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# Lady Manners School

## Careers Guidance Policy

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<b>Policy No:</b>	010
<b>Reviewed by:</b>	JPL
<b>Approved by:</b>	Governors' Curriculum and Students Committee
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*Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.*

This document will be reviewed annually by the Governors' Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here: <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>.

## Contents

Equalities Statement Of Intent.....	1
1. Aims .....	2
2. Statutory Requirements .....	2
3. Roles And Responsibilities.....	3
4. Our Careers Programme.....	5
Key Stage 3 .....	5
Key Stage 4 .....	6
Key Stage 5 .....	6
5. Links To Other Policies .....	7
6. Monitoring and Review .....	7
7. Appendices.....	7
Appendix 1 - The Gatsby Benchmarks.....	8
Appendix 2 - Provider Access Policy Statement.....	10
Appendix 3 - Work Experience Policy .....	15
Appendix A - Extended Work Experience Placements for KS4 and Sixth Form Students.....	19

## EQUALITIES STATEMENT OF INTENT

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

## 1. AIMS

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

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

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

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

## 2. STATUTORY REQUIREMENTS

This policy is based on

*statutory guidance from the Department for Education (DfE) issued under [Section 45A of the Education Act 1997](#).*

*This guidance refers to:*

- *Section 42A, 42B, 45 and 45A of the Education Act 1997*
- *Section 72 of the Education and Skills Act 2008*
- *Schedule 4 (15) of the School Information (England) Regulations 2008*

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all students in Years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find in Appendix 2.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from Year 7

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under 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 in Appendix 2.

## **2.1 Regional and Local Policy Context**

Our school career programme is supported by:

**East Midlands Combined County Authority Careers Hub**

## **3. ROLES AND RESPONSIBILITIES**

### **3.1 Careers Leader**

Our careers leader is Mrs E Bortoli, and she can be contacted by phoning 01629 812671 or emailing [careers@ladymanners.derbyshire.sch.uk](mailto:careers@ladymanners.derbyshire.sch.uk). Our careers leader works closely with the senior leadership team (SLT). The Careers Leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and support careers activities
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENDCO) and enterprise adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with the Inclusion Faculty to support looked-after children (LAC) and previously LAC by:
  - Making sure they know which students are in care or are care leavers
  - Understanding their additional support needs
  - Making sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### **3.2 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.

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

Our SLT will:

- Support the careers programme
- Support the careers team in developing their strategic careers plan
- Make sure our school's careers team is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to students in Years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### **3.4 The Governing Board**

The Governing Board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students 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 students
- Make sure that a range of education and training providers can access students in Years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

### **3.5 All teaching staff**

All teaching staff will:

- Link curriculum learning to careers
- Promote career pathways within their curriculum area
- Promote wider career activities as determined by leaders or the careers team

### **3.6 The SENDCO**

The SENDCO will:

- Support disadvantaged and SEND students with their career and learning progression plans
- Identify personalised career and learning progression support for disadvantaged and SEND students
- Coordinate specific SEND guidance and support (such as visiting speakers), where applicable

#### 4. OUR CAREERS PROGRAMME

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

Our programme has been developed to meet the expectations in the **Gatsby Benchmarks as outlined in the Good Career Guidance: The Next 10 Years:**

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 career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future.

Our careers programme is delivered through a number of methods, including:

- Designated curriculum time in Personal Development
- Extraction sessions
- Visiting speakers
- Tutor led activities
- Assemblies

##### **Key Stage 3**

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects. This includes:

- Designated curriculum time in Personal Development
- Introduction to Morrisby career mapping
- Extended registration time activities
- Visiting speakers
- Assemblies

### **Key Stage 4**

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training. This includes:

- Designated extraction sessions
- The World of Work Week
- Extended registration time activities
- Visiting speakers
- Assemblies
- 1:1 careers guidance meetings

### **Key Stage 5**

Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways. This includes:

- Designated curriculum time in Personal Development
- Work Experience
- Visiting speakers
- Assemblies
- 1:1 careers guidance meetings

#### **4.1 Disadvantaged STUDENTS and students with special educational needs or disabilities (SEND)**

We expect that Disadvantaged students and students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers team will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students 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 students without SEND that is not also offered to our students with SEND.

#### **4.2 Access to our careers programme information**

A summary of our school's careers programme is published on our school website including details of how students, parents and carers, teachers and employers can access information about the careers programme.

Students, parents and carers, teachers and employers can request any additional information about the careers programme by contacting [careers@ladymanners.derbyshire.sch.uk](mailto:careers@ladymanners.derbyshire.sch.uk)

### **4.3 Assessing the impact on students**

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Tutor Reviews three times per year
- Morrisby
- Compass+
- Student feedback following career events

## **5. LINKS TO OTHER POLICIES**

This policy links to the following policies:

- Provider access policy statement
- School Strategic Plan 2024-29
- Relationships and Sex Education Policy
- Safeguarding and Child Protection Policy
- Special Education Needs and Disabilities Policy
- Work Experience Policy

## **6. MONITORING AND REVIEW**

This policy, the information included, and its implementation will be monitored by the Curriculum and Students Committee and reviewed annually.

## **7. APPENDICES**

1. Gatsby Benchmarks
2. Provider Access Policy Statement
3. Work Experience Policy

## Appendix 1

<b>The Gatsby Benchmarks (effective from Autumn 2025)</b>	
<b>1. A Stable Careers Programme</b>	Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.
<b>2. Learning from Career and Labour Market Information</b>	All pupils, parents and carers, teachers and staff who support pupils should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make best use of available information.
<b>3. Addressing the Needs of Each Young Person</b>	Pupils have different career guidance needs at different stages. Careers programmes should help pupils to navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.
<b>4. Linking Curriculum Learning to Careers</b>	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
<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 and could include pupils' own part-time employment where it exists.
<b>6. Experiences of Workplaces</b>	Every pupil should have first-hand experiences of workplaces 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

<b>The Gatsby Benchmarks (effective from Autumn 2025)</b>	
	to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.
<b>8. Personal Guidance</b>	Every pupil should have opportunities for guidance meetings with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

**Appendix 2****PROVIDER ACCESS POLICY STATEMENT****1. 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 or facilities to be provided to a person who is given access

**2. 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 students 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.

**2.1 The 6 encounters schools must offer to all students in Years 8 to 13**

Schools must offer:

- 2 encounters for students during the 'first key phase' (Year 8 or 9)
  - All students must attend
  - Encounters can take place any time during Year 8, and between 1 September and 28 February during year 9
- 2 encounters for students during the 'second key phase' (Year 10 or 11)
  - All students must attend
  - Encounters can take place any time during Year 10, and between 1 September and 28 February during year 11
- 2 encounters for students during the 'third key phase' (Year 12 or 13)
  - Students 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
- Answers to any questions from students

Lady Manners School typically uses a range of providers to deliver assemblies, focused sessions, work placements and longer talks.

## **2.2 Meaningful provider encounters**

Our school is committed to providing meaningful encounters to all students. Meaningful encounters are described as:

- having a clear purpose, which is shared with the employer and the young person
- being underpinned by learning outcomes that are appropriate to the needs of the young person
- having opportunities for two-way interactions between the young person and the employer
- being followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter

1 encounter is defined as 1 meeting/session between students and 1 provider.

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

## **3. Student Entitlement**

All students from Year 7 at Lady Manners School 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 and taster events.
- Understand how to make applications for the full range of academic and technical courses.

## 4. Management of provider access requests

### 4.1 Procedure

A provider wishing to request access should contact Mrs E Bortoli, Careers Leader

Telephone: 01629 812671

Email: [careers@ladymanners.derbyshire.sch.uk](mailto:careers@ladymanners.derbyshire.sch.uk)

### 4.2 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:

We've provided some examples:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 8	Assembly and tutor group opportunities - employability skills	Assembly and tutor group opportunities - employability skills	Assembly and tutor group opportunities - employability skills
YEAR 9	Assembly and tutor group opportunities - employability skills Meeting with careers adviser	Key Stage 4 options event	<b>No encounters – encounters must have taken place by 28 February</b>
YEAR 10	Assembly and tutor group opportunities - employability skills	Assembly and tutor group opportunities - employability skills	World Of Work Week
YEAR 11	Post-16 provider assemblies Post-16 apprenticeships session Meetings with careers adviser Post-16 applications	Post-16 interviews Apprenticeships – support with applications	<b>No encounters – encounters must have taken place by 28 February</b> Confirmation of post-16 education and training destinations for all students
YEAR 12	Assembly and tutorial group opportunities - employability skills and Post 18 opportunities	Group sessions: future education, training and employment options Meetings with careers adviser	Technical/vocational sessions Higher education (HE) fair

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 13	Post-18 assembly – with higher and degree apprenticeship providers Workshops – HE and higher apprenticeship applications	Meetings with careers adviser Assembly and small group opportunities - employability skills	<b>No encounters – encounters must have taken place by 28 February</b> Confirmation of post-18 education and training destinations for all students

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

These events will run in line with any measures related to public health incidents..

### 4.3 Granting and refusing access

These sessions will be organised in consideration of the school timetable and the school calendar. Access may be limited during assessment and examination periods.

### 4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

### 4.5 Premises and facilities

The school will provide access to a suitable space to talk to students

- Typically, a projector and screen will be available
- Prospectuses or other material for students to read can be sent or left at the school to form part of the Careers section in the library

## 5. Student Destinations

Last year, our Year 11 students moved to a range of providers in the local area after school, including:

- Sixth Form schools
- Post 16 colleges
- Apprenticeships

Last year, our Year 13 students moved to a range of providers in the local area after School, including:

- Universities
- Post 18 colleges
- Apprenticeships
- Employment

## **6. Complaints**

Any complaints related to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

## **7. Links to other policies**

- Safeguarding/child protection policy
- Careers guidance policy
- Complaints policy

## **8. Monitoring arrangements**

The school's arrangements for managing the access of education and training providers to students are monitored by Miss J Picknell, Deputy Headteacher.

This policy will be reviewed by Miss J Picknell, Deputy Headteacher annually.

At every review, the policy will be approved by the Curriculum and Students Committee.

**Appendix 3****WORK EXPERIENCE POLICY**

This policy will be updated following the new statutory guidance expected Spring 2026.

**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 disengaged 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.

- Keeping Children Safe in Education 2024  
Statutory guidance on the requirement for safeguarding of students.

## **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 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 extended 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 Key Stage 5 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 child to participate in extended 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 extended 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 extended work experience.
- Notify the placement organiser immediately of any accident/incident (including near misses) involving their son or daughter on extended 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
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy

## 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. 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.
- **Process**  
The process follows the same monitoring process as the extended work experience placements at KS4.