

<i>Policy adopted by Governors</i>	<i>1995</i>
<i>Policy to be reviewed every two years by SLT</i>	<i>November 2024</i>
<i>Policy to be reviewed</i>	<i>November 2025</i>

BOWER GROVE SCHOOL
CAREERS AND WORK EXPERIENCE POLICY
ENCOMPASSING TRAVEL TRAINING

Careers Education and Guidance at Bower Grove aims to help prepare our pupils for the world of work and for life possibilities at post 16 and it helps to contribute to the development of the whole person, preparing them to be responsible citizens.

Pupils at Bower Grove need to be confident at making realistic choices knowing that they are based on assessments of their potential made through working closely with staff/parents/carers/our Transitional Co-ordinator and our external support via Independent Advice and Guidance (IAG). We believe that supporting our pupils in making reasoned choices about their future is a vital component in the role of all staff and this is particularly true of those staff and agencies involved in Careers education. Our aim is to guide them towards appropriate, 16+ provision and in so doing, help them to achieve their potential.

Our pupils require a mixture of both a practical approach to careers and work related learning through visits to a variety of workplaces, college link courses, volunteering in the community, work related learning and theoretical study of the world of work. Year 9 pupils also experience work related learning through the Aspire Curriculum.

Through the Careers Education & Guidance Programme of Study, our aim is to develop knowledge, skills and experience by offering a range of options for training and employment.

CURRICULUM AIMS

The vocational curriculum aims to deliver

- Careers education through a programme of learning, provided both as part of, and discrete from other subjects. It aims to inform pupils about the world of work and the options open to them in the future. To develop knowledge of employment and key skills. To provide opportunities to link careers education and guidance into the curriculum across a variety of subjects.
- Information in a form that can be used by young people with a variety of learning needs. This may be accessed through ICT, careers resources and careers events, talks by employers and education/training providers, 1:1 action planning with IAG advisors and class sessions within the Personal Development (PD), Career and Aspire Curriculum.
- Information, advice and guidance, including assistance in assessing interests and abilities, with an Independent Careers Advisor. Participating in action planning. The compilation of a Progress File as summative evidence of achievement. Developing job seeking skills including application forms, CVs and interview skills.
- Experience of work and college, work simulation, voluntary work, work experience and college link courses help pupils gain understanding of the expectations of life post 16.
- A programme which identifies health and safety, roles and responsibilities and ethical practice within a workplace to ensure the pupils are confident to challenge unacceptable behaviours or practices.

Careers education is delivered from Year 7. In Key Stage 3 discrete timetabled lesson time is shared between careers, PD and citizenship as indicated on the long term plan. The medium term plans are designed to be progressive from Year 7 through to Year 11 building on the skills and knowledge gained each year.

Pupils undertake volunteering in the community placement in Year 10. Year 11 pupils experience college link programmes throughout their final year in school. The key stage 4 timetable enables pupils to experience these activities on a Friday morning.

KNOWLEDGE AND SKILLS

Our philosophy is that pupils should be aware of their own strengths, areas for development and personal qualities; and have a positive view of their self-worth and potential.

Our aim is to help pupils to assess themselves, appreciate the alternatives available to them, to motivate them to make the fullest use of available resources and enable them to make informed and considered decisions about themselves and their future work, training and education. Pupils are encouraged to identify the personal, social, academic and life skills appropriate to school leavers seeking employment after a period of further education and to support and emphasise the value placed on the development of such qualities by the school and employers alike. We aim to develop their understanding of the world of work, the organisation of the workplace, the local and national job market, education and training options and other opportunities.

We develop pupils' understanding of adult expectations and practises within the workplace. These skills and attitudes are engendered during the two work experience placements in Year 10 and 11.

Careers events are run from Year 8 upwards to offer pupils the opportunity to explore the wide range of options available to them at post 16. Parents and pupils are encouraged to attend and develop their understanding of various establishments available in their local area. This is supported further at their EHCP annual review.

Pupils are shown how to develop decision making skills and are taught how to use critical thinking skills to make informed and sensible decisions by approaching choices in a systematic way and understanding how to seek advice and guidance. Information, advice and guidance is provided by the IAG Advisor which supports these decision making skills.

Pupils are encouraged to be self-motivated and to have positive attitudes to life. We believe that wherever possible, they should be able to take responsibility for their own decisions and career planning, and to continue doing so in adult life.

Pupils need to prepare for adult responsibilities, the discipline of work and the maintenance of effective relationships with a wide variety of colleagues and peers. These skills are fostered through the Careers, PD and Citizenship curriculum.

TRAVEL TRAINING

The Travel Training in the school is carefully structured to meet individual pupils' needs. Whilst some pupils will be able to access independent travel quickly, other pupils will need much more time and close supervision and some may not be able to progress to fully independent travel whilst at this school. Parental permission will be sought and parents/carers will be kept informed of progress so that we can work in partnership to develop the necessary skills.

WORK EXPERIENCE

There are opportunities in KS4 for work experience (WEX)

The aim of work experience is to enhance pupils' understanding of the wider world and to help pupils who are able, where possible and practical to travel independently. Pupils are encouraged to develop employability skills such as social interaction, following verbal instructions and being able to work independently, in an area of their interest. Prior to WEX.

Pupils identify WEX in lessons and look at and select options that are recorded and communicated with parents/carers.

Pupils not yet able to access an out of school work placement participate in an in-school placement with a view to developing the confidence to work in an out of school placement the following time.

Phone calls to parents/carers are made to be part of the process and give parents options to help support and help choose their child's WEX prior to placement

(WEX) and future plans are discussed at the Year 9 Careers Evening and parents/carers are further informed and advised at all stages of subsequent work experience planning. There are a wide range of employers which work in partnership with the school and as our schools' endorsements or providers. This enables substantial differentiation to appropriately meet individual pupil needs. All placements are approved and necessary health and safety checks and risk assessments and ambitions are undertaken prior to placement (please see Appendix 1).

A WEX Tracker Is updated with information and checks/visits prior to placement.

Pupils are thoroughly prepared for work placement through careers and PD lessons, including Health & Safety in the Work Place lessons and a travel training programme provides journey practise prior to the placement. Arrangements are made to transport pupils not capable of independent travel to remove barriers to accessing the work experience placement. All pupils have an individual target to achieve through their work experiences. Targets are monitored and reviewed. Pupils are visited by school staff whilst on their work experience placement. Pupils record and review their progress through a work experience diary.

Health & Safety checklists are sent out to employers before WEX (see Appendices).

PARTNERSHIPS

Our philosophy is to work in partnership with all agencies who can offer guidance and support to develop and maintain a high quality careers education programme.

We value the input and support from the local colleges, employers, training providers and the assistance of voluntary parties all of whom contribute to a broad experience for pupils. We aim to ensure that the parents and carers of our pupils are kept informed of opportunities and progression routes for young people and that they are involved in considering their children's choices for the future.

Our partnership with The Careers and Enterprise Company and IAG professionals enables us to provide clear, up to date information on careers education and guidance and progression routes for 16+.

We encourage parents/carers to attend key school events relating to careers education and options. There is also provision for individual pupil interviews with IAG Advisors in Year 10 to ensure the appropriate post 16 opportunities and careers advice and guidance is being given.

ASSESSMENT

Classroom teaching and assessment is provided through a portfolio of evidence collected throughout Key Stage 4 and recorded on Pupil Asset. A pupil record of access to the Job Explorers Database is also stored.

WEX targets are set by the school and evaluated by employers, the work experience team and the pupils themselves. A pupil progress file which includes reports from (WEX) a CV, personal statement and any employer references are presented to pupils at the end of Year 11.

Bower Grove school assesses the impact of the careers programme through the Year 11 post 16 destinations data and the external qualifications gained through the college link programmes.

**Appendix 1****HEALTH AND SAFETY CHECKLIST**

Bower Grove School has a duty of care to ensure, so far as is reasonably practicable, the health and safety of our students whilst on placement. We ask for your assistance in meeting this obligation by signing this checklist, together with a copy of your Public Liability Insurance and/or Employers' Liability Insurance document.

Placement Provider Details	
Student Name	
Name of placement provider	
(Type of business)	
(Typical roles and responsibilities of student)	
Address	
Telephone	
Email	
Point of Contact	

Health and Safety Checklist	
<p>Do you have a written health and safety policy? If no, please give reason.</p>	
<p>Hours working – are suitable breaks factored into the day?</p>	
<p>Are there adequate toilet, hand washing facilities and a place to eat lunch?</p>	
<p>Should the student be expected to work with machinery, equipment or substances hazardous to health, please confirm that safety precautions will have first been taken, that first aid facilities will be available and that training and protective clothing will be provided?</p>	
<p>Will students be provided with adequate supervision?</p>	
<p>Insurance</p> <p>Do you hold:</p> <p>Employers' Liability Insurance</p> <p>Public Liability Insurance</p> <p>Will your insurance cover any liabilities incurred by the placement student?</p>	
<p>Have you carried out risk assessments of your work practices to identify possible risks, whether to your own employees or to others within your organisation?</p>	

<p>Are risk assessments kept under regular review?</p>	
<p>Will you report to Bower Grove School all accidents however minor involving students?</p>	
<p>HEALTH AND SAFETY CONTACT AT YOUR ORGANISATION</p>	
<p>Name of Contact:</p>	
<p>Position:</p>	
<p>Telephone:</p>	
<p>Email:</p>	
<p> </p>	

The above statements are true to the best of my knowledge and belief

Signed.....

Print Name.....

Position.....Date.....

Please return the signed checklist to Mrs Polly Cooper – Health & Safety Advisor Bower Grove School, Fant Lane, Maidstone, Kent ME16 8NL or Email: pcooper@bower-grove.kent.sch.uk