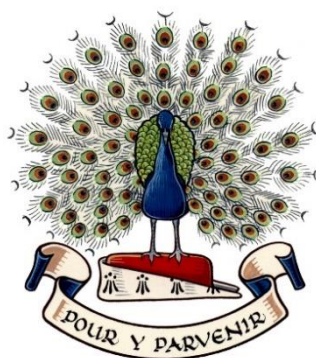


# **LADY MANNERS SCHOOL**

## **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE**

### **POLICY**



## AIMS STATEMENT

These principles underpin school's approach to developing Career, Employability and Enterprise (CEE) skills in our students so that they can look forward with confidence to the future choices they will make.

A whole school approach to CEE and Careers Education, Information, Advice and Guidance (CEIAG) is adopted and is reflected in the School Improvement Plan. As well as discrete CEE activities planned through the Personal Development department and Sixth Form tutorial programme, all curriculum areas are encouraged to identify and promote careers and to identify and develop CEE outcomes within the contexts of their curricular frameworks.

## 1 POLICY CONTEXT

- 1.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 3 and 4 and careers guidance in Key Stage 5.
- 1.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 1.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)
- 1.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in **Appendix 1** of this policy
- 1.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 1.6 This policy refers to events and opportunities in all years and these events will impact upon all students at the school.
- 1.7 All members of staff at Lady Manners School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
- 1.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition

from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## 2. REGIONAL AND LOCAL POLICY CONTEXT

School CEE programmes support

### 2.1 **Vision 2030 - D2N2 Local Enterprise Project (LEP)**

Raising Aspirations -Our immediate priority in working with young people is to work with businesses, schools and partners to raise the aspirations of the future workforce, by enhancing their careers advice and employability skills.

### 2.2 **2019-2023 Employment and Skills strategy - Derbyshire County Council**

'Raising aspiration and attainment levels across the county is of vital importance to ensure as many young people as possible are equipped to contribute fully to the labour market. The role of careers information, advice and guidance will be critical in addressing this issue'.

## 3 OBJECTIVES

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1 To ensure that all students at the school receive a stable careers programme
- 3.2 To enable all students to learn from information provided by the career and labour market
- 3.3 The CEIAG programme should be individual and address the needs of each student
- 3.4 To link the curriculum learning to careers learning
- 3.5 To provide students with a series of encounters with employers and employees
- 3.6 To provide students with experiences of workplace(s)
- 3.7 To ensure that students have a series of encounters with further and higher education
- 3.8 To provide each student with the opportunity to receive personal guidance

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## 4 SCHOOL RESPONSIBILITIES

The school has a series of statutory duties:

- 4.1. All registered students at the school must receive independent careers advice in Years 7 to 11
  - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
  - 4.1.3 This advice must cover a range of education or training options
  - 4.1.4 This guidance must be in the best interests of the student
  - 4.1.5 There must be an opportunity for education and training providers to access students in Year 7 –Year 11 in order to inform them about approved technical qualifications or apprenticeships.
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in **Appendix 1**, and they cross reference with the objectives of this policy in Section 3
- 4.3 Lady Manners School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations.

It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the staff involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)
- 4.5 **Enterprise Adviser**

The Careers Leader works with the school's Enterprise Adviser to monitor the impact of employability and enterprise activity across school. There is an annual delivery plan for their involvement as agreed by the school's SLT and the Local Enterprise Co-ordinator.

## 5 PROVIDER ACCESS

- 5.1 Introduction - This section of the policy 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.
- 5.2 All students in Years 7-13 are entitled:
- 5.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
  - 5.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
  - 5.2.3 to understand how to make applications for the full range of academic and technical courses.
- 5.3 **Appendix 2** shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities
- 5.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## 6. KEY ACTIVITIES AND RESOURCES

### 6.1 Programmes of Study

Planned programmes of career education with student outcomes incorporated, are delivered across all key stages and are published on the school's Careers webpage

In Years 7-13, Careers Education has dedicated curriculum time as part of the Personal Development programme. This is supplemented by further discrete sessions organised by the Careers Leader through visits, assemblies and further curriculum time.

### 6.2 Career Information Resources

A Career Library and dedicated careers web and Myvle pages are available for students and parents/carers to access.

**6.3 Work Experience**

Quality assured Work Experience and Shadowing programmes are offered in Year 12. Extended work experience placements are available as an option for targeted students in Key Stage 4 and for students in Year 12 who opt for this option as part of the Extended Curriculum aspect of their study. Year 10 students take part in a World of Work Week where they have meaningful employer encounters and develop employability skills. The Work Experience Policy can be found in **Appendix 3**.

**7. MANAGEMENT AND CO-ORDINATION OF CEE ACROSS SCHOOL****7.1 Careers Leadership**

The Careers Leader is the designated Careers Leader for school. The Careers Leader reports to the Deputy Headteacher (curriculum) who represents Careers at a senior level. The Careers Leader's contact details are published on the school website.

**7.2 Enterprise Adviser**

Strategic CEE development is supported by an Enterprise Adviser who is supported by the area Enterprise Co-ordinator.

**7.3 Governing Body**

There is a dedicated Career and Employability Link Governor who oversees CEE developments in school.

**7.4 Career Guidance**

Careers Guidance is managed and coordinated across the school by the Careers Leader and is quality assured through the school's QA processes. The Careers Leader quality assures the input of external careers advice. All career related events and interventions are evaluated. Stakeholders, parents/carers, students and teachers are consulted, and reports produced.

**7.5 Destination Data Collection and Reporting**

The Careers Leader collects and collates the intended and actual destination data for Year 11 and Year 13 leavers. This data is disseminated to DCC, where appropriate..

**8. CROSS REFERENCE TO OTHER SCHOOL POLICIES**

This policy is fully cross referenced against the policies for:

- School Strategic Plan 2019-24
- Relationships and Sex Education Policy
- Safeguarding and Child Protection Policy
- Special Education Needs and Disabilities Policy
- Work Experience Policy

## **Appendices**

1. Gatsby Benchmarks
2. Application for Provider Access
3. Work Experience Policy

## Appendix 1

<b>The Gatsby Benchmarks</b>	
<b>1. A Stable Careers Programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governor and employers.
<b>2. Learning from Career and Labour Market Information</b>	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.
<b>3. Addressing the Needs of Each Pupil</b>	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.
<b>4. Linking Curriculum Learning to Careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
<b>5. Encounters with Employers and Employees</b>	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.
<b>6. Experiences of Workplaces</b>	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
<b>7. Encounters with Further and Higher Education</b>	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.
<b>8. Personal Guidance</b>	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school



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**The Gatsby Benchmarks**

	staff) or external, provided that 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.
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**Appendix 2****APPLICATION FOR PROVIDER ACCESS****Introduction**

This document 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.

**Student entitlement**

All students in years 7-13 are entitled:

- ☐ to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- ☐ to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- ☐ to understand how to make applications for the full range of academic and technical courses.

**Management of provider access requests****Procedure**

A provider wishing to request access should contact [careers@ladymanners.derbyshire.sch.uk](mailto:careers@ladymanners.derbyshire.sch.uk)

**Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

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

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

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**Appendix 3****WORK EXPERIENCE POLICY****1. DEFINITION OF WORK EXPERIENCE**

An approved and authorised placement on an employer's premises at which a student carries out a particular task or duty, or shadows an employee, to gain a better understanding of the workplace.

**2. WORK EXPERIENCE AT LADY MANNERS SCHOOL****2.1 Student Personal Development**

Work experience aims to further equip students with the skills to become active citizens and to develop key employability skills for the workplace. It also offers the opportunity to students to test out future career pathways.

**2.2 Building Links With Local Employers**

Work experience placements also provide an excellent opportunity to strengthen links between the school, local employers and the local community

**2.3 Curriculum Enhancement****Extended Work Experience Placements For Targeted Students.**

Targeted students at Key Stage 4 may be offered the opportunity to undertake a timetabled work placement for up to 1 day per week. Extended work placement opportunities are likely to prove most beneficial to students who have specific SEND issues, who are disaffected or who lack confidence and self-esteem.

The procedures for identifying students are included as part of **Appendix A** 'Extended Work Experience Placements for Key Stage 4 and Sixth Form students'.

**Post 16 Study Programme**

Work experience is a key component of the 16 to 19 study programme and is timetabled as a 1 week programme for Year 12 students. It aims to give students the opportunity to develop career choices and further develop and evidence key personal and employability skills for future University and Apprenticeship applications. All students are expected to undertake work experience as part of their study programme, whatever future pathway they intend to pursue.

Where students are required to demonstrate a more substantial amount of work experience prior to applying for Higher Education (teaching is an obvious example), this can be supported via a request to the Head of Sixth Form. Students may also have opportunities for one-off work shadowing and this can also be accommodated at the discretion of the Head of Sixth Form.

### **Extended Work Experience - Core Curriculum**

An extended work placement is an option choice as part of the core curriculum for both Year 12 and Year 13 students. The timing of a placement will be determined by a student's timetable and is likely to be for up to 1 day per week. Placements should be underpinned by a clear learning focus with identified learning outcomes. The focus is usually connected to the career decision making process.

The procedures for this curriculum option are included in **Appendix A** 'Extended Work Experience Placements for Key Stage 4 and Sixth Form students'.

## **3. WORK EXPERIENCE AND THE LAW**

Work experience is underpinned by key regulation, guidance and statute. The Lady Manners School work experience programme is fully compliant with this.

### **3.1 Scope of the Legislation in terms of age**

Health and Safety and other law defines people by age:

- A young person is anyone under eighteen years of age
- A child is anyone who is not over compulsory school age. He or she has not yet reached the official age at which they may leave school for further learning.

Both young people and children fall under legislation and guidance designed to protect students from risk whilst on work experience.

### **3.2 Key Legislation Includes**

- Health and Safety at Work Act 1974  
Education employers have a duty of care towards both employees and non-employees.
- The Management of Health and Safety at Work Regulations 1999  
Appointment of a competent person or body to ensure work experience complies with the health and safety legislation.

Requirement of employers to assess risks to all young people under 18 years of age, before they start work.

Parents or carers of any children below the 'minimum school leaving age' must be aware of the key findings, placement risk assessments and subsequent control measures introduced, before a child starts work experience.

- Working time regulations 1998  
Defines the permitted hours of work for young people under the age of 18.
- Children and Safer Recruitment in Education' (2018) - Safeguarding of Students  
Statutory guidance on the requirement for DBS checks to be undertaken for supervisors of vulnerable students, lone working and for students on extended work experience placement.

## **4. MANAGEMENT AND CO-ORDINATION OF WORK EXPERIENCE**

### **4.1 Education Employer - Lady Manners School Governing Board**

As a Foundation School, the Governing Board is designated as the Education Employer and, as such, is responsible for the management of the work experience programme. The Governing Board retains the duty of care for the well-being of all students whilst on placement and must ensure their health, safety and welfare.

The key duties of the Governing Board in relation to work experience are:

- To ensure the placement organiser is competent and suitably qualified  
Should any aspect of the placement involve an external third party, then an appropriate Service Level Agreement should be in place, for example with the Derbyshire County Council Health and Safety/Work experience team, and signed off by both parties.
- To ensure that students are safe when undertaking a work experience placement  
Work experience placements must be deemed suitable in terms of welfare and health and safety, whether identified and arranged by organisers or by the student's family. Partners involved in arranging placements, such as placement providers, contractors and sub-contractors, must comply with health and safety law.
- To ensure that members of staff involved in visiting premises are suitably prepared and are not at risk.  
Under section 3(1) of the Health and Safety at Work Act, an Education Employer must ensure, so far as is reasonably practicable, that employees of the school are not exposed to significant risks to their health and safety whilst visiting students on work experience.

- Safeguarding - to ensure that the work experience policy and procedures are fully compliant with Lady Manners School Safeguarding and Child Protection policies.

DBS checks for placement supervisors will be considered or insisted upon where:

- Students are working in a one person business (unless it is a family member)
- Students who have been identified as vulnerable for educational, social, medical or home circumstance reasons
- Students (Key Stage 4) are on an extended work experience placement

## **5. STUDENT AND PARENTAL RESPONSIBILITIES**

### **5.1 Students**

Written consent - students in Key Stage 4 who participate in work experience will be required to give signed written consent both to participate in work experience and to follow any advice or instructions given to them by school or by an employer and to ensure that they do not compromise their own safety or the safety of others.

Confidentiality - All Key Stage 4 and Sixth Form students participating in work experience are required to give written consent to observe rules of confidentiality when on placement and to conform to an agreed job description and risk assessment.

### **5.2 Parents and Carers**

All parents and carers of Key Stage 4 students must:

- Give their written consent for their son or daughter to participate in work experience.
- Provide written agreement in advance that they have seen and understood and agree to the job description and associated health and safety risk assessments for their son's or daughter's proposed work experience placement.
- Notify school in advance of any health issues that may affect the ability of a student to participate effectively and safely in work experience.
- Notify the placement organiser immediately of any accident/incident (including near misses) involving their son or daughter on work experience.

## **6. MONITORING AND EVALUATING WORK EXPERIENCE**

The Careers Leader is responsible for the co-ordination, monitoring and evaluation of the work experience programme and sets out the scheme for work experience on an annual basis. This is monitored and evaluated annually.

## **7. CROSS REFERENCING WITH OTHER POLICIES**

This policy has taken into consideration and has links with the following school policies:

- Health and Safety Policy
- Pastoral Care, Guidance and Support Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy

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## Appendix A

### EXTENDED WORK EXPERIENCE PLACEMENTS FOR KEY STAGE 4 AND SIXTH FORM STUDENTS

#### Extended Work Experience placements in Key Stage 4

##### Eligibility

- Extended work experience placements apply only to those students in Key Stage 4 for whom it is deemed beneficial to undertake a period of 'off school site' learning.
- Responsibility for identifying students rests with the Key Stage 4 Heads of Year and the SENDCo. It is not an entitlement for all students.

##### Setting up a placement

- A student identified as potentially benefitting from extended work experience should be referred to the Careers Leader for an initial careers assessment and for subsequent placing into a suitably vetted and approved placement.
- Once a placement has been identified and agreed with a provider, a Health and Safety check, including an assessment of safeguarding issues, will be undertaken by the Head of Careers and Employability. At this point, any SEND issues affecting the student will be discussed with the employer. A Health and Safety assessment form (WEX-2) will be generated. Details of the job role and associated hazards, risk assessments and prohibitions will then be generated and the placement may be referred to the DCC Health and Safety team depending on the level of risk identified.
- The primary supervisor of a student on extended work experience placements should be subject to an enhanced DBS check.
- Lady Manners School HR department can facilitate this process at no cost to the company or organisation concerned.
- A placement provider must also sign up to the Letter of Understanding between the company and Lady Manners School.
- Details of all extended placements will be forwarded to the school's Human Resources section.
- No unauthorised placement can be considered. Parents and carers and the student must sign up to a parent/student agreement form.
- A pre-placement interview will then be arranged between the employer, student and school representative. Any amendment to the risk assessment/job description should be discussed and approved at this first meeting with the employer. At this meeting, the following arrangements should be agreed by all parties:



- a trial period of up to 3 weeks
- the pattern of attendance and the length of placement including any review date
- arrangements for reporting absence and illness
- an emergency contact number and a named person in school for reporting accidents and concerns about a placement should be established.

### **Monitoring the placement**

Students on extended placements are monitored by the school as follows:

- a review after the 3 week trial period should be undertaken. Any necessary review of the job description or risk assessment will be undertaken
- further reviews, at the workplace, take place at 3 monthly intervals and involve school, the employer and the student.
- on-going monitoring should be undertaken by regular phone contacts with the employer and through interviews with the student in school. Parents/carers are also consulted about the progress of their son or daughter on a regular basis.

### **Record Keeping**

The Careers Leader retains all records relating to the student's experience. Outcomes are also passed on to the Pastoral Team/SENDCo for incorporation into the tracking and mentoring process.

### **Extended Work Experience placements in Sixth Form**

- **Rationale**  
Extended work experience placements for some students in Year 12 and/or Year 13 form part of the extra-curricular programme.