

1. BACKGROUND

a. At Beacon High we believe that students should be given every opportunity to gain the skills, knowledge, qualifications and aspirations to be highly successful in their future careers, regardless of their starting points and backgrounds. High quality careers education and incisive information, advice and guidance about pathways beyond Beacon High are essential to students gaining access to their chosen career and being successful throughout their working life.

a. Work is a social good; it is essential to economic stability and personal wellbeing. Furthermore, a clear sense of future goals and aspirations enhances students' ability to make important choices when progressing between phases of education and motivates them to work hard when studying for qualifications. Our provision therefore needs to ensure that students:

- aspire to a career that is rewarding and allows them stability and independence;
- understand their options and different paths to further study and work, and can plan the steps they need to take;
- are inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- understand their knowledge and skills and how they can be developed and used in the workplace.

b. All students have an entitlement to 100 hours of careers education by the end of Year 11. All schools in the UK are now required to meet the eight Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

c. Beacon High covers many of these Benchmarks through drop-down sessions; PSHE lessons; interactions with employers; and our information, advice and guidance at key transition points.

d. We augment our provision by providing all Year 10 students with an opportunity to complete a one-week work experience placement in the summer term, following the end of GCSE examinations. In 2020 this will be adapted to address the Covid-19 situation and may take the form of virtual work experience or a blended format.

2. PURPOSE

- a. By facilitating compulsory work experience, we hope to:
- Give students an insight into the responsibilities and opportunities that employment can provide
 - Support students making informed choices about their future career
 - Enhance students' confidence and ability to interact with colleagues and members of the public (if applicable)
- b. By completing work experience, students will be introduced to a wide variety of experiences and opportunities that cannot be provided in school. These include but are not limited to:
- Learning about equipment used in the workplace
 - Following routines and schedules of the working day
 - Following instructions in a work situation
 - Using tools and equipment in the workplace (if applicable)
 - Communicating and interacting with colleagues
 - Working with managers, colleagues and the public (if applicable)
 - Self-assessment and keeping a record of progress
 - Identifying health and safety measures and hazards in the workplace
 - Experiencing the routine of a normal working day or shift
 - Experiencing a working environment outside the classroom
 - Attending a formal pre-placement interview
 - Dressing appropriately for the job

3. PROCEDURES AND PRACTICE

a. The programme is led by the Careers Leader and SLT responsible for CEIAG.

b. The planning, implementation and evaluation of the programme is as follows:

January/February Students are briefed about work experience and given resources to find their own placements

March/April Students' placements are visited and risk assessed by the Careers Lead or quality assured if virtual
The Careers Lead sources places for students who did not find their own

May Students express preferences for school-sourced placements or the school sources virtual placements
Placements are assigned and communicated to students
Students and parents sign an agreement prior to their placement

June Students contact placements and arrange a pre-placement interview
'Getting Ready for Work Experience' drop-day
Students attend placements or access virtual placements
Staff visit students on placement or monitor virtual placements

July Students evaluate work experience
Follow-up communication between Careers Lead and employers

Ongoing Relationships with employers maintained by Careers Lead to facilitate further engagement with the programme

4. STUDENT CONDUCT ON WORK EXPERIENCE

a. Students on work experience are expected to behave to the same high standards that they display in school, with sensible adjustments relating to attire and time keeping being decided by the work placement. In particular, students are expected to follow instructions and be polite and courteous to colleagues on work experience.

b. If a student feels he or she is being asked to do something dangerous or unreasonable, they should politely decline the instruction and make contact with the Careers Lead or Assistant Headteacher as soon as possible. Likewise, if there is any concern about the conduct of a colleague or member of the public, students should refer this to their manager and to the Careers Lead or Assistant Headteacher.

c. When on work experience, students are representing not only themselves but also the school, their families and their communities. The risk of reputational damage to the school if a student should behave unacceptably is significant. If the Headteacher decides that a student's conduct poses a risk to the school's reputation, he or she may decide to withdraw this student from work experience. In this case, the student is expected to attend school every day. Educational activities and work related tasks will be provided via school in order that students gain experience of a workplace, for example by working with the administrative, facilities or catering teams.

5. PREPARATION AND FOLLOW UP

a. Work experience is only one aspect of our careers provision. Students will be prepared for work experience via PSHE lessons, briefings, individual discussions with the Careers Lead and a one-day workshop in school.

b. Likewise, following work experience, briefings and the PSHE curriculum will be used to ensure that the learning that has taken place whilst students are on work experience is reflected upon and used to further develop students' employability skills and make informed decisions about future study and careers.

6. MONITORING AND COMPLIANCE

a. The school undertakes to ensure that all workplaces are visited prior to the placement taking place and during the placement if in a 'real life' setting and online safety is established in a virtual setting. This monitoring of placements ensures that health and safety policies and procedures are appropriate and that the place of work / virtual place of work is a safe and suitable environment for a young person.

- b. Employers and students are briefed on safeguarding procedures including online safety prior to placements taking place and the safeguarding team are available to deal with concerns using their usual processes.
- c. Data will be handled sensitively and in compliance with GDPR.

7. DIFFERENTIATION AND INCLUSION

- a. The Careers Lead will work with the SENCO to ensure that all students are able to access work experience. Where necessary, additional communication with families and reasonable adjustments to the programme will be made.
- b. Students in receipt of FSM or Pupil Premium stand to particularly benefit from the opportunities afforded by work experience. It is therefore important that they have access to high quality placements and are encouraged to engage fully in the programme. The Careers Lead will monitor the impact of the programme on this group of students.