



Careers Education, Information, Advice and Guidance Policy

Date approved:	5 May 2021
Review cycle	Annual, May 2022
Party responsible:	Community & Engagement Committee
Linked policies:	Curriculum Policy; Child Protection (Safeguarding) Policy, Health & Safety Policy (Appendix 20)

Rationale

Good careers education and guidance can give young people a good start by helping them gain the basic knowledge and skills they need to begin navigating their way successfully through career choices and changes.

Careers education and guidance programmes play a major part in helping young people choose 14-19 pathways that suit their interests and abilities and are right for them, and help them plan and manage their careers effectively in a changing global world of learning and work.

Policy Aim

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

Objectives

To work towards meeting the Gatsby benchmarks, subject to budget constraints.

The governors consider that the current arrangements for Careers Education, Information, Advice and Guidance are good, as evidenced by the wide range of destinations of students after they leave The Swanage School. The governors are satisfied that the arrangements currently in place go a long way towards meeting the Gatsby Benchmarks. The provision does not fully meet all of the Gatsby Benchmarks, and further additions to the programme will need to be considered and balanced with other calls on the school's funding.

The Gatsby Benchmarks are not a statutory framework. They go further than the statutory requirements by defining all of the elements of an excellent careers programme, based on the best national and international research. These benchmarks are:

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

Ideally all students will receive expert independent help.

Careers Leader

From September 2018, all state secondary schools and colleges in Britain have been expected to appoint a 'careers leader'. The careers leader's task is to lead the careers programme.

The governors' policy is that The Swanage School has an appointed Careers Leaders.

The Swanage School's Careers Leader is:

Alex Duke

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Implementation

The Swanage School is committed to providing all students in years 7-11 with a planned programme to firstly develop their understanding of the world of work and the opportunities available to them both in Dorset, nationally and globally. The programme is delivered through a combination of methods, including:

- The PBL programme raises awareness of the global society
- Leadership opportunities, which are available to all year groups
- The PHSE programme in years 8 to 11
- Whole-school and KS4 assemblies
- Employer visits
- Work experience
- Workplace training opportunities
- In depth Careers focused 'Challenge Days'
- 1:1 advice

Information and resources

Careers information and resources are located on the school's TEAMS/SharePoint folders, which contains up-to-date, impartial information.

A summary of the Schools careers programme can be accessed through the school website www.theswanageschool.co.uk.

Careers Challenge Days

All year 10 students undertake 4 Challenge days over the course of the year, which are focused wholly on careers advice and guidance. Students will be:

- Finding out about themselves
- Learning about the employment opportunities available
- Discovering what might suit them as individuals
- Identifying different routes into employment

Students are introduced to online resources such as the National Careers Service Website and Helpline.

This process is facilitated by a careers fair, where most industries are represented and students are able to discuss possible careers with a range of people.

Challenge Days also allow students to prepare for their work experience week which takes place in April year 10. They identify industries they would like to investigate further, identify businesses that would help them with their career choices.

Students will undergo interview training and evaluate each others' interview technique, in preparation for both work experience interviews, but also other job and further education interviews.

Partnerships

The careers education, information and guidance programme is greatly enhanced through links with a number of partners who help us make the students' learning up to date and relevant. We constantly strive to expand and improve links with employers and other local groups. This involvement includes the provision of work experience placements, careers talks, workplace visits and mock interviews.

Links are also maintained with Bournemouth University, Bournemouth & Poole College, Weymouth College, Kingston Maurwood College and other local sixth form and post-16 learning providers, together with various training providers supporting apprenticeships for those pupils considering that as alternative to further education.

Parental involvement

Parental involvement is encouraged at all stages. The school recognises that parents/carers remain the biggest influencers on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us e.g. Year 9 with KS4 options decisions, Year 10 with Work Experience placements, Y11 with Post 16 choices.

Work Experience

The objective of Work Experience in Year 10 is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills. Where possible, students should seek a placement in an environment which is linked to a career which they are considering for their own future. During the week, students will develop their communication skills, learn about the expectations of a workplace and possibly develop some skills which are specific to their placement role.

All students will be offered the opportunity to undertake a one-week placement in the summer term of Year 10. This experience may be limited by the availability of wide-ranging placements in Swanage. If a student wishes to have an experience of work that is not available in the Purbeck peninsular, they are able to organise their own placement which is then checked by the school work experience co-ordinator.

Prior to the placement students participate in a number of preparation activities including CV, letter writing and practice interviews. A work experience briefing will be held for all Year 10 in the week prior to their placements to ensure that all students understand how to approach their placement, and the procedures to follow if there are any problems with the placement. Necessary and relevant health and safety information will also be covered.

Each student is visited or telephoned during their placement by a member of staff. On return to school there are work experience debrief sessions where the students are given the opportunity to reflect upon and share their experiences with classmates and staff.

Students are not permitted to undertake placements outside of England and Wales, since the Health and Safety regulations outside of this area are not comparable to England and Wales, and so the school cannot ensure that students are working in a safe environment. Students may not request holiday from the school in order to undertake a work placement outside of England and Wales; in this circumstance the student should arrange the placement in their own time.

As a matter of course the school will:

- Ensure the employer and the workplace is suitable for a work experience placement
- Carefully match students to placements and support them throughout the experience
- Ensure parent/carers receive employer risk assessments (as appropriate) before giving consent to a work experience placement for their son/daughter

- Pursue a policy of equal opportunities that considers the needs of the six equality groups – Race/Ethnicity to include Gypsies/Travellers, Disability, Religion and/or belief, Sexual orientation, Age, Gender.
- Counter gender stereotyping, take cultural issues into account, increase student confidence and challenge under achievement.

Safeguarding

In order to ensure that students are safe during work experience placements, the school will check that the organisation offering the placement hold valid 'Employers' Liability Insurance' (ELI) for the time of the placement. Any placement which does not hold ELI will not be approved for work experience, and the student seeking the placement will be advised to find an alternative.

Our 'duty of care' extends to all students, including those who undertake work experience. We will:

- Consider the specific circumstances of the work experience, in particular the nature of the supervision, e.g. unsupervised and the frequency (at least once a week or 4 or more days in a 30 day period, or overnight) of the activity being supervised, to determine what, if any barred checks are required. If a person working with a child is unsupervised and in frequent contact, we will ask the employer providing the work placement to ensure that the person providing the instruction or training is not a barred person.
- Identify actions to be taken, when and by whom, if any child protection issues are raised prior to, during or after the placement
- Provide students with clear advice and a point of contact at school in case of problems.

We will consider any potential risks to students to see if any additional safeguards are needed in the case of:

- Any young person who is vulnerable, e.g. special needs, immaturity, is known to have experienced abuse or neglect, substance misuse
- A student who is likely to be alone with an adult as part of the work placement, e.g. sole trader, journey person, self-employed person working from home
- The work placement having a residential component.

Young people on work experience are treated the same as employees of the same age under health and safety legislation. (ref. Keeping children safe in education, Section 90-94, DfE, April 2014)

The school will arrange visits to the student and employer during the work placement. Any member of staff visiting a workplace will be provided with details of the job description, risk assessment and any specifics and restrictions.

The Dorset County Council Safeguarding Unit includes a section on work experience within the annual Safeguarding Audit undertaken by schools/academies/learning centres.

Reference is made to the Pan Dorset Interagency Safeguarding Procedures:
<https://www.dorsetscb.co.uk/site/advice-for-people-working-with-children/local-inter-agency-procedures/>

Review & feedback on Careers programme

The impact of the Careers programme is measured and evaluated from student surveys.

The Careers Leader will keep abreast of tools provided by The Careers & Enterprise Company to help schools meet the Gatsby Benchmarks.

Monitoring, review and evaluation

The governing body will endeavour to appoint a named member of the governing body to take a strategic interest in careers education and guidance and encourage employer engagement.

The governor with this role is currently tbc.

The Careers Leader will use the Compass self-evaluation tool (intended to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools) and will report annually to the school's leadership team on its findings.

This policy will be reviewed annually to take any additional national guidelines into account and will be reviewed by the governors when any additions or amendments are made.

Appendix I

Employers' Obligations for Work Experience

Management of Health and Safety at Work Regulations:

- Work experience students are treated as employees and no differently to other young people employed.
- An employer's existing Employers' Liability Insurance Policy covers work placements as long as the insurer is a member of the Association of British Insurers.
- An employer has a responsibility to ensure that young people employed by them are not exposed to risk due to: lack of experience; being unaware of existing or potential risks and/or lack of maturity
- An employer must consider: layout of the workplace; the physical, biological and chemical agents students will be exposed to; how students will handle work equipment; how the work and processes are organised; the extent of health and safety training needed; and risks from particular agents, processes and work. These considerations will be straightforward in a low-risk workplace, for an example an office. In higher-risk workplaces the risks are likely to be greater and will need more attention to ensure that they are properly controlled.
- A child must not carry out work if it is: beyond their physical or psychological capacity; involves harmful exposure to substances that are toxic, can cause cancer, can damage or harm an unborn child, or can chronically affect human health in any other way; involves harmful exposure to radiation; involves risks of accidents that cannot reasonably be recognised or avoided by students due to their insufficient attention to safety or lack of experience or training; has risk to health from extreme cold, heat, noise or vibration.
- There are other agents, processes and work that should be taken into account – refer to <http://www.hse.gov.uk/youngpeople/law/index.htm>

General principles:

- Employers have a risk assessment in place for the work placement for a young person that takes into account any restrictions and prohibited work aligned to age. If the employer does not employ a young person or are taking on a student for a work placement for the first time the risk assessment must be reviewed before the student starts.
- Discuss with organisers and take into account the student's physical and psychological capacity and any other particular needs, e.g. Health conditions or learning difficulties.
- Students are prepared and briefed about health and safety and understand how to identify hazards and the sort of control measures that can be put in place to reduce the risk of injury or accident
- Check students know how to raise health and safety concerns
- Students develop a set of safe behaviours, so that they play an active part in the process and acquire practical, transferable skills from their experience
- Students do not work excessively long hours, no more than 8 hours per day, 40 hours per week, 5 days per week with no unsocial hours

- Systems are in place to ensure the health, safety and welfare, so far as reasonably practicable, of placements, i.e. H&S Policy, Risk Assessments, communications and consents

Appendix 2

Context for the Careers Education, Information, Advice and Guidance Policy

The Funding Agreement for The Swanage School makes the school subject to the requirements of Section 42(A) of the Education Act 1997 (as amended). The school is also subject to the requirements of Section 42(B) of the Education Act 1997 (as amended).

The government's Careers Strategy, launched in December 2017, and statutory guidance updated in October 2018, set out a range of expectations for secondary schools and colleges.

The school has a legal duty to:

- secure access to independent careers guidance for pupils in years 8-13 (in practice this is for years 8-11 in the case of The Swanage School)
- provide opportunities to a range of providers to inform pupils about technical education qualifications or apprenticeships and does so via TEAMS/SharePoint information
- publish information about its careers programme on the school website

The government's expectation is that schools begin to work towards the Gatsby Benchmarks and meet them by the end of 2020.

The Role of Governors

The governors (on behalf of Education Swanage) must have regard to the careers statutory guidance to ensure that high-quality careers advice and guidance is provided to pupils. The governing body provides clear advice and guidance to the head teacher on which the school can base a strategy for careers education and guidance which meets the school's legal requirements and informed by the requirements of the DfE.

The governors (on behalf of Education Swanage) must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published.