



Enterprise; Work-related Learning; Employability; Careers Education, Information, Advice and Guidance (CEIAG); and Work Experience Policy

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Next review date: July 2019

Staff resp. for review: TS

Enterprise, Work Related Learning, Employability, Careers Education, Information, Advice and Guidance (CEIAG) and Work Experience Policy

STATUTORY CONTEXT

There is a statutory requirement for the college to provide a balanced and broadly based curriculum which prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for the world of work. Inherent in this preparation is the development of our students' enterprise skills and capabilities, their knowledge of the workplace, their knowledge of the range of career pathways and their knowledge of financial literacy and economic and business understanding.

The latest updated statutory guidance comes from the DFE (January 2018) and it builds upon the Government's Careers Strategy 2017 that sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them.

The statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the benchmarks with information on what schools need to do to meet each one.

The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.

The benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. The Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. The Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020.

Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains what support will be made available to schools between now and 2020.

The Careers & Enterprise Company (CEC) will provide external support to schools.

In 2014, the Government established the CEC, to provide the strategic coordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people (aged 12-18). The CEC's initial focus has been on employer engagement, based on evidence about the importance of giving young people more opportunities to connect with employers of all sizes, and from all sectors. These encounters will inspire pupils and allow them to learn about what work is like, or what it takes to be successful in the workforce. The careers strategy confirmed that the CEC will take on a more ambitious role, building on their progress to date by coordinating support for schools across all of the Gatsby Benchmarks.

The careers strategy sets out that every school needs a careers leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. This requirement will be introduced in September 2018, by when more information and support will be made available.

The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework and School Inspection Handbook.

A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. We publish KS4 and 16-18 (KS5) education destinations in performance tables on gov.uk, meaning that they are becoming an established part of the accountability system.

This policy identifies the rationale, aims, objectives, curriculum provision, management and evaluation/review processes required to achieve the above requirements.

This policy is written taking into account a number of key policies and statutory guidance, including:

- Careers Strategy: making the most of everyone's skills and talents (Dec 2017)
- Common Inspection Framework (2015)
- Schools Inspection Handbook (2015)

THE 8 GATSBY BENCHMARKS

1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, and their parents, 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.
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil 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.
6 EXPERIENCES OF WORKPLACES	Every pupil 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.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils 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.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

RATIONALE

- The college is committed to maximising the benefits for every student in the development of a whole college approach to enterprise, work-related learning, employability, work experience and CEIAG
- The college wishes to promote enterprise, work-related learning, work experience, employability and CEIAG as part of the learning entitlement for all students and as a means for learning 'about work', learning 'through work' and learning 'for work' as well as enabling all students to develop their personal enterprise skills and capabilities
- The college will provide a wide range of opportunities enabling students to make an effective transition from college to further education, higher education and work
- Holding both business and enterprise and applied learning specialisms, we have a commitment to develop enterprise, vocational and work related learning for all students beyond what is laid down in statute
- The college is committed to maintaining a full careers service providing independent advice and guidance for all students

ENTITLEMENT (see Appendix 1)

- All students at Norbury Manor have an entitlement to impartial and independent guidance
- All students at Norbury Manor will be provided with information about the full range of options available to them at all points of transition; this will include both academic and non-academic routes and pathways to employment, apprenticeships, traineeships, higher and further education and gap year experiences
- All students at Norbury Manor will have access to the Careers Advisor either at an individual appointment, small group appointment, on a drop in basis or with other professionals in attendance in the case of students with EHC plans or additional needs

AIMS FOR ENTERPRISE, WORK RELATED LEARNING, EMPLOYABILITY, WORK EXPERIENCE AND CEIAG

- To increase the breadth of curriculum experience for every student to support their preparation for adult life
- To improve educational standards through using enterprise, work-related learning, employability, work experience and CEIAG contexts that improves motivation and attainment for all students
- To ensure that students have access to high quality CEIAG, follow appropriate work related courses and programmes and have opportunities to engage in enterprise learning
- To improve students understanding of the world of work and its demands
- To improve students understanding of personal financial literacy

- To improve students understanding of economic and business understanding
- To improve the quality of CEIAG
- To increase access and choice of appropriate work related learning opportunities
- To improve the transition of students from college to adult and working life

OBJECTIVES FOR ENTERPRISE, WORK RELATED LEARNING, WORK EXPERIENCE AND CEIAG

- Career learning at Norbury Manor aims to provide students with the skills, knowledge and understanding to support:
 - Developing yourself through careers, employability and enterprise education
 - Learning about careers and the world of work
 - Developing your career management and employability skills
- Establish an evaluation structure, which assesses the effectiveness of all aspects of enterprise, work-related learning, employability, work experience and CEIAG
- Develop opportunities to highlight and raise awareness of key enterprise skills and capabilities and their development through years 7 – 13
- Provide Careers Education and Information Advice & Guidance, which will be highlighted through PSHE and Citizenship curriculum for years 7 – 13
- Improve attainment in individual subjects by increasing students' understanding through departmental schemes of work and college development plan
- Introduce and expand appropriate vocational qualifications in KS4 and KS5 in line with govt guidance
- Learn about the world of work and better preparation for the transition from education and training through providing work experience, enterprise activities and accessing external expertise
- Meet enterprise, work-related learning, employability, work experience and CEIAG targets as set down in the Business and Enterprise College Development Plan

PARTNERSHIPS

Norbury Manor recognises and supports collaborative working with employers, HE and FE providers, apprenticeship providers etc and have partners across a range of employers, professional organisations and training firms.

Ongoing work is taking place with:

- The Croydon Chamber of Commerce
- Coast to Capital LEP
- Employers from our WEXP database
- Local FE colleges to reduce NEET numbers
- Apprenticeship providers

MANAGEMENT OF WORK RELATED LEARNING

The deputy head responsible for business and enterprise and applied learning specialisms, in conjunction with the Head of Careers and one other member of support staff, will manage and oversee the following

- The management and co-ordination of the various aspects of enterprise, work-related learning, employability, work experience and CEIAG
- The range of activities in each key stage
- How the effectiveness and benefits of work related activities are to be measured, monitored and evaluated
- The assessment procedures and strategies for student evaluation of activities and learning outcomes
- The systems to secure balance, progression and continuity within students' learning opportunities
- Ensuring appropriate channels of communication at Senior Management level, Governing Body via the Careers Link Governor Mr Ken Hume

Individual subject staff are responsible for:

- Ensuring that their schemes of work contribute to enterprise, work-related learning, employability, work experience and CEIAG aims
- Identifying the types of activity at relevant points in the schemes of work
- Identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them
- Indicating the scope for students to set their own learning objectives

CURRICULUM PROVISION

The college offers a wide range of activities that contribute towards work related opportunities in order to help prepare students effectively for adult life. These activities complement subject teaching, contribute towards the development of students' key skills as well as contributing to lifelong learning opportunities.

The range of activities the college is currently using are as follows

- A level other L3 courses of study
- GCSE and other L2 courses
- Other relevant vocational courses and qualifications will also be investigated regularly and added to our offer as appropriate
- Literature and resources provided by business partners
- Careers education, information advice and guidance
- Work experience
- Extended work placements
- Work shadowing
- Visits to employers
- Enterprise projects
- Enterprise skills and capabilities embedded into subject areas
- Problem solving and insight into work activities
- Personal, social, health and economic education
- Business mentoring
- Industry days
- Visitors from industry, business and the community
- Take Your Daughter to Work day
- Links to businesses within subject areas

STAFF DEVELOPMENT

Opportunities for all staff to undertake relevant and appropriate professional development to support the teaching of enterprise and work related learning are as follows

- Teacher placements & visits
- Work with external business/community personnel
- Access CPD opportunities
- Work shadowing

NORBURY MANOR Independent Work Experience Policy

NORBURY MANOR undertakes a programme of work experience that is staffed and run independently of Croydon LA and its nominated providers (Capital South, formerly the Croydon EBP).

Who might undertake work experience?

- All year 8 students will undertake one day as a Student Receptionist
- All year 10 students will undertake a two week work placement
- Individual students at KS4 may undertake work experience as part a flexible curriculum pathway
- Groups of students at KS4 and KS5 might undertake work experience as a required part of a course of study
- Year 12 students undertake a two-day work shadowing programme

Year 10 students and their parents are informed about WEXP at a “Welcome to KS4 Evening” at the beginning of KS4, at this event a bespoke presentation is given outlining the aims and expectations of work experience, including how to find a placement and details of the deadlines for paperwork. Students are encouraged to find their own placements during the first half of the autumn term with further guidance being provided through the PSHE programme.

Arrangements for individual KS4 students to undertake a flexible pathway that includes extended work experience will be made and discussed with the student, parents, head of year and the deputy head with responsibility for curriculum.

Arrangements for subject based work experience at KS4 and KS5 will be made in conjunction with the head of faculty, WEXP Co-ordinator, the students and their parents.

Aims

- To enable students to apply skills, knowledge and understanding learned in the classroom
- To improve attainment by making learning more relevant
- To promote students’ personal and social development
- To develop their economic and industrial understanding
- To encourage students to consider a broader range of continuing education, training and employment
- To introduce students to a particular occupational area before committing themselves(in some cases)
- To help students make the transition from school to work
- To provide experience of the workplace

Principles

Students will have the opportunity to:

- Participate in a programme of preparation for work experience with particular emphasis on health and safety
- Complete ten working days in a work placement (year 10)
- Develop personal and social skills through active learning situations
- Increase their confidence in relating to adults other than family and college staff
- Widen their awareness of opportunities available to them in the community in order to make informed choices regarding education, training and employment
- Identify the skills and knowledge associated with the pathway through a specific occupation
- Participate in a programme of de-briefing and feedback
- Record their experience and skills used in the work experience Diary

Practice

1. Administration

The WEXP scheme is managed by the college Work Experience Co-ordinator. Other staff involved within the process may include:

- Head of year
- Tutors of year
- Head of faculty
- Norbury Manor careers advisor
- Learning Support team
- Learning mentors
- EAL co-ordinators
- Attendance Officer
- Senior leadership team (SLT)

The administration of the work experience schemes involve a cyclical process through which the following procedures can be completed.

- Dates of work experience set and notified
- Students given letters and 'own find' forms
- Placement enquiries sent out to employers and replies acknowledged
- Students surveyed as to type of placement and area of placement preferred
- Students matched to placements (if applicable)
- Parents given details of placements, consent forms issued to collect relevant medical information and permission. Insurance details are also given
- Preparation materials produced for work experience programme from January, including work experience diaries
- All students details and employer details recorded
- Health and safety insurance checks made before commencement of placement
- Student interviews/preliminary visits arranged
- Organisation of staff to visit students
- Visiting tutor packs compiled
- Briefing of students in groups via assembly by Work Experience Co-ordinator, H&S expert and Senior Manager
- Liaison with placements throughout the two weeks

- Student evaluation forms distributed and collated
- Whole school assembly on work experience
- Thank you letters set to all placements
- Certificates of 'Successful Completion of Work Experience' distributed to students; 'Excellent Completion of Work Experience' certificates awarded to a percentage of students who performed outstandingly well
- Work experience certificates sent to employers
- Work experience report completed and forwarded to Headteacher and other interested parties
- Broad range of placements maintained
- New contacts established

2. Student preparation

- Preparation for work experience is delivered by WEXP and PSHE team and takes place immediately prior to the placement; the following areas are covered: preparing for interviews, application form filling, letter writing, health and safety, self management, dress codes and expectations of work experience and rights and responsibilities at work

3. Work experience diary

- During work experience, students are asked to keep a diary, recording their experiences and key skills used; the diary was planned by the Work Experience Co-ordinator

4. De-briefing and follow-up

- In order to provide an opportunity for students to share their experiences and reflect on key skills and personal development, a brief session is held on return to college; this session includes the completion of evaluation forms and writing thank you letters

5. Health and safety

- The Norbury Manor Work Experience (WEXP) Co-ordinator carries out health and safety checks on the placements being used; any placement deemed unsuitable is not used; no student is allowed to go on a placement which has not been checked
- A record is kept of all health and safety (H&S) checks in order to maintain a database of placements with details of next dates for checks to be made
- Health and Safety is an integral part of the student preparation programme. Students are briefed on how to ensure their own personal safety; that of others and what action to take if they are placed in an unsafe situation or are asked to do work beyond their ability/physical capacity or is dangerous
- In addition, students are briefed on what to do if sick or ill whilst on placement; any special considerations relating to the type of work they will be carrying out i.e. special clothing, footwear, are explained
- Students receive one telephone call and one visit during the course of their placement; students are encouraged to ring the Work Experience Co-ordinator at college if there are any problems – there is a dedicated mobile phone number for this which is switched on 24 hours

- Visiting staff are asked to complete a Placement Assessment Sheet concerned with health and safety – forwarded to WEXP Co-ordinator
- Visiting tutors report back to Work Experience Co-ordinator if any placement was found to be unacceptable; if necessary students would be removed immediately or Work Experience Co-ordinator would go and visit
- Every employer is advised to take student's emergency contact details on the first day of the placement which includes details of any medical condition and special needs; in the event of an emergency, this form will provide the employer with details of the students' home address and emergency contact number
- All visiting staff are CRB checked
- Emergencies arising are dealt with in accordance with other relevant policies

6. Equal opportunities and special needs

- Work experience is designed to meet the needs of all students irrespective of race, class, gender or disability; every effort is made to combat prejudiced attitudes on the part of employers; students are actively encouraged to take up non-gender stereotypical work placements
- The college is committed to raising the aspirations of all students; work experience is introduced to students as experience of the workplace and not necessarily linked to future career plans
- The EAL Co-ordinator, G & T Co-ordinator, Curriculum Access Support team, SEN team and Learning Mentors are involved in the work experience programme

7. Monitoring and evaluation

- Work experience documentation and methods of communication are regularly monitored and reviewed both within college; the current scheme is organised and documented according to the London Borough of Croydon Work Experience Guidelines
- The college Work Experience Co-ordinator attends update meetings as required when statutory guidance changes at national/local level or if a training need presents itself; an annual work experience report is produced
- Placement Assessment visit forms will be forwarded once completed to the WEXP Co-ordinator; the Work Experience Co-ordinator will then amend the data base of placements as necessary and will produce an annual report on the experience
- De-briefing sessions with visiting tutors at placements
- Student evaluation sheets collated and acted upon if necessary

8. Development plan and targets

- To review the quality of student work experience and de-briefing programme
- To further develop college based successful placements

- To secure more challenging placements for our most able students
- To monitor placements by ethnicity/FSM/LAC
- To implement an improved system of logging information on staff out on placement visits; to ensure their whereabouts and contact details are known and available

POLICY REVIEW/EVALUATION

The college policy on work related learning will be reviewed and evaluated at various levels and at different times by key groups on an annual basis.

An equality impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

Updated July 2018

APPENDIX 1 – CEIAG ENTITLEMENT

At Norbury Manor you will receive a wide range of guidance and advice which will help you with your future Career decisions.

Whole school support (general):

Listed below are some of the features which you are entitled to throughout your time at the College:

- Personal support from staff and Form Tutors with making important decisions,
- Opportunities to attend Deep Learning Days, trips and guest speakers,
- Knowledge of the opportunities beyond Norbury Manor Business and Enterprise College,
- Gain a further understanding of different industries through displays around the school,
- Building and developing employability skills and developing basic enterprise skills,
- Knowledge of the changes in the “world of work”,
- Investigate possible impact of diversity and stereotyping on your future life, learning and work,
- Access to the Careers room and the resources during the designated Careers day, which will be supported by an impartial careers advisor,
- Develop your aspirations and widen your horizons.

In Key Stage 3 you will be given the opportunity to:

- Attend assemblies or other briefings on subject options for GCSE and how they impact on career decisions,
- Take part in learning activities and events to develop employability skills e.g. communication, teamwork, decision making and problem solving,
- Take part in learning activities and events to develop independent learning and presentation skills,
- Take part in activities to develop enterprise skills,
- Identify your strengths and weaknesses, skills and interests,
- Participate in competitions throughout the year to develop enterprise skills,
- Build a starter CV based on skills and interests,
- Have a year 9 Careers Interviews with our Careers Advisor,
- Learn about basic financial decision making and budgeting,
- Participate in lessons that encourage you to think about future careers and skills needed.

In Key Stage 4 you will be given the opportunity to:

- Attend assembly at the start of year 11, that outlines options post-16
- Take part in year 10 work experience,
- Visit Universities and Colleges,
- Choose from options such as Business Studies, Business and Enterprise, DEC, HSC etc. that have direct vocational links with industry and business,
- Take part in learning activities and events to develop skills in communication, teamwork, decision making and problem solving,
- Take part in activities to develop enterprise skills,
- Access Online resources, such as Fast Tomato and Resource Companion,
- Identify your strengths and weaknesses, skills and interests, and other careers related self assessment,
- Attend Careers guidance interviews with our Careers Advisor (year 11 one-to-one, in year 10 group sessions)
- Be informed about the recruitment and selection process,

- Receive personal support from staff and form tutors with making important decisions about post 16 options,
- Develop and refine your CV.
- Learn about personal finance management and budgeting.

In Key Stage 5 you will be given the opportunity to:

- Visit Universities and Colleges,
- Access Online resources, such as Fast Tomato and Resource Companion,
- Identify your skills, strengths and weaknesses, interests and values and how they impact on your career path,
- Attend Careers guidance interviews with our Careers Advisor.
- Attend Mock Interviews and CV writing workshops,
- Receive assistance and guidance on writing personal statements and UCAS applications,
- Receive assistance and guidance on applying to Russell Group, Oxbridge and overseas universities,
- Participate in an employability focused enrichment activities,
- Develop your personal financial capabilities and explore financial implications of Post-18 decision making.
- Meet with alumni students who have followed a range of career and post-18 pathways to include apprenticeships, employment and degree level study,

Widening participation programmes:

Some identified students will also have additional opportunities as part of a range of widening participation activities. The maybe students are:

- LAC
- FSM
- 1st Generation Scholars
- MAGT
- From under-represented groups

These additional activities will include:

- Workshops
- University visits
- Workplace Visits