

RAINHAM MARK GRAMMAR SCHOOL

CAREERS AND WORK RELATED LEARNING POLICY

Review Body:	School Improvement Meeting
Leadership Group Responsibility:	Assistant Headteacher/Career Guidance and Employability Advisor
Type of Policy:	Non Statutory
Review Period:	Every three years
Reviewed:	September 2019
Next Review:	September 2022

Introduction

We aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. Careers, work related learning and enterprise education is the essential preparation of young people for transition to adulthood, equipping them with the knowledge, skills, and attributes needed to enter and thrive in the working world.

The Department of Education 'Careers Guidance and Inspiration in School' document published March 2015 requires schools to secure access to independent careers guidance for pupils in years 8 – 13. Careers guidance must be presented in an impartial manner, promote the best interests of the pupils to whom it is given, and include information on the range of education and training options available.

Recent research

In March 2017, the DFE published a research report entitled 'Work Experience and related activities in schools and colleges' which analyses provision at 14–16 years of age and also the 16–19 study programmes currently offered by schools and colleges. It found that schools and colleges offer a range of work-related activities from careers fairs to mock interviews and work experience placements. The majority of schools and colleges still offer work experience placements to all eligible students. Take-up of work experience placements varies according to the type of placement offered but is highest for those in years 10–11. The duration, timing and content of work experience placements varies markedly between schools and colleges and by the students' programmes of study.

The Gatsby benchmarks

In January 2018, the government issued a statutory careers guidance document, which required schools to appoint by September 2018 a careers leader to co-ordinate the school's careers programme, which should be based on the eight Gatsby benchmarks. The benchmarks themselves are not a statutory framework, but the government insists that by adopting them, schools can be confident that they are fulfilling their legal duties. The government's expectation is that schools will begin work towards the benchmarks now and meet them by the end of 2020.

Rainham Mark Grammar school's Careers and Employability Advisor has participated in the Career Development Institutes Certificate in Careers Leadership training and is a member of the Career Development Institute. Thus, the school's Careers and Employability Advisor is both knowledgeable on the benchmarks and qualified to level six in Careers Guidance, to be able to deliver the Personal Guidance Interviews of Benchmark Eight. A further two of the benchmarks, numbers five and six are particularly relevant to work experience:

Benchmark 5

Benchmark 5 deals with encounters with employers and employees. The requirement is that every year from the age of 11, students should participate in at least one meaningful encounter

with an employer. This would probably be school-based and could take a variety of forms, but could also be actual workplace experience in Year 10 or possibly 11.

Rainham Mark Grammar School has formed an alliance with the Careers and Enterprise Company in further addressing benchmark 5. Our school's Enterprise Co-ordinator acts as the link between the school and local businesses who want to support the school's students and become a Business Enterprise Advisor. Enterprise Advisors can range from representatives of an outside organisation that already offers curriculum activities to local small businesses. Training is in association with the Careers and Enterprise Company. Enterprise Advisors help towards achieving phase 1: (2019-2024) of the Skills and Employability Plan for Medway 2035.

Benchmark 6

Benchmark 6 is directly linked to work experience. It says that students should have first-hand experience of the workplace. This is because there is evidence that work experience gives students a more realistic idea of the expectations and realities of the workplace. The guidance says that schools should ensure that by the end of year 11, every student has had at least one experience of a workplace. This may not necessarily be a traditional placement, but could include workplace visits, job shadowing or career-related volunteering and social action.

The benchmark also reiterates the fact that work experience is part of a 16–18 study programme entitlement for all students, to include high quality and meaningful work experience.

Careers education and work related learning helps young people to develop the confidence, knowledge and skills that they need to make informed choices and plans to enable them to progress smoothly into further learning and work. Many skills that are essential for both higher education and future employment can be developed through these activities. Well thought through decisions about learning and work, informed by effective programmes of careers and work related learning can increase participation in learning and, in turn raise attainment and support further progression.

It is hoped that pupils will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs, intelligence and enable them to achieve their aspirations and ambitions.

In particular we intend our pupils to:

- develop a broad understanding of the world of work and an ability to respond to changing opportunities;
- develop independent research skills so that they can make good use of information and guidance;
- develop and use their self-knowledge when thinking about and making choices;
- develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

Commitments

The Governing Body and staff are committed to:

- Provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education and work related learning is seen as part of the overall curriculum and learning framework for all years;
- Encouraging pupils to achieve and to be ambitious;
- Involving pupils, parents and carers in the further development of careers work;
- Working in partnership with external agencies, local employers, and other providers so that no pupil is disadvantaged in gaining access to education, training or work;
- Committed to continuing to deliver CEIAG to the Quality in careers standard

Objectives

The careers and work related learning programme is designed to meet the needs of students at Rainham Mark Grammar School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The programme aims to raise aspirations and encourage all students to achieve their full potential.

Provision

The Careers programme includes both education and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance pupils are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Progress in pupils' self-development and understanding of careers is regularly monitored.

Careers education and work related learning forms an integral part of the curriculum in the CCW programme (Character Careers and Wellbeing). The three main areas of careers learning, identified in the National Framework, form themes throughout careers work from Years 7-13.

Self-Development	understand themselves and the influences on them
Career Management	make and adjust plans, to manage change and transition
Career Exploration	Investigate opportunities in learning and work

Delivery

At Rainham Mark Grammar School our aim is to provide a learning opportunity for all students that can only be achieved in the work place and for the employers to form a closer partnership with schools and take an active role in the development of young people.

Experience of the workplace could result in any one of the following outcomes:

- Developing one's own initiative.
- Taking responsibility
- Becoming more self-confident,
- Learning the value of co-operation.
- Improving communication skills.
- Working in a team, problem solving and following instructions.
- Improving attainment by making learning more relevant.
- Broadening the range of continuing education, training and employment which might be considered by our students. Introducing students to the knowledge and skills of a particular occupational area.
- Helping students make the transition from school to work.
- Promoting an awareness and understanding of the structures of the economic community.

Post-16 (statutory)

Work experience placements are a means of achieving a part of the 16–19 study programme learning outcomes.

Work experience within the 16–19 study programme

The TUC guidelines on work experience for school student's state: 'Work experience should not be viewed simply as job sampling. Neither should it be part of any training for a particular job, nor as a means for employers to decide which young people they might like to employ.' Rainham Mark Grammar School undertakes to provide students with work experience placements that:

- Are purposeful, substantial and challenging.
- Are managed by a supervisor to ensure that students obtain a genuine learning experience.
- Have tangible outcomes for the students and the employers.
- Have clear roles, responsibilities and expectations for the students and the employer.
- Are followed up by some form of reference or feedback.

There are four main curriculum areas to which the work experience programme can be linked. These are the school's programme for:

- Developing students' employability and key skills.
- Careers education and guidance.
- Vocational courses – updated and new 16–19 approved courses for teaching from September 2018.
- CCW.

Organisation

The organisation of a Volunteering or Work experience placement will be overseen by the school's Careers and Employability Advisor who is responsible to the Assistant Headteacher (Careers).

Through enrichment studies, an initial assessment will be made of students' interests and parents will sign a consent form. A Work Experience and Volunteering form will be filled out by the student and checked by the Careers Leader. If the student intends to volunteer outside of school, regardless of whether this is during or outside of the school terms, Health and Safety forms will be sent to their chosen employers. These forms are to be signed and returned, and countersigned by the Careers and Employability Advisor, before a student is able to start their placement.

Employers are asked to provide evidence of their insurance details, and evidence that a satisfactory induction and risk assessment will take place before the placement begins. They are asked to note down the expectations they have of the students in terms of dress code, behaviour, and tasks expected of them. Students are made aware of these expectations in advance of the placement. Students volunteering at partnering secondary schools are subject to DBS checks carried out by Rainham Mark Grammar School. Only when students have received written confirmation from the Careers and Employability Advisor, that the paperwork has been checked and received are they able to go on and arrange their intended start date with the employer.

All Year 12 students will be expected to undertake volunteering during the time allocated to enrichment for two terms of year 12. Or during their study periods, that would then be gained back during this enrichment time. If the placement does not comply with the stringent requirements of the school and the provider for equal opportunities and racial equality and to their definition of meaningful work, the student(s) involved will be withdrawn and offered an alternative.

All students on placement are covered by evidence of employers' insurance and the signed assurance that places of work have been risk assessed.

Alongside this statutory work related learning, the Career programme includes career education sessions, career guidance activities (group work and individual Personal Guidance Interviews, information and research activities (in the Careers Library), work related learning where students are encouraged and supported to find their own work experience opportunities

outside school, and individual planning activities. Oxbridge and UKCAT application and interview support via workshops. Other focused events include:

- An Oxbridge evening for our students and those from other schools in the area.
- Higher Education Convention
- University Taster Visits
- Direct links with University Liaison departments who deliver H E information sessions
- Enterprise Days for Year 10 – working closely with STEM Ambassadors’
- Variety local and national employers and providers of Higher Level Apprenticeships are involved in delivering information sessions
- Post 18 Career Programme for Year 12, which offers opportunities to explore, access and develop Higher Education, Work Experience and Employability Skills.
- Alumni Careers Network Evening

Equal Opportunities

We are keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. In lessons, teachers are asked to ensure that pupils work in mixed gender groups and that girls, as well as boys, are asked to be spokesperson. We monitor careers resources regularly to ensure that they encourage both boys and girls and pupils from minority ethnic groups to enter different careers. We aim to give parents and pupils a view of young, successful career women and men. The destinations of our leavers are closely monitored and younger pupils are informed so that we are aware of trends and opportunities.

Monitoring, evaluation and review

The careers programme is monitored regularly and amended after an annual review. Pupils’ opinions are actively sought and a working party of pupils helps in evaluation and review of our programme.

Relationship to other parts of the curriculum and other policies

Careers education and work related learning is conducted in accordance with the School’s equal opportunities policy, external visits policy and other relevant policies.

The whole school remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum

Management

The overall management of Careers Education and Guidance is the responsibility of the Assistant Head (Careers). The school employs a dedicated professional Careers Guidance & Employability Advisor who works closely with members of staff throughout the school to deliver one to one guidance and group interviews, career information, and assist with work experience. The PSHE curriculum is delivered throughout the school by one teacher. All staff are involved in guidance to an extent, particularly where they have knowledge of their own subject areas.

There is a link Governor for Careers and Work Related Learning.

Resources

The School provides an excellent careers area comprising of a teaching room, a library, an interview room and a careers office and is committed to maintaining it. All pupils may use this area, which is open from 8am to 5pm. The area is staffed every lunchtime. The Career Guidance & Employability Advisor has an “open door” policy and pupils’ regularly call in for advice, as well as students booking appointments via the career interview booking sheet. Sixth form monitors help look after the room and the library.

We recognise the key role that parents and carers play in career choices. They are welcome to use the careers room and to accompany their daughters/sons to interviews.

We operate an Alumni database, which is a valuable resource. Alumni are keen to come in and talk to students, and help with the careers network evening, and Post 18 Days programme. We are also grateful for the support we have had from local and national industries and higher

education institutions. The School will develop and maintain contact with local employers and universities to provide pupils with direct advice and information about the world of work and HE requirements.

The execution of this policy is monitored by the Senior Leadership Team and the Governing Body as part of the monitoring of progress of the School Development plan. The policy is reviewed every three years by the Senior Leadership Team.