pupil surveys
- Completing teacher surveys
- Through feedback after the careers meetings
- Parent and carer feedback at parents evenings and option meetings
- Using the Compass + evaluation
- Learning walks through the school

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

## **5. Links to other policies**

This policy links to the following policies:

- Provider Access policy statement
- Child protection policy
- Curriculum policy
- Data protection policy

# Appendix 1:

## 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/HE provider	Assembly with FE/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/HE provider	Careers Fair KS4 Options Evening Assembly with FE/HE provider	Assembly with apprenticeship provider
<b>YEAR 10</b>	Assembly with FE/HE provider CV writing workshop Interview preparation	Assembly with FE/HE provider Work experience preparation sessions Work experience	Assembly with apprenticeship provider Careers meetings Trip to local FE/HE provider
<b>YEAR 11</b>	Post-16 provider open evenings Post-16 apprenticeships assembly Meetings with careers adviser	Post-16 interviews Apprenticeships – support with applications Assembly with FE/HE provider	Assembly with apprenticeship provider

	Assembly with FE/HE 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).

## **Appendix 3:**

### **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

### **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

## **Appendix 4:**

# **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 a one-week work placement

Year 10 and 12 students and their parents/carers are informed about work experience (WEXP) at a "Welcome to KS4 and KS5 Evening" at the beginning of KS4 and KS5, at these events 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 careers lead, heads of faculty, WEXP co-ordinator, the students and their parents/carers.

### **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 Leader/Work Experience Co-ordinator.

Other staff involved within the process may include:

- Careers leader
- Head of year
- Year group tutors
- Head of faculty
- Student 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 5: 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 December 2025