



# CAREERS EDUCATION AND GUIDANCE POLICY

April 2023

# **Kilgarth School Careers Education and Guidance Policy**

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Careers Guidance and access for education and training providers  
(publishing.service.gov.uk) (Department for Education, revised January 2023)

- Kilgarth School Entitlement Statement
- Kilgarth School Equality and Diversity Policy
- Kilgarth School Work Experience Policy and Procedures
- Kilgarth School Provider Access Policy Statement

Review Period: 3 Years

Review Date: April 2023

## **Careers Education, Information, Advice and Guidance Policy**

### **1.0. Kilgarth School Vision**

This policy has been adopted as a mark of the importance that Governors place on education to prepare pupils for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities pupils need to be given equally wide information, experience, and understanding of the world of work. It also accepts that pupils need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures.

We comply with the Gatsby Benchmarks ensuring that we provide the best careers provision for our pupils. This is quality assured in consultation with Liverpool City Region Careers Hub (LCR).

Kilgarth School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes, and raises aspirations.

Through our progressive and robust life skills programme, we support the drive to broaden the skills of young people and aim to deliver a first-class work-related curriculum through a flexible, integrated and innovative approach. This includes a diverse range of activities within the classroom, a wealth of enrichment experiences through external visits and in partnership with a range of providers from outside school.

It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school's designated Careers Leader is Ian Keeling (Mathematics lead teacher), KS3 Careers is Alan Daniels (Science lead teacher) and Careers Advisor is Lisa Kirkham (Careers Connect). Any careers related enquiries can be addressed to Ian Keeling through [schooloffice@kilgarth.wirral.sch.uk](mailto:schooloffice@kilgarth.wirral.sch.uk).

## **2.0. Policy Scope**

- This policy covers Careers Education, Information, Advice and Guidance given to pupils throughout the school.
- The policy has been reviewed in line with the DfE guidance document Careers guidance and access for education and training providers ([publishing.service.gov.uk](https://publishing.service.gov.uk)) (Department for Education, Revised in January 2023).
- This policy accepts the 8 Gatsby Charitable Foundations benchmarks as set out in the DfE guidance. They can be seen in [Appendix 1](#) of this policy.
- This policy covers the legal duty to ensure that a range of education and training providers can access all pupils, for the purpose of informing them about approved technical education qualifications or apprenticeships.
- This policy refers to events and opportunities in all years and these events will impact upon all pupils at the school.
- All members of staff at Kilgarth School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Leader.
- It is important therefore that our pupils leave Kilgarth aware of themselves as individuals, aware of the opportunities available to them and able to make well-informed and realistic decisions about their own life. They should be prepared for the transition from education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## **3.0. Aims and Objectives**

### **3.1. Aims**

Kilgarth School aims to ensure its pupils have the skills to make a successful transition to adult and working life, and to be able to contribute to the economic and social well-being of their families and communities, despite difficulties they may experience.

We aim to help our pupils develop the skills to:

- understand themselves and the influences around them.
- investigate opportunities in learning and work.

- make and adjust plans to manage change and transition.
- be citizens who successfully play a full part in society.
- be lifelong learners.
- be economically aware and active.
- understand enterprise in its widest sense.
- understand the importance of wellbeing when choosing a career.

We aim to support our pupils to:

- follow courses and programmes that are appropriate to their ability and their longer term aspirations and needs.
- have an understanding of the world of work and its demands.
- be well prepared for the transition from education and training for work.
- have clear ideas on individual, personalised goals for their future.

In order to ensure all of the above, we aim to:

- deliver high quality educational standards by improving motivation and attainment for all pupils.
- provide access and choice for all pupils.
- provide quality Careers Information, Advice and Guidance that gives pupils an insight into the factors that can inform career choice.
- deliver a Citizenship curriculum that will lead to the development of pupils' interpersonal, presentation, and teamwork skills, their self-confidence and their ability to take the initiative.

### **3.2. Objectives**

Kilgarth School prepares pupils for future career pathways by helping them to research options in terms of education, training and employment, as well as developing skills and knowledge.

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

#### **3.2a. Curriculum Provision**

- Vocational Entry Level Certificate (ELC), General Certificate of Secondary Education (GCSE) Business and Technology Education Council (BTEC) NCFE Level 1 and 2 Diploma and other forms of accreditation.
- Careers Information, Advice and Guidance provision at KS3 and KS4.
- Life Skills targeted curriculum.
- Careers Connect career portal.
- Mock interviews.
- Work Experience.
- Visits to employers.
- Visiting speakers – including local businesses and employers.

- Working with vocational providers at KS4.
- Spiritual, Moral, Social and Cultural (SMSC).
- Citizenship Education.
- Problem-solving activities.
- Team-building activities.
- Mentoring.
- Enterprise activities.

### **3.2b. Work Related Learning (WRL)**

The key elements of the Work-Related Learning framework are that our pupils:

- recognise, develop and apply their skills for enterprise and employability.
- use their experience of work, including work experience and part-time jobs, to extend their understanding of work.
- learn about the way in which business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.
- develop awareness of the extent and diversity of local and national employment opportunities.
- relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.
- undertake tasks and activities set in work contexts.
- learn from contact with personnel from different employment sectors.
- have direct or indirect experience of working practices and environments.

### **4.0. School Responsibilities:**

Kilgarth School has a set of statutory responsibilities and works to Government CEIAG standards. The school are committed to achieving and sustaining all 8 Gatsby benchmarks.

- All registered pupils have an entitlement to receive independent and impartial careers advice and guidance.
- This advice and guidance must cover a range of education or training options and must be in the best interests of the pupil.
- There must be an opportunity for education and training providers to access pupils to inform them about approved technical qualifications or apprenticeships.
- The school has a clear Provider Access Policy which is published on the Careers Area of the School website and sets out the way providers will be given access to pupils.
- Kilgarth School bases its careers provision around the Gatsby Benchmarks.
- A summary of the Gatsby benchmarks is available in [Appendix 1](#).

- The school continuously monitors its CEIAG offer and seek further improvement. This is the responsibility of personnel involved in the design and delivery of the programme, as well as by external stakeholders who assess the work of the School.

#### **4.1. Responsibility of the Headteacher and Senior Management Team to:**

- establish the framework for Careers Information, Advice and Guidance; to ensure that it develops in the school; to monitor and review its effectiveness; and to report regularly to Governors on the application and outcomes of the policy. They will:
- ensure the place of Careers Information, Advice and Guidance within the structure of the timetable and the school year.
- ensure that Careers Information, Advice and Guidance, including information on economic factors and Enterprise Education in its widest sense, are embodied in syllabi and activities across the curriculum.
- ensure that there is adequate time available on the timetable, and outside it, for Careers Information, Advice and Guidance ensure that there is liaison with providers of Further Education and training to provide effective progression routes for pupils.
- ensure that there is liaison with providers of advice and guidance to young people (e.g. the Connexions Service and School's Work Related Learning Co-ordinator) to make available accessible and unbiased advice to pupils of the school about their future destinations
- monitor and assess the quality and effectiveness of Careers Information, Advice and Guidance and propose changes as necessary.

#### **4.2. Responsibility of the Careers Leader**

To implement the policy, including the development of Work-Related Learning, for encouraging the development of Careers Information, Advice and Guidance across the curriculum and for liaison with outside agencies and further education providers. The Co-Ordinator will:

- ensure that the schemes of work for Careers Education are comprehensive and up to date.
- keep a record of career-related activities across the school.
- be responsible for the effective teaching of Careers Education
- arrange visits to places of work and work experience.
- develop a programme of visiting speakers from the world of work, where possible.
- create opportunities for pupils to prepare for, share and reflect on work-related experiences.
- create a system that will give pupils information about Further and Higher Education and training, including Modern Apprenticeships.

- create a guidance programme, co-ordinated with the SMSC (KS3) and Careers (KS4) curriculum, which gives pupils the chance to identify their aptitudes, and search careers data bases through the use of ICT.
- teach pupils skills of self-presentation, including the creation of CVs and interview techniques.
- monitor, evaluate and review the effectiveness of the programme.

#### **4.3 Responsibility of other Subject Leaders to:**

- liaise with the Careers Leader to ensure that the scheme of work in their subject contributes, where appropriate, to the Careers Information, Advice and Guidance of pupils.
- ensure that, through the assessment, feedback and reporting of pupils' achievement, pupils are given a clear understanding of their strengths, talents and aptitudes so they can make realistic decisions about future training and careers.

#### **4.4 Responsibility of the School's Careers Coordinator to:**

- ensure that all pupils are given general guidance and mentoring to promote high aspirations and good work habits.
- co-operate with the Careers Co-Ordinator and other staff in managing and following up work experience.
- ensure that parents are involved in their son's choices on careers, training and future education.

### **5.0. Governor Responsibilities**

The school's governing body will ensure that the College has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders.

Governors will ensure that this policy meets the following criteria:

- Based on the eight Gatsby Benchmarks.
- Meets the School's legal requirements.
- Ensures that arrangements are in place to allow a range of educational and training providers to access pupils and inform them of future pathways.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement and meets with the named Careers Leader.



## 6.0 Components

Pupils have access to the following:

- Informal drop-in advice and guidance.
- Careers Guidance interviews.
- A planned programme of careers education, delivered through the School's life skills programme.
- The opportunity to experience the world of work, through the Work Experience programme via our Work Experience Coordinator ([See Appendix 4 for Work Experience Policy and Procedures](#)).
- Relevant on-line information.
- Higher Education Information Evening for parents.
- ICT support.

### Resources:

- Trained/experienced staff.
- Large range of books and careers information.
- All paper-based materials are checked to ensure validity and are no more than three years old.
- Computer software:
  - INTERNET websites.
  - CONNECT PORTAL access login.
- Centrally sited Careers' noticeboards, displaying:
  - Local vacancies.
  - Employment/training opportunities.
  - New HE and FE Courses.
  - Open Days.
  - Gap Year Information.
  - Volunteering Opportunities.

### Delivery

Via subject specific group sessions:

- Subject teachers.
- Individual interviews.
- Form teacher system.
- Short active workshops delivered by Careers staff.
- Training for staff.
- Careers Connect Advisor.

**Management:**

- The Careers team is managed by the Careers Leader and line managed by the Headteacher.
- The Careers team has termly meetings.
- The Careers Leader meets regularly with the Headteacher.
- The Careers Leader meets twice yearly with the Careers Governor.

**Staffing Structure:**

- **Careers Leader**  
Ian Keeling
- **Careers Lead KS3**  
Alan Daniels
- **Work Experience Coordinator**  
Cath Sissons
- **Careers Coordinator (Careers Connect)**  
Lisa Kirkham
- **Careers Governor**

**Staff Development:**

Continual Professional Development is encouraged, and staff attend relevant training courses. Priorities for development are identified through annual appraisal.

**Communication:**

The Careers Department communicates with pupils via:

- Form teachers.
- Tutorial programme.
- Email.
- Noticeboards.
- Twitter.

**Operation:**

- Careers Team meetings.
- Representation at Teacher Team development days.
- Annual review of Policy and Programme.
- Regular INSET to update staff on relevant developments.

## **7.0. Provider Access Legislation**

Kilgarth Schools is committed to our Legal obligations in facilitating arrangements for managing the access of providers to pupils at the School ([Appendix 2](#)) for the purpose of giving them information about the provider's education or training offer.

All pupils are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at transition.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.
- Two encounters for Year 8 and 9 pupils with approved providers of apprenticeships and technical education (Kilgarth is committed to providing one each year including at Year 7).
- Two encounters for Year 10 and 11 pupils with approved providers of apprenticeships and technical education (Kilgarth is committed to provide two for each year group).

[Appendix 3](#) shows the way in which education and training providers should get in touch with the College to gain access to students and/or parents to inform them about further opportunities.

The school will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities.

## **8.0. Monitoring, Evaluation and Review**

The School Head teacher will ensure that:

- The work of the Careers Leader, independent and impartial Careers Coordinator and CEIAG events are supported and monitored.
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.
- The effectiveness and appropriateness of the Policy is kept under regular review. Reviews include:
  - ensure that there is regular liaison and feedback between the school's careers coordinator and the providers of careers information advice and guidance.

- Monitoring by observation of classroom activities and work-related learning experiences.
- Feedback from pupils, parents, visitors, work experience placements and destinations.
- An analysis of destinations.

Feedback from stakeholders through evaluation mechanisms including:

- Pupil Questionnaire containing questions on knowledge/use of the School's Careers Education and Guidance Systems (including.
- Feedback from tutors on Careers based tutorial activities.
- Feedback to and from other school staff.
- Feedback from external visitors.

The NEET figure can be compared to national figures as well as against the equivalent figure from similar Schools both nationally and within the region.

As careers education is delivered across many aspects of the Kilgarth curriculum it is assessed using many different methods. These will include but not be limited to:

- The model of assessment that will be used when delivering careers education within the Life Skills curriculum will be ipsative assessment, whereby each pupil will complete baseline assessments and summative assessments of their own understanding both before and at the culmination of each module so as progress can be measured.
- A review of the progress throughout the year 10 work experience week will be used to assess the impact of the experience.
- Assessment of careers within the NCFE Employability Skills Award, Uniformed Services award and Gateway Vocational Certificate qualifications will be carried out where each assessment criteria can be formatively assessed once by a teacher before a summative assessment is carried out at the end of each unit.

## Appendix 1: Summary of Gatsby benchmarks

### Benchmark 1 – A Stable Careers Programme

Every college should have an embedded programme of careers education and guidance that is known and understood by learners, parents, teachers, employers and other agencies. This programme should be informed by clearly defined career learning outcomes and should be supported by a strategic careers plan.

- Every college should have a stable, structured careers programme and a strategic careers plan that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.
- The careers programme and related strategic careers plan should be regularly evaluated, with feedback from learners, parents, college staff and employers.

### Benchmark 2 – Learning from career and labour market information

Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and study options to inform their support of the learners in their care.

### **Benchmark 3 – Addressing the needs of each learner**

Learners have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

- A college's careers programme should seek to challenge stereotypical thinking and raise aspirations.
- Colleges should keep records of the individual advice given to each learner and subsequent agreed decisions.
- The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available.
- Records should begin to be kept from the first point of contact or the point of transition.
- All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.

### **Benchmark 4 – Linking curriculum learning to careers**

All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers. Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to, and be more effective workers within, a wide range of occupations. The three main ways of delivering careers in the curriculum are:

- Providing career learning as a subject in its own right - in this approach careers content is delivered as a discrete curriculum, e.g. via tutorial programme or life skills, etc.
- Incorporating career learning within curriculum areas - in this approach careers learning outcomes are delivered through subjects. Ideally this approach both provides career learning and enhances the subject learning e.g. by showing how a mathematical technique is used in the real world and bring employers into lessons.
- Offering career learning through extra curriculum activities - in this approach careers content is delivered through informal and voluntary learning activities e.g. STEM initiatives, entrepreneurial activities, social action, etc.

## **Benchmark 5 – Encounters with employers and employees**

Every learner 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 should include learners' own part-time employment where it exists.

- Every year, alongside their study programme, learners should participate in at least two meaningful encounters\* with an employer. At least one encounter should be delivered through their curriculum area.
- Colleges should record and take account of learners' part-time employment and the influence this has had on their development.

## **Benchmark 6 – Experiences of workplaces**

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. By the end of their study programme, every learner should have had at least one experience of a workplace, in addition to any part-time jobs they may have.

## **Benchmark 7 – Encounters with further and higher education**

All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace. By the end of their programme of study, every learner should have had a meaningful encounter\* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet staff and learners.

## **Benchmark 8 – Personal guidance**

Every learner should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level\*. These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs. Every learner should have at least one such interview by the end of their study programme.

## Appendix 2: Kilgarth School Entitlement Statement

### Kilgarth School Entitlement Statement – 3<sup>rd</sup> April 2023

Kilgarth School is committed to offering a high-quality Careers Education and Information, Advice and Guidance (CEIAG) service which is accessible to all pupils in line with *'Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education college and sixth form colleges (DfE, September 2022).'* We aim to support all pupils to develop their personal attributes, skills, and knowledge to enable them to successfully navigate their future career pathway confidently, effectively, and independently towards positive employment and life outcomes.

Pupils are entitled to access independent and impartial information, advice, and guidance from a qualified and experienced Adviser. This is in line with the schools CEIAG Policy and Strategy and adheres to the Career Development Institutes Code of Practice. Kilgarth School is committed to the achievement and sustainability of the Gatsby Foundation's 8 benchmarks.

#### **Pupils are entitled to access:**

- **Independent and Impartial CEIAG:** that is inclusive and tailored to individual circumstances. It is confidential, impartial, accessible, transparent and provides equity of opportunity. Careers Guidance seeks to support the decision-making process through exploring options and providing information. Kilgarth School is committed to pupil-centred support.
- **A Careers Education, Information, Advice and Guidance Programme:** that is relevant to all, fulfils the criteria of the Gatsby benchmarks and contributes to the school meeting its strategic objectives.
- **Workshops/Employer Visits and Work Experience:** as part of pupil's course of study or stand-alone.
- **Labour Market Information:** that is relevant, up to date and impartial. This enables pupils to understand the range of opportunities available in the Liverpool City Region and nationally.
- **Support with preparing for and getting a job:** Informing pupils about the range of skills and qualifications they will need to succeed in the workplace both today and in the future. This includes information on career choice, job search, CV writing, completing applications and access to placements.



- **A range of relevant on-line and virtual CEIAG Support:** for example, Careers Connect Portal, National Careers Service and National Apprenticeship Service. Please refer to the Careers Area the school website: **Under Construction**

**Confidentiality:** No pupil details will be disclosed to a 3<sup>rd</sup> Party without the pupil's individual prior consent, unless required by law, or if the individual is at risk or harm or threatens another individual. Pupil records are held securely in accordance with the Data Protection Act (1998). Pupils may request sight of their records.

**Equality and Diversity:** The Equality and Diversity Act 2010. Kilgarth School is committed to equal treatment of all people.

**Feedback:** Feedback is important to our school and is sought from pupils via questionnaires/focus groups and helps to improve and inform our services. In addition to formal feedback processes, pupils and their parents can make further comments, compliments, and suggestions by emailing us at: [schooloffice@kilgarth.wirral.sch.uk](mailto:schooloffice@kilgarth.wirral.sch.uk)

**Complaints:** Kilgarth School takes complaints very seriously. Please click here for details. **Add a link to complaints policy.**

## **Appendix 3: Kilgarth School Arrangements for Provider Access**

### **Kilgarth School: Provider Access Policy Statement**

**(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)**

**Ownership: Kilgarth School**

**Date updated: February 2023**

#### **Rationale:**

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

#### **Commitment:**

- Kilgarth School is committed to ensuring there is an opportunity for a range of education and training providers to access pupils, for the purpose of informing them about approved technical education qualifications and apprenticeships.
- Kilgarth School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.
- Kilgarth School endeavours to ensure that all pupils are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

**Aims:**

Kilgarth School Policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our pupils of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of pupils becoming NEET (Young people not in education, employment or training).

**Pupil Entitlement:**

Kilgarth School fully supports the statutory requirement for pupils to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in Life Skills lessons during National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school. For further information, please see the school's careers programme.

**Development:**

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager based on current good practice guidelines by the Department for Education.

**Links with other policies:**

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

**Equality and Diversity:**

Access to other providers is available and promoted to allow all pupils to access information about other providers of further education and apprenticeships. Kilgarth School is committed to encouraging all students to make decisions about their future based on impartial information.

**Requests for access:**

Requests for access should be directed to Ian Keeling, Careers Leader, or Alan Daniels Careers Adviser may be contacted by telephone or email, [schooloffice@kilgarth.wirral.sch.uk](mailto:schooloffice@kilgarth.wirral.sch.uk)

**Grounds for granting requests for access:**

Access will be given for providers to attend during school assemblies, timetabled Careers or Life Skills lessons, and Careers or Raising Aspirations events that Kilgarth School is arranging. Pupils may also travel to visit another provider as part of the trip to be organised in partnership such as the West Met College.

**Details of premises or facilities to be provided to a person who is given access:**

Kilgarth School will provide an appropriate room to be agreed. All rooms have computers/laptops, projectors and screens provided. Computer room can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

**Live/Virtual encounters:**

Kilgarth School will consider live online encounters with providers where requested, and these may be broadcast into classrooms. Technology checks in advance will be required to ensure compatibility of systems.

**Parents and Carers:**

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

**Management:**

The Careers Leader coordinates all provider requests and is responsible to his senior management line manager.

**Complaints Procedure:**

Any complaints about this policy should be raised to Ian Keeling, Careers Leader, email: [schooloffice@kilgarth.wirral.sch.uk](mailto:schooloffice@kilgarth.wirral.sch.uk)  
Ian Keeling will raise the complaint to Jane Westlake, Headteacher of Kilgarth School.

**Monitoring review and evaluation:**

The Policy is monitored and evaluated annually via the Senior Leadership Team

**Policy Coordinator:** Ian Keeling, Careers Leader, Kilgarth School

**Policy Reviewed: February 2023****Providers who have been invited into *Kilgarth School* to date include:**

- Tranmere Rovers.
- Everton Free School.
- Dallaglio Foundation.
- Careers Connect.
- Tyre Brigade.
- M Lye Autos.
- Tam O'Shanter Farm.
- T8 Tyres.
- The Hive Careers Fair.
- Liverpool Football FC.
- Southport FC.
- Rob Jones, UEFA Referee.
- Wirral Scaffolds.

**Destinations of previous pupils from Kilgarth School include:**

- Wirral Met College.
- City of Liverpool College.
- West Cheshire College.
- Cornerstones.
- West Kirby Residential School.
- Tyres, Tyres, Tyres.

## Appendix 4

### Kilgarth School Work Experience Policy and Procedures

#### Contents

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4. Roles and Responsibilities
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6. Work Placement Health and Safety Assessment Procedure - see Flowchart overleaf
7. Child Protection/Safeguarding
8. Work Placement Health and Safety Assessment Procedure
9. Applying for Work Experience
10. Confirming Placement
11. Monitoring – once the placement begins
12. Review – after the placement
13. Complaints and Accident Procedures

#### 1. Policy aims

- To define procedures for all Kilgarth School staff and associate providers involved in arranging work-based learning.
- To ensure that a safe and supportive learning environment exists for all learners who are undertaking work-based learning.
- To ensure that health & safety legal requirements and responsibilities are met.
- To ensure that child protection and safeguarding legal requirements and responsibilities are met.

#### 2. Context

The School aims to provide a high quality experience of the world of work which will enable young people to use and develop their skills safely and which contributes towards easing the transition between education and employment and enables students to explore career options.

The service aims to provide work experience as:

- a mandatory component of a course (if required).
- part of consultation service with careers connect.
- part of the school's enrichment programme.
- part of a pupil's timetable of planned hours at school.
- part of the NCFE Employability Award courses see below.

Courses where work experience is currently encouraged is:

- NCFE Employability Award.

The work experience service provides work experience that:

- takes place in a pupil's free time or during half term and holidays (excluding Christmas and Summer breaks)
- Work experience as part of the school enrichment programme or which forms part of a pupil's timetable of planned hours:
- takes place during school hours, term time only, minimum of 50 hours per academic year.

### **3. Legal Requirements**

Under the 1974 Health and Safety at Work etc. Act (HASAWA), employers are responsible for the health and safety both of their employees and of persons not in their employment. Learners, in this context, are covered by HASAWA s3.1:

*"It shall be the duty of every employer to conduct his undertaking in such a way as to ensure, so far as is reasonably practicable, that persons not in this employment who may be affected thereby are not thereby exposed risks to their health or safety."*

Organisers (Kilgarth School) must also do what is reasonably practical to ensure that pupils are not placed in a working environment where there are significant risks to their health and safety. (Young people and work experience: A brief guide to health and safety for employers INDG364).

Organisers need to take reasonably practical measures to arrive at an informed opinion about the health, safety and welfare arrangements at the placement and to assess the suitability of the placement provider. These measures depend on the risks associated with the work experience.

The Management of Health and Safety at Work Regulations 1999 put further legal requirements on the employer. The regulations require that young persons

are protected at work from any risks to their health or safety which are a consequence of their lack of experience or maturity or absence or awareness of existing or potential risk.

#### **4. Roles and Responsibilities**

##### **School Headteacher and SLT:**

- To ensure that staff placing learners in a work environment follow the procedures outlined in this document and receive the appropriate training.
- To provide guidance and training as necessary to staff regarding work placement Health and Safety issues.
- To provide health and safety assessments of work placements, especially those in medium to high risk employment categories.
- To periodically monitor other assessors' practice and the quality assurance of completed forms.

##### **Work Experience Coordinators:**

- To follow the Kilgarth School's Work Placement Policy and Procedure Guidelines.
- To make health and safety assessments of low to medium risk work placements as necessary following the Kilgarth Schools Work Placement Health and Safety Procedure Guidelines.
- To keep an up to date database of work placements, employers, H&S checks, ELI and expiry dates etc.
- To liaise with course tutors regarding placement requirements and suitability
- To ensure that pupils do not go on work experience placements without a valid H&S check and ELI in place.
- To ensure the Health and Safety Assessment form is completed to the standards required by Kilgarth School and appropriate statutory requirements.
- To ensure that the employer has suitable awareness of safeguarding issues and appropriate policies or procedures to deal with issues of concern over student safety.
- To recommend if a workplace provides a safe and supportive learning environment for learners and/or actions to achieve this.
- To provide a work experience risk assessment form including a medical information sheet about pupil prior to pupil starting placement



- Ensure that the employer has read and signed the “Safeguarding: working with young people” form and knows where to report any issues of concern.

H&S Assessors must be trained to a level of competence in health and safety issues relevant to work environments and must also have undertaken college based Safeguarding and Child Protection training.

## **Learners**

Learners participating in work experience have the same health and safety duties as other employees in the workplace and must:

- take reasonable care of themselves.
- take reasonable care not to harm others.
- co-operate with their employers, supervisors and school personnel.
- complete and return any necessary documentation.
- know how to report and issues of concern about their safety and wellbeing.
- read the health and safety booklet provided by the college prior to commencing the placement.

## **5. Work Placement Health and Safety Policy**

Our general policy of ensuring a healthy, safe and supportive working and learning environment for learners extends to when learners are remote from the school. The school will ensure that all work experience pupils are placed in a safe and healthy environment so far as is reasonably practicable.

To achieve this Kilgarth School:

- has insurance in place that covers pupils on out of school activities in term time and during school holidays.
- will assess the health and safety suitability of all work-based learning locations prior to any work experience placement taking place.
- will use competent persons to assess the health and safety suitability of work placements.
- will ensure that all employers:
  - have current employer’s liability insurance, and have advised their insurer that they are involved in work experience schemes
  - have carried out a risk assessment taking account the age and inexperience of the learner

- are aware of any specific individual needs of the learner and that these are taken in account in any risk assessments
  - have read and signed the Safeguarding: Working with young people form
- will ensure that pupils are aware of the risks that they may encounter on a placement.
- will provide learners with a named school contact should any issues arise during their placement either in or outside of school hours or during half terms and holidays.
- Placements that last for a day or less are not considered to be work experience and should be risk assessed following usual school procedures.

## **6. Work Placement Health and Safety Assessment Procedure - see Flowchart overleaf**

An on-site visit by a Health and Safety Assessor will consist of:

- An on-site visit to the place where the learner will primarily be based.
- A discussion with the senior member of the organisation of the organisation responsible for health safety and welfare.
- Sign off of the Safeguarding: Working with Young People Endorsement of Principles agreement.

The majority of school work placements are to educational establishments which have been Ofsted Inspected. These low risk work placement categories will be assessed by the trained Work Placement Assessors (In cooperation with Careers Connect Coordinator).

All medium to high risk work placement categories will be assessed by the Kilgath School Coordinator and Careers Connect Coordinator.

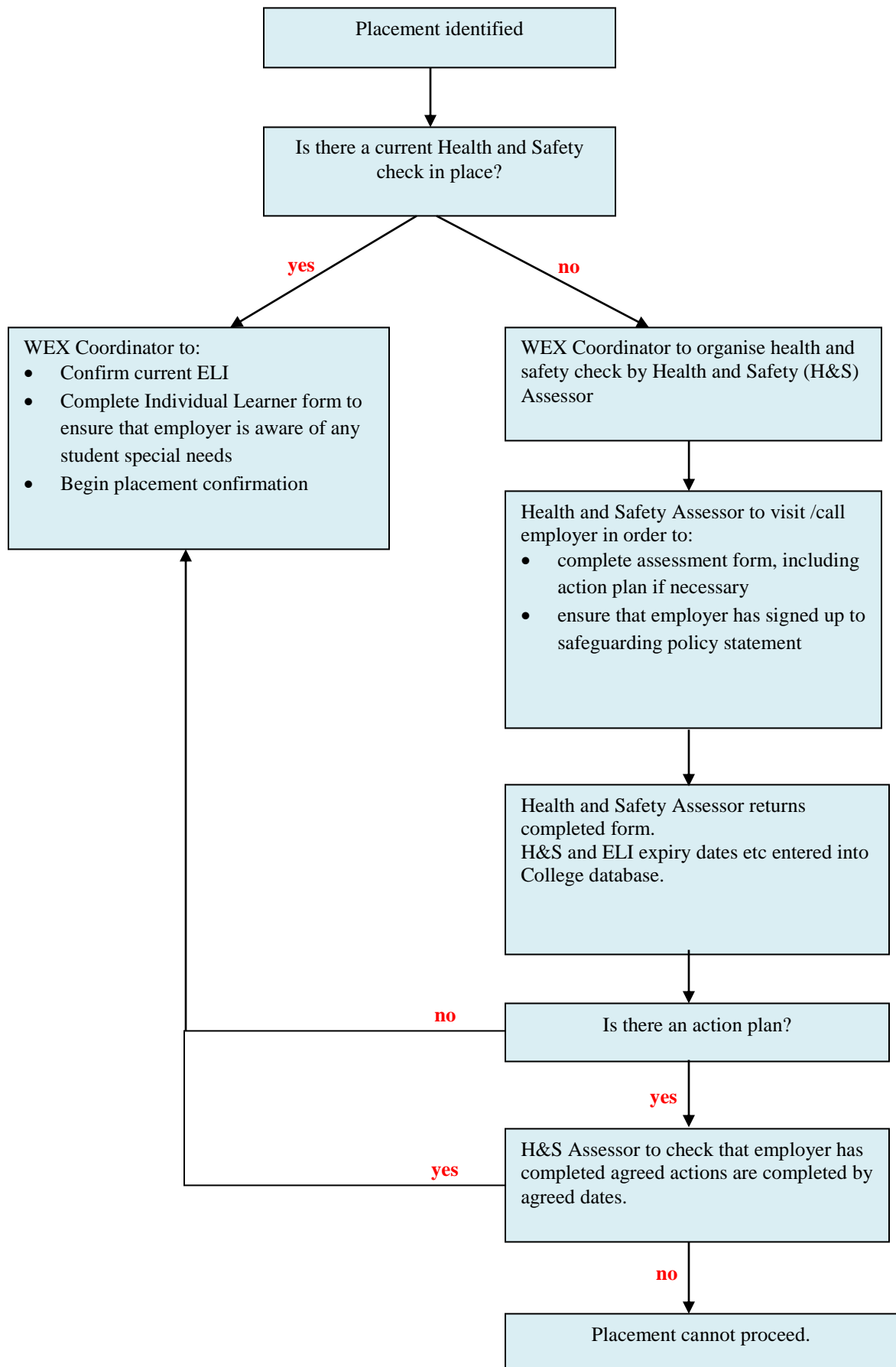
Organisations that fail the Health and Safety assessment will not be suitable for pupils to carry out work experience. The Health and Safety Assessor will inform the relevant staff that the organisation does not meet the required Health and Safety standards and that under no circumstance should a pupil be placed within the workplace.

**No student can be placed with an employer until a Health and Safety check has been completed.**

## 7. Child protection / Safeguarding

- Where possible pupils will not be placed with sole traders because:
  - of increased potential risk (unless a family member)
  - sole traders are not required to have employer's liability insurance.
- All employers will be asked to read and sign the "Safeguarding: working with young people" form.
- As long as the employer does not have regular unsupervised access to young people at work an employer DBS check is not necessary.
- An employer DBS check will be considered in some circumstances. This will be assessed individually and a decision will depend on the overall potential risks posed to the young person and will take into account any systems in place to minimise these risks. Circumstances where this may be necessary include:
  - pupils identified as vulnerable for educational, medical, behavioural or home circumstance reasons
  - pupils on placements lasting more than 15 days over an extended time frame, especially where these involve:
    - regular lone working with an employer over long periods
    - placements located in particularly isolated environments
    - placements involving a high degree of travelling
    - placements with a residential element.
- Pupils will be asked to contact the placement organiser immediately if they are concerned about any aspect of their safety. If the placement organiser works part time, then contact details of a full time staff member will also be given.

## 8. Work Placement Health and Safety Assessment Procedure



## **9. Applying for Work Experience**

- The pupil will have an Informal interview/discussion with the Work Experience Coordinator about areas of interest and the best approach to finding a placement in that area:
  - The Work Experience Coordinator will usually research and find a placement for the pupil - there is no guarantee that a placement will be found.
  - The pupil may be advised to approach some business / organisations themselves and guided on how to do this, eg. online application processes, volunteering.
- Pupils should complete and sign the work experience application form, including parental/guardian consent and medical form. Forms are processed with Work Experience Coordinator and Career Connect Coordinator.
- For mandatory placements the Work Experience Coordinator is responsible for finding a suitable placement for the pupils on the course.
- If the work placement requires the pupil to have a DBS check (eg. nursing home, nursery, school) then the Work Experience Coordinator will organise this with the student.
- If the pupil has any special health or other needs, the Work Experience Coordinator will ensure that employers are informed and that a specific risk assessment is completed.

## **10. Confirming the Placement**

- The Work Experience Coordinator will confirm each placement in writing/email to the employer as soon as it has been agreed.
- Employers will be sent the “Employers Guidelines for Work Experience” including recommended areas to cover in the induction and suggested activities.
- The Work Experience Coordinator will check the health and safety status of the placement.
  - The Work Experience Coordinator must ensure that the employer’s ELI is current.
  - If the health and safety check is valid, full confirmation can take place.
  - If a new health and safety check is necessary, this will be organised.

- Once the placement has been Health and Safety assessed and approved, the employer will be sent:
  - A copy of the pupil's application form
  - A copy of the pupil's medical information form
  - All relevant information about any special needs or medical conditions the learner may have and which might impact on the health, safety and welfare of the learner in the placement, co-workers and the public.
  - A pupil feedback report, which may be specific to a course.
- Each pupil will be provided with:
  - A confirmatory letter.
  - Employer and placement details, including times / dates etc.
  - A named school contact to discuss any concerns with before, during or after the placement.
  - A health and safety handbook making them aware of their health and safety responsibilities on placement.
  - A "Work Experience Placement" diary encouraging them to reflect on the placement or a course-based booklet specific to their placement.
  - A "Work Experience Learning Agreement" which they must sign and return prior to starting the placement.

## **11. Monitoring - once the placement begins**

- For mandatory placements the course teacher will visit the student whilst on placement to observe.
- For other placements, the Work Experience Coordinator will:
  - contact the employer on the first day of the placement, or as soon as is practicable, to ensure the pupil has started and there are no issues.
  - contact the employer and pupil during the placement.
  - stay in periodic contact with the organisation and pupil if they are on an extended placement.

## **12. Review - after the placement**

- For mandatory placements:
- Pupils debriefing and review will take place with the course tutor in class.

- The Work Experience Coordinator will ask pupils and employers to complete and return a work experience evaluation form.
- For other placements:
  - Pupils and employers will be asked to complete and return a work experience evaluation form.
  - The Work Experience Coordinator will contact the pupil at the end of the placement for debriefing. Any issues raised will be followed up by the Work Experience Coordinator or another relevant staff member, eg. Personal Teacher.
  - The Employer will be asked for feedback on the pupil that will be passed to the student and a record kept on file.

### **13. Complaints and Accident procedures**

- For all work experience procedures, a named school contact will be given to both pupil and employer. This will usually be the Work Experience Coordinator. If the Work Experience Coordinator works part time, then the number of a full-time member of staff will also be given. If the placement is during school holidays the contact will either be the Careers Coordinator or the on duty SLT member.
- For accidents, the following procedure is in place:
  - Pupil should report accident to employer and should also call the school.
  - Employer should notify Kilgarth School and the pupil's parents/carer.
  - Kilgarth School contact should:
    - record accident in our accident report book or using the on line form.
    - Inform SLT.
    - Inform parents/carer.
- For employer complaints, the following procedure is in place:
  - pupils should discuss the matter with appropriate tutor/staff as soon as possible and follow the school's complaints and appeals procedure.
  - once employer reported complaint the Work experience coordinator clarifies the incident with employer and retrieves information regarding: Who, What, When, How
  - once complaint is recorded contact:
    - Cath Sissons – Work Experience Coordinator.

- Jane Westlake – Headteacher.
- Ian Keeling – Careers Leader.
- Clarification with pupil – Workplace Coordinator, Cath Sissons to interview pupil on incident.
- Follow up with written report to be agreed by pupil and Workplace Coordinator, Cath Sissons.
- Send copy to:
  - Personal Teacher.
  - Course teacher.
  - Jane Westlake – Headteacher.
  - Ian Keeling – Careers Leader.
- Inform employer on the outcome
- For pupil complaints, the following procedure is in place:
  - Pupils should discuss the matter with appropriate tutor/staff as soon as possible and follow the school's complaints and appeals procedure.
  - Once complaint is reported the work experience co-ordinator will contact:
    - Ian Keeling – Careers leader.
    - School course teacher.
    - Jane Westlake – Headteacher.
  - Liaise with Work Experience Coordinator/pupil to clarify the incident and retrieve information: Who, What, When, How
    - Follow up with written report to outline situation and obtain signature from pupil. Send copy to:
      - Personal teacher.
      - Course teacher.
      - Jane Westlake – Headteacher.
      - Ian Keeling – Careers Leader.

Follow up of any action taken