



Careers and employability policy and procedures 2024

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Useful links

- Careers strategy: Making the most of everyone's skills & talents 2018
- Gatsby 8 benchmarks
- DfE requirements 16 - 19 study programme
- Careers guidance and access for education and training providers DfE 2018
- Industrial Strategy for the UK
- Technical and Further Education Act 2017 (The Baker Clause)
- The Provider Access Legislation (DfE, 2022)

Website links

<https://nationalcareers.service.gov.uk/>

<https://www.apprenticeships.gov.uk/>

<https://icould.com/>

1- Introduction

At Ashcroft services, we strive to attain the highest standards in our work, have respect for others and develop individual talents. These principles underpin the individual services approach to developing employability skills in our students so that they can look forward with confidence. We provide impartial career guidance/advice and employability education to support young people in understanding the career landscape. The careers programme provides information and experiences to help our young people to make better- informed and more confident decisions about their future transitions, whatever their needs. Learning programmes embed the development of employability skills; provide access to College placements, industry professionals, vocational training courses, specialist workshops, careers events and work encounters. Ashcroft services adhere to the Gatsby Framework to deliver good quality careers education for learners with diverse needs.

The 8 Gatsby benchmarks as specified below support Ashcroft in delivering high quality careers education and provision:

1. A stable Careers Programme
2. Learning from career and labour market
3. Addressing the needs of each learner
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

We recognise that parents and guardians often have questions and concerns about the options available to their sons/daughters. If parents/guardians have a query, they can telephone Francine Ross the careers and transition Lead or Richard Stevens (Assistant Head Teacher) via the school office on 0161 283 4832 or alternatively via the following email addresses:

Francine.ross@togethertrust.org.uk

richard.stevens@togethertrust.org.uk

2- Careers/Employability defined

A career is a pathway through life, learning and work. Ashcroft services promote careers/employability learning via three themes:

Development through employability education, work encounters and enterprise education - which includes self-awareness, self-assessment and self-improvement as a learner.

Learning about careers and the world of work, which includes - exploring careers and career development, investigating work, and working life, understanding business and industry, investigating jobs and labour market information, valuing equality, diversity and inclusion, learning about safe working practices and environments, accessing local colleges and training providers.

Employability skills - making the most of career's information, advice and guidance, preparing for employability, showing initiative and enterprise, identifying choices and opportunities, planning and deciding, handling applications and interviews and managing changes and transitions.

Learners follow study programmes tailored to their individual needs, education and employment goals, there is a major emphasis on developing work skills, since the main goal of most of our learners is to find paid employment in their future lives.

Ashcroft services strive to offer meaningful work experience options to all learners and we have links to local businesses and promote the importance in developing enterprise skills in our learners. We also maintain strong links with local Colleges, and vocational training providers.

Careers/employability learning follows differentiated accreditation and diverse routes for all of our learners. Careers Information, Advice and Guidance is impartial and the opportunity to engage in 1:1 careers interview is available to students during their studies. All school/college staff contribute to CEIAG education across the school for those whom it is appropriate, and learners follow a number of valuable units that will support the development of hard and soft skills and direct them towards becoming work ready.

Students may also gain access to careers advice externally and learners have opportunities to attend workshops and events provided by Industry professionals, local businesses, and training providers.

3 - Careers Guidance

The school/college implement the following processes to ensure that young people and their families understand the employment/training options available and to ensure access to exciting career options:

- Active involvement of employers in the employability curriculum to support curriculum activity and personal support in making career choices.
- Promoting opportunities to work actively with employers, industry professionals Colleges and training providers to establish potential internship and apprenticeship routes.
- Strong monitoring and evaluation of Career Guidance and related activity by the subject leader, including use of student destination information.
- 1:1 Career Guidance provided by the careers and transition lead and supplemented by external career advice services. Guidance is universal and is focused at key transition points.
- Use of the School/college website to provide careers advice, labour market information, useful links/software, and information about upcoming careers events.
- Ashcroft services believe in giving training providers, Colleges, and local businesses the opportunity to talk to students at the school. Please refer to the Provider Access Policy for further information. The Provider Access Legislation (DfE 2022) specifies that schools must provide at least six encounters for all their students to further help learners to understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications. Legislation states that learners must gain 2 opportunities in years 8 and 9, two in Years 10 and 11 and two in Years 12 and 13. Access may be dependent on a learner's cognitive ability and future pathway given the diverse learning community that the school caters for.
- Internal and external careers events and network sessions are organised by the careers lead and parents and learners are notified and invited to attend. Such events provide opportunities for parents, learners, and educators to access up-to-date information to support potential routes and future transitions into employment, training, or further education.
- Annual review meetings and parent's evenings/workshops also provide valuable opportunities to provide parents and learners with information about the careers programme and to explore potential routes into employment.

4 - Governing Body

There is a dedicated career and employability link Governor who oversees learning developments in school.

5 - Career Coordinator

Career guidance across the whole school is managed and co-ordinated by the careers and transition lead.

6 - Involving Employers

The school/College is committed to involving employers, industry professionals and outside agencies in the development and delivery of employability activities. The school/college also has the support of a skills, employment and education lead who provides workshops for STEM subjects, including virtual work experience programmes.

The Department for Education (DfE) defines work experience as:

“A placement on an employer’s premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.”

Work Experience can be classified as either:

- Block - the placement takes place over 5 or 10 consecutive working days
- Extended - the placement takes place on 1 or 2 days per week over a set period

Work experience placements are only permitted for Years 10, 11, 12, and 13. Schools are encouraged to provide at least two weeks’ high quality work experience for students whom it is appropriate. At Ashcroft services we often provide work encounters for the duration of the academic year, this provision is essential since many students require repetition and consistent routines to develop their confidence in unfamiliar working environments.

Students that access work related learning outside of the school environment will be more exposed to the potential risks that may arise in a work setting, both from the tasks they undertake and from the working environment. Learners with SEMH needs may have difficulty with social interaction, social communication, and flexibility in thinking and behaviour. It is subsequently these difficulties that can constitute a risk in itself, and it is therefore important that the school and placement provider consider specific risks when arranging placements for each learner.

7 - Safeguarding

When arranging work encounters there are considerations regarding Safeguarding.

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Employers are asked, when preparing a programme of work experience for a young person, to take responsibility for their social welfare as well as their physical welfare (most learners are supported by educational support and experienced practitioners. Some learners aged 18 and above do access placements without support with agreement from parents/carers.)

Employers should do all they can to ensure their employee's relationships with young people on work experience are appropriate to their age and gender. Attitude, behaviour and language all require care and thought. Employers must read and acknowledge the schools expectations around safeguarding as specified in the safeguarding information for employers document that the Employability practitioner provides.

All parties involved in setting up and monitoring of work experience placements should be familiar with Safeguarding procedures. All school employees should be aware of the school safeguarding procedures as outlined in the schools safeguarding policy.

8 - Working hours

The Working Time Regulations act 1998 applies to students at work experience placements; schools are obliged to put measures in place to ensure that students are not required to work excessively long hours. Students at Inscape only access a placement for an appropriate period within the confines of the educational day; hours are to be monitored and are not to be excessive.

9 - Employment Organiser Responsibilities

The careers and transition lead, Head of Department/SLT and Educational support will ensure, so far as is reasonably practicable, that students on work experience, are not exposed to risks to their health and safety by ensuring that:

- That placement providers hosting students on placement or for work encounters have been approved based on a robust health and safety inspection, and there is evidence of Employer's Liability Insurance and Risk Assessments in place. The school must retain copies of both documents.

Placements do not take place with ANY employer who does not have employer's liability insurance. (This recommendation is made with the intention of maintaining the safety and wellbeing of the student at all times, all appropriate health & safety guidance must be adhered to, and appropriate risk assessments carried out.)

- All aspects of this policy are understood and applied.
- Work placements adhere to agreed health & safety and safeguarding responsibilities as presented in school.
- Placement providers comply with the accident reporting protocol.

- Placement risk assessments are made available to SLT and parents/carers.
- The careers and transition lead and Assistant Head Teacher have responsibility for ensuring that the health and safety requirements for work experience are carried out.
- The careers and transition lead and Assistant Head have responsibility within the school/college to meet with employers to assess the suitability of the work experience placements and to assess the competency of the person providing and supporting the young person.
- The careers and transition lead, Assistant Head Teacher and supporting staff have clear communication with all key parties involved with the work placement.
- The careers and transition lead, Assistant Head Teacher and, supporting staff, the young person and work placement provider must ensure that health and safety procedures are followed.
- Arrangements are in place to send consent forms and risk assessment to parents/carers and that a copy of this document is signed and returned before the placement begins.
- Arrangements are in place to detail clearly to employers safeguarding protocols, best practice in supporting learners with ASC/SEMH needs and the expectations around the importance of embedding fundamental British Values to ensure that learners develop vital skills to become positive citizens.
- Procedures are in place to use the risk assessments when matching students with placements.
- Students are given any necessary health and safety instruction and training.
- Procedures are in place to ensure that students are monitored on placement and that the development and progression of work skills is assessed by the employer and supporting adult.
- Relevant staff comply with accident protocol and that all parties understand their responsibilities.

10 - Governing Body

The role of the governing body is to ensure the work experience policy is up to date and that work experience is delivered effectively. They will ensure that:

The Work Experience Policy is correct and that arrangements meet all requirements.

The placement organiser adheres to all aspects of this policy and demonstrates evidence of this in the provision of specific monitoring arrangements and documentation.

11 - Placement Providers

The Placement Provider is the employer that has agreed to take a student on placement. The Placement Provider must comply with the following requirements:

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- The Management of Health and Safety at Work Regulations 1999 states that employers must assess the risks to their young workers, including students on work experience before they start work.
- Providers must contact their insurance company to advise them that they are taking a student for work experience and ensure that Employer's Liability Insurance is in place.
- Providers must assess the risks to their young workers (i.e. under 18 years of age) including students on work experience, before they start work.
- Providers must ensure that a risk assessment is completed and takes into account specific factors such as ASC, inexperience and lack of awareness, as well as any additional needs the student may have.
- Introduce and implement control measures to eliminate or minimise the risks and ensure that these are implemented, including the wearing of personal protective equipment or clothing.
- Ensure the student receives adequate training and health and safety instructions prior to commencing the placement/first day.
- Provide adequate supervision as detailed on the risk assessment (School support to supervise learners) (Mentor employees to support students independently accessing placements.)
- Ensure students are made aware of the work activities involved and any associated significant risks.
- Students are informed in relation to who has day to day responsibility at the workplace for supervising them, and who (if different) has overall responsibility for their health and safety during their work experience; incident/accident book, and/or report as a RIDDOR to HSE in the event of serious accident/incident in line under required under RIDDOR.

The careers and transition lead and Assistant Head Teacher must ensure that they are satisfied that the Placement Provider has these processes in place before approving a placement.

12 - Parental Responsibilities

- Parents/Guardians or carers of a young person have no specific responsibilities under health and safety legislation, except when they provide work experience for members of their own family. In this case, they will have the same health and safety responsibilities as other placement providers.
- Parents/Guardians or carers of a child can provide useful information about their child's medical or behaviour conditions, or particularly any potential health and safety problems that may relate in the placement. This information must be passed on to the school and then placement provider so that s/he is able to carry out an effective risk assessment prior to the commencement of the placement.
- Parents/Guardians must provide signed permission for their child to access a work placement

- Parents must provide written agreement if they wish their child to access a placement independently

13 - Feedback, monitoring & assessment

Assessment and evaluation enables the school/college to make judgements about the worth or value of different aspects of the careers/employability provision so that we can decide how to improve and progress with the ever changing labour market. The following procedures support this assessment process:

- Successful management of work experience programmes depends on feedback; therefore, the learner, careers and transition lead, employer, teachers and support staff are encouraged to provide feedback about progress.
- Learning outcomes as specified in the curriculum overview and career map must be adhered to for each academic term and assessed accordingly. A portfolio of evidence must be created to provide evidence that learners have met specific outcomes.
- Progression details must be tracked and recorded effectively to ensure that the development of work/life skills, independence and AET targets are assessed thoroughly with support from placement providers where appropriate.
- It is recommended that students be asked to feedback on the productivity of their placements and the health and safety standards of the placement provider during the post placement review. The Placement provider will need to be notified immediately if concerns are raised.
- Skills are to be monitored and from this, an assessment can be made to establish if a learner is ready and competent to access a placement independently. This may entail travelling to and from the venue independently with parental consent.
- Compass evaluations to be completed periodically to assess progress towards the eight Gatsby Benchmarks.

14 - Prohibited Placements

Students on work experience are not permitted to work in the following areas:

- A tattoo studio
- A body-piercing studio
- Parts of a beauty salon where semi-permanent make up is used
- An abattoir
- At any height

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- On water – see water guidelines
- In the air – hot air balloons, helicopters, gliders etc.
- In gambling locations – amusement arcades, betting shops, casinos.
- Behind the bar of public houses and restaurants selling alcohol
- In an off-licence
- With guns – e.g. gun shop, gamekeeper
- With fireworks
- On new build sites or total refurbishment sites – see construction guidelines

Please be aware that certain restrictions apply in all industries where placements are permitted.

15 - Guidance on Developing a Work Experience Policy

Inscape School work experience policy has been created to ensure that all staff, parents or carers are aware of the local procedures and how they are discharged.

In writing this policy we:

- Ensure that clear Roles and responsibilities for all staff are clear and concise.
- Ensure that annual risk assessments are carried out when identifying student placements.
- Ensure that parents/guardians are informed how information on an individual students will be shared and with whom;
- Ensure that written parental consent has been received before students can go out on work experience;
- Ensure that students complete a work experience booklet before going on work experience giving them guidance and training.
- Ensure that all students will either be supported or visited on work experience by a member of staff, and all will have a contact number if any issues arise. They will also have clear instructions on how to report accidents or incidents to the school.
- Students are de-briefed after their placement and given the opportunity to reflect upon learning outcomes and health and safety.