



The Southfield Trust

Careers Education Information Advice & Guidance Policy

Rationale for Careers Education Information Advice and Guidance (CEIAG)

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood:

- Preparing students for the opportunities, responsibilities and experiences of life
- Supporting young people to achieve their full potential
- Empowering young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- Promoting equality, diversity, social mobility and challenges stereotypes
- Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives

Purpose

The Southfield Trust is committed to career learning and development and it intends to fulfil its statutory obligations. It supports both schools' overall visions and is linked to the School Improvement Plan for both schools on School Centre Net. Governors and senior leaders have a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum. This policy is linked to other school policies including Equalities, Health & Safety, Safeguarding and Transition.

Commitment

The Southfield Trust is committed to providing all its students with a planned programme of careers education activities throughout their school career (from KS2), with opportunities at key transition points to access impartial information and expert advice and guidance. We are also committed to maximise the benefits for students by involving parents, carers, the SEN PA, employers, Young Enterprise and other local agencies.

Management

Careers and Work Related Learning is supported by a link governor from the Teaching & Learning committee, **Angela Bates**.

The SEN PA for The Lindfield School is **Barbara Davey**.

The Key Stage 4 Coordinator (**Jo Beaumont**) coordinates CWRL, and has strategic responsibility for CEIAG, with access to administration support from a level 4 Teaching Assistant (**Ruth Whittall**). The Key Stage 4 Coordinator will review and evaluate the provision with all stakeholders, taking into account the school's destination measures.

The Key Stage 5 Coordinator (**Ben Gubb**) is the Young Enterprise Coordinator.

The Trust Coordinator (**Gill Ingold**) coordinates evidence for the SEF and any quality marks, and is responsible in 2013 for securing the Investors in Careers award.

The CEIAG and CWRL Committee comprise:

Angela Bates
Barbara Davey
Jo Beaumont
Ben Gubb
Ruth Whittall
Gill Ingold

Curriculum Provision

There is a planned programme of learning experiences with learning outcomes for Year 2 to Year 12 which enable young people to:

- Develop themselves through career and work-related education

- Learn about careers and the world of work
- Develop career management and employability skills

Elements of the above will require access to individual information advice and guidance through:

- The SEN PA
- School staff,
- Young Enterprise business partners
- Other external visitors and mentors
- External sources using email, telephone, web chat and forums via websites, the National Careers Service and specialist face to face careers guidance from the Cuckmere House School Careers Adviser.

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, accreditation, CPD opportunities, Young Enterprise Projects, Careers week, and commissioning of external sources of information.
- Adequate staffing
- Student and staff access to information (electronic and hardcopy)
- Designated careers area within the libraries of South Downs School and The Lindfield School for individual, group and research sessions

Partnerships

There are a range of partners that support the CEIAG offer within our Federation. These include:

- SEN PA
- External provider of careers guidance from Cuckmere House School
- Post 16 providers and higher education institutions
- WEX providers

- Young Enterprise Business Partners
- Parents and carers

Work Related Learning

We see work related learning as a vital part of our students' education. Work related learning benefits our students by:

- Enriching their education and giving them a greater understanding of the 'world of work' which lies ahead of them and the world around them;
- Helping them to develop the employability skills that employers want such as teamwork, problem-solving and communication skills, together with numeracy, literacy and ICT skills;
- Helping them to think through their learning options and career choices;
- Enabling them to challenge stereotyping and make full use of the choice and diversity of the industry sectors; and
- Increasing the possibility that they might be recruited in the future by employers they come into contact with.

This will include:

- Careers Information, Advice and Guidance
- Curriculum-linked workplace visits
- Enterprise challenges
- Careers Week
- Accredited courses including BTEC in Work Skills and ASDAN Employability
- PSHE and PSD units of work including Personal Wellbeing and Economic Wellbeing
- Cross Curricular Links in Humanities, English, Maths, PE and Creative Arts
- Mock Interviews and interview role play
- Work Experience

Work Experience

Work Experience is organised in consultation with the local Education Business Partnership Organisation (EBPO). We use the Varian database system.

All KS4 & 5 students will take part in a work experience preparation programme, including advice on:

- Getting to a placement on time

- Dressing and behaving appropriately
- Working within an adult environment
- Following health and safety guidelines

Students will record and demonstrate their experiences using a variety of methods such as keeping a journal, creating a video diary and collecting evidence for a wall display. Students are signposted to the ACEG Framework learning outcomes, differentiated according to the abilities of each student.

Students will also be taught The CBI's seven point 'Employability' model, which emphasises the importance of personal attributes that contribute to a 'positive attitude' which includes characteristics such as a 'can-do' approach, a readiness to take part, openness to new activities and a drive to make those ideas happen. This also highlights the importance of 'knowledge' in the sense of understanding the basics of numeracy and literacy, IT awareness and awareness of matters such as the importance of customer care.

Our work-related learning programme contributes substantially to the ECM objective of economic wellbeing.

We aim for at least a one week work experience placement for all KS4 and KS5 students, in addition to a series of one day work place visits including hotels, shops, charities, small businesses and restaurants.

Assessment, Recording, Reporting and Monitoring

Work-related learning was identified as an area for development in our OFSTED inspection 2010, and is part of the school development plan which is regularly reviewed at SMT. We report our developments and outcomes to Governors annually. We will review and evaluate our work-related learning programme by gathering feedback from employers and students to establish the impact that it is having. We have clear quality standards for managing, evaluating and reviewing employer involvement and determining learning outcomes. We define the skills that different employer engagement activities can develop and match them to the skills our students need to develop. We involve parents and carers when defining learning outcomes and seek their written consent for off-site work related activities.

Equality and diversity

Work-related learning provides all young people with a wide range of opportunities to experience learning activities. It is important to promote equal opportunities and encourage young people to challenge traditional learning and career routes. This can be achieved in a number of ways, from ensuring that work visits and placements are welcoming and attractive to either gender, to using atypical gender role models as peer ambassadors and mentors, and providing taster sessions for courses not typically associated with one gender.

Health and Safety

When organising workplace visits, schools retain the primary duty of care and a risk assessment must be carried out prior to the visit.

The health and safety requirements for individual work experience placements are complex. Before each placement, the work experience coordinator will implement health and safety checks in conjunction with employers offering work experience. Placements will be risk assessed for students on an individual basis. Colleges, employers and other training providers have responsibility for the health, safety and welfare of everyone on their premises, including any students who are there or engaged in activities which they organise. These responsibilities include:

- Complying with child protection legislation;
- Checking their insurers are aware of the implications of their involvement with work-related learning and, in particular, 14–16 year old students;
- Agreeing and implementing workable attendance, reporting, monitoring and emergency procedures in partnership with the school;
- Supporting their staff in adjusting to teaching young people by organising training and establishing workable and effective policies;
- Complying with legislation and good practice on data protection;
- Being aware of employers' requirement to inform the parents or carers of the risk assessments for pre-16 learners before the placement begins. EBPOs, schools and colleges may help with this requirement; this does not absolve the employer of that responsibility;
- Monitoring staff have the appropriate training to be able to check learner safety during the placement visit.

Employers will already have in place insurance policies that cover most risks arising from work experience and other visits, provided that the work experience is in accordance with the normal business practices of the employer (see the Association of British Insurers guidance at Annex 4).

Students on work experience placements are designated as employees for the purposes of health and safety – employers have the same responsibilities for the health, safety and welfare of students on work placements as they do for their own workforce. This includes compliance with the Health and Safety at Work Act 1974, Management of Health and Safety Regulations 1999 and the Working Time Regulations 1998.

According to the HSE, employers' duties generally include:

- Making the workplace safe and without risks to health;
- Ensuring plant and machinery are safe, and that safe systems of work are set and followed;
- Ensuring articles and substances are moved, stored and used safely;
- Providing adequate welfare facilities;
- Giving employees the information, instruction, training and supervision necessary for their health and safety.

There is no requirement to CRB check all staff who may come into contact with a student on placement. Only a member of staff with day-to-day responsibility for the student or as part of their job description – this could be the manager, a supervisor or a mentoring employee – should be required to have a CRB check. However, CRB checks must be **considered** where the placement involves:

- Regular lone working with an employer over long periods
- Placements located in particularly isolated environments with 1:1 working
- Placements involving a high degree of travelling on a 1:1 basis

School staff or other partners who arrange, vet or monitor the work placements should have training in child protection.

Employers, supervisors or training providers hosting students should be asked to endorse our Trust Safeguarding and Child Protection policy.

The work experience co-ordinator will undertake a pre-placement visit with every employer, explaining any issues specific to the student and how to handle them. If appropriate, students will have a practice visit prior to their first session in order to test out transport and route. Each student will have a named mentor or link person at the workplace. If appropriate, students will be accompanied on their work experience placement by a member of school staff.

A risk assessment must be carried out to identify any significant increase in risk to the health, safety and welfare of a young person on a work placement, and appropriate measures put in place. Where the risk to the young person cannot be managed and controlled to an acceptable level and the placement cannot take place, an alternative placement may be found.