



Careers and Work Experience Policy

Status	Current Policy
Published	December 2022
Review Cycle	Annual
Next Review	December 2023
Lead Staff	Assistant Headteacher
Lead Governor	Michael Hickson
Chair of Governing Board	Alex Krutnik
Headteacher	Jane Hatwell

Mission Statement

We accept all pupils **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our pupils to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has achieved the Bronze Award and is recognised as a Rights Committed School

This policy is written with reference to

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children

Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Introduction

All young people, regardless of their race, sex or academic abilities need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 2011 Education Act places a duty on the school to give all pupils from Year 8 upwards access to careers education and impartial information, advice and guidance.

CEG at Stone Bay School aims to help pupils develop a positive self-image, increase self-confidence and raise personal aspirations. The school strives to provide appropriate guidance, up to date information and a range of opportunities to support pupil's development at key points throughout their education. The CEG programme aims to prepare pupils for the ever changing opportunities, responsibilities and experiences of adult life and equips them with the skills to manage the choices, changes and transitions ahead of them

Although Careers Education and Guidance is statutory from Y8, many pupils at Stone Bay School are unlikely to fully enter the world of work and/or achieving financial independence. All pupils will travel to different points down the road towards these and need to develop the necessary knowledge, skills and attributes to prepare them to be as independent as possible.

At Stone Bay School we put the needs of each pupil at the centre of all learning and social experiences and we are committed to providing accessible CEG for all pupils. We believe all pupils should be able to achieve and fulfil their potential, understand themselves, their abilities and the possibilities available to them.

Careers Education, Enterprise Education and Work-Related Learning will also provide useful skills in pupils' wider lives during school and in preparation for fulfilling a range of opportunities beyond school.

We are in the process of designing and developing a stable careers programme (partially delivered through Talentino Careers at Every Level Digital package) that will include a range of activities and processes that can support the choices made by our young people in relation to careers and progression. The programme will follow the guidance set out within the Gatsby benchmarks.

Aims

To enable pupils to increase their knowledge, develop understanding and skills relevant to life in a rapidly changing world, Careers Education and Guidance at Stone Bay School is

an integral part of the preparation of all pupils for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is impartial and unbiased.

- Young people should be able to investigate opportunities in learning and work
- To understand the nature of work
- To use a variety of sources of careers information
- To use work experience to improve chances
- To use accessible decision-making techniques
- To make informed and appropriate choices
- To understand job / learning applications and the requirements of interviews
- To understand rights and responsibilities in the workplace

Careers Education & Guidance

Careers Education helps young people to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into work. At Stone Bay School Careers Education from Year 7 onwards is predominantly classroom and school based and the responsibility of all teachers.

Careers Education takes place mainly through work in lessons via a range of cross curricular subjects including; PSHE, Citizenship/Community and Functional Skills. Accredited vocational courses are delivered in KS4 and Post 16 through certain modules in ASDAN and AQA.

It is important for pupils to be given the opportunity to discuss and explore in detail the world of work and/or be given the opportunity to experience aspects of this in ways that will make the experiences relevant to them. Lessons planned to deliver this work will, wherever possible, focus on the practical and give pupils a chance to see, hear, do and record work and employment activities first hand. A programme of visitors to school and visits to outside workplaces will help to achieve this. A variety of useful work experience can be conducted within school and this will normally be the starting point for both looking at careers and the possibility of work experience.

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It should be impartial and pupil centred. Due to the complex learning needs of pupils at Stone Bay careers education, information, advice and guidance is provided by staff on site and a specialist careers advisor.

- At Stone Bay School Pupils in KS4 and Post 16 have the opportunity to participate in a programme of activities that will enable them to express likes and dislikes regarding the types of activities they enjoy. We work with Education Business Partnership Kent (EBP Kent) to provide person centred appropriate activities and guidance to all our pupils.

- EBP is a member of The Institute for Education Business Excellence, working to nationally recognised standards and the latest government related policy and directives
- Guidance takes place mainly through an activity taster day in school and if appropriate followed by the opportunity for individual support through 1:1 discussions. We are also able to arrange for parents to speak with an advisor from EBP Kent.
- All young people are actively encouraged to attend their EHCP meetings in order to plan for their future; external providers are invited to these meetings to offer advice to pupils and their parents.

The careers programme at Stone Bay is delivered is centred around the eight Gatsby Benchmarks of good careers guidance.

Benchmark	What we do
1. A stable careers programme	<ul style="list-style-type: none"> ➤ Pupils participate in meaningful experiences that explore independence and the world of work. ➤ Parents and carers have the opportunity to explore services that support transition to adulthood and opportunities post education. ➤ Pupils receive individualised career advice from their class teacher and an independent career advisor from EKB. EKB are employed to give impartial advice to pupils and parents ➤ Careers workshops provide opportunities for the pupils to think about what kind of work they would like to do. ➤ Pupils have functional English and Maths lessons which concentrate on the life skills aspects of these subjects. ➤ Within these courses there are opportunities to cover units on CV writing, interview skills, filling in forms and speaking and listening. ➤ Work Related Learning, café, breakfast service, workshop ➤ Business Enterprise programmes, tuckshop ➤ Work Based Experience

<p>2. Learning from career and labour market information</p>	<ul style="list-style-type: none"> ➤ Careers guidance includes independent living skills, community inclusion and understanding of post school options. ➤ Pupils also have the opportunity to participate in work experience activities in school closely matched to their social and independent skills
<p>3. Addressing the needs of each pupil</p>	<ul style="list-style-type: none"> ➤ Bespoke Post 19 planning for each individual pupil career plan ➤ Bespoke KS5 Work experience, including shops, libraries, pet care, gym and manufacturing ➤ EHCP planning meetings ➤ Use 16-19 bursaries to support outcomes ➤ For those pupils who will not be able to access the world of work our curriculum is designed to enable them to have a voice and make choices about how they want to spend their time as an adult
<p>4. Linking curriculum learning to careers</p>	<p>Linking curriculum learning with careers</p> <ul style="list-style-type: none"> ➤ Careers education embedded in subject and topic learning, and cross-curricular provision such as clubs, celebration events and productions. ➤ Whole-school teaching and learning focuses on ➤ the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills, for example; <p>Maths for numeracy, time management and finance</p> <p>PSHCE for self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence;</p> <ul style="list-style-type: none"> ➤ The majority of pupils at Stone Bay remain here until they are 19 and pupils are supported where possible to make decisions about their post 19 education and the further education settings available to them. This may involve a

	<p>meeting with an external careers advisor who can provide independent impartial advice tailored to the pupils individualised needs.</p> <ul style="list-style-type: none"> ➤ Through the PSHE curriculum pupils learn about preparation for work which is linked into the ASDAN Units relating to work-based skills. The pupils have access to work experience placements within 6th Form. ➤ Students take part in various enterprise activities and run a café ,make items to sell in the workshop ➤ Teachers work with students to develop and value key skills such as communication, money handling ➤ From Y13 or 14 the pupils attend EKCB (East Kent College Broadstairs) on a weekly basis to take an ICT accreditation course ➤ Duke of Edinburgh programme ➤ For those pupils who will not be able to access the world of work our curriculum is designed to enable them to have a voice and make choices about how they want to spend their time.
5. Encounters with employers and employees	<ul style="list-style-type: none"> ➤ Assemblies and visiting speakers ➤ External Work Experience ➤ Internal work experience ➤ Community based learning
6. Experiences of workplaces	<p>Garden Gate Project The Gap Project Tag Pet Rescue Monkton Nature Reserve Wingham Wildlife Park</p>
7. Encounters with further and higher education	<ul style="list-style-type: none"> ➤ From Y13 or 14 some pupils attend EKCB (East Kent College Broadstairs) on a weekly basis to take an ICT accreditation course ➤ Link visits to potential colleges can also be arranged on bespoke planning pathways

<p>8. Personal guidance</p>	<ul style="list-style-type: none"> ➤ Transition reviews from year are an opportunity to discuss the future and put a system of support in place. This draws on support from a range of agencies. ➤ The EHCP will aim to support students achieving goals in relation to learning and future employment, home and independence, friends, relationships and community and health and wellbeing. ➤ Ensuring all young people are supported to develop their individual communication system, so that the young person can express their views in a personalised way that suits them. ➤ Listen to the views of all students, even if the student does not have the capacity to make decisions on their own. For example, the student's participation in decisions is secured by gathering pertinent information through first-hand experience and logging their reactions systematically. This ensures that their views are not overlooked, and that decisions are personalised and made in their best interests.
------------------------------------	---

Work Experience

The Government's Programme of Study for 16 - 19 year olds requires that all post 16 provisions offer the following;

- Higher level of study than the pupil's prior attainment.
- Experience of Vocational Options.
- Continued teaching of Maths and English to improve pupil's levels.
- Opportunity of a work experience or other work related learning.

All Post 16 pupils at Stone Bay School participate in Work Experience and/or Enterprise Activities related to their strengths and interests. Pupils who are not able to go out on external work experience placements are involved in work projects and internal work experience. Where appropriate and possible projects link in with AQA and ASDAN work.

Current initiatives include;

- Designing and making a variety of craft items to sell at school events.
- Outdoor learning.
- In-house work experience opportunities within classrooms and offices
- Car cleaning

External Work Experience

Stone Bay staff will organise individual work placements as appropriate and undertake a person specific Risk Assessment for all external work placements.

Pupils are asked to complete a choices form giving preferences according to their strengths and interests. Placements are then arranged for individual pupils that are appropriate to their level of skills and independence and a suitable type of support is built in. This is usually in the form of a member of school staff shadowing the pupil for the duration of the placement. In return pupils are expected to fit into their working environment and attend for the whole placement. Part of the process of finding and starting on a placement will involve pupils in:

- Attending a pre-placement interview
- Dressing appropriately for the job
- Being punctual and following agreed workplace protocols

Pupils are supported to achieve these tasks.

Stone Bay School Responsibilities

- To take action that is reasonably practicable to ensure pupils are not placed in a working environment where there are significant risks to their health and safety.
- To carry out suitable checks on employers (placement providers) health and safety management systems.
- To provide the pupils with any relevant information about the employer and the site conditions that may affect their health and safety
- To ensure pupils have received adequate health and safety instruction and training in relation to any risks that they are likely to be exposed to in the course of their placement.
- To provide employers with relevant information about pupils e.g. their health and factors that might affect their ability to understand and respond to information and instructions about health and safety at work e.g. learning disabilities or language problems.
- To obtain risk assessments from prospective employers (placement providers) and provide these and all other necessary information required to schools

- To obtain records from the employer and ensure that any accidents or incidents during work placements are recorded in the appropriate manner and that this information is provided to the school immediately after the event

Employer (Placement Provider) Responsibilities

- As prescribed in the Health and Safety at Work Act 1974, employers have a duty to ensure so far as is reasonably practicable the health, safety and welfare at work of all their employees. By virtue of the Health and Safety (Training for Employment) Regulations 1990, pupils on placement are effectively employees of the organisation for the duration of work experience.

Employers should ensure that:

- Appropriate risk assessments are carried out to determine suitable tasks and working situations for pupils.
- Control measures are introduced to eliminate or minimise risks.
- Ensure that pupils, school and parents are advised of the findings of any risk assessments or control measures prior to the commencement of the placement.
- Pupils are informed of safe working practices upon induction into the organisation and supplied with appropriate training and protective clothing or equipment to carry out their duties.

Pupils' Responsibilities

- Pupils are expected to take reasonable care of their own health and safety, or that of other people who may be affected by their actions throughout the duration of their placement
- All pupils visit their work experience placement prior to starting their placement and are interviewed by their prospective employer

Pupils are expected to cooperate fully with their employer, and behave in a matter befitting their work place, as representatives of the School.

References

This policy is written with reference to;

Careers guidance and access for education and training provider's statutory guidance for governing bodies, school leaders and school staff July 2021