



**Life Skills
Enterprise**

Careers Policy

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Contents

1. School vision.....	2
2. Objectives	2
3. School Responsibilities	2
4. Governor Responsibilities.....	3
5. Provider Access.....	3
6. Work Experience	4
7. Monitoring, Evaluation and Review	5
8. Appendix 1 The Gatsby Benchmarks	7

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1. School vision

'To deliver a double-stranded curriculum that is essentially skills based with the inclusion of core academic subjects.' The double-stranded curriculum at Life Skills Enterprise is designed with careers and destinations in mind.

This policy covers Careers Education, Information, Advice and Guidance given to students at Life Skills Enterprise.

The policy has been reviewed in line with the DfE guidance document 'Education (careers guidance in schools) 2022. Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2022)

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in **Appendix 1** of this policy.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

All members of staff at Life Skills Enterprise are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

2. Objectives

- To ensure that all students at the school receive a stable careers programme
- The Careers programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with the opportunity to experience workplace(s)
- To ensure that students have an opportunity to encounter with further and higher education
- To provide each student with the opportunity to receive personal guidance

3. School Responsibilities

The school has a series of statutory duties:

All registered pupils at the school must receive independent careers advice in Years 7 to 11

This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

This advice must cover a range of education or training options

This guidance must be in the best interests of the pupil

There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships

The school must have a clear policy setting out the way providers will be given access to pupils

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy

Life Skills Enterprise believes that good Careers 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 Careers widens pupils' horizons, challenges stereotypes and raises aspirations. 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 students at Life Skills Enterprise.

The school will continuously monitor its Careers offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g., School Improvement Partner or Ofsted)

4. Governor Responsibilities

- The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - based on the eight Gatsby Benchmarks
 - meeting the school's legal requirements
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11
- There will be a member of the governing body who takes a strategic interest in Careers and encourages employer engagement

5. Provider Access

- Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7-13 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 each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

6. Work Experience

Definitions

a. The DfE defines work experience as ‘a placement on employers’ premises in which a learner carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.’

b. Definitions of young people and children by age:

i. A young person is anyone under 18 and

ii. A child is anyone who has not yet reached the official minimum school leaving age (MSLA). Pupils will reach the MSLA in the school year in which they turn 16.

c. The DfE definition of meaningful work experience is:

i. Purposeful, substantial, offers challenge and is relevant to the young persons’ study programme and/or career aspirations. It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.

ii. It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes for the student and employer.

iii. It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.

iv. It is reviewed at the end: the employer provides some form of reference or feedback based on the young person’s performance during their time on the work placement.

Insurance

All work placements must provide up to date employers liability documentation and work experience students must be treated as employees. Consent must be given from a legal guardian before a placement can begin.

Responsibilities as per the HSE’s New Work Experience Guidance

a. Education Establishment

i. There must be a named work experience co-ordinator who is responsible for all aspects of work experience including health and safety.

ii. Take reasonable steps to satisfy yourself that employers are managing significant risks to ensure the suitability of all placements. This can be organised directly by the education establishment or by a commissioned EBLO.

iii. Repeated checks are not necessary for a new student where an employer is known has a good track record and the student’s needs are no different to those on past placements. In terms of the checks these need to be in proportion to the environment. I.e. a low-risk environment, such as an office, with everyday risks that will mostly be familiar to the student does not need as extensive checks as a high risk placement i.e. construction

iv. Discuss with the employer what work the student will be doing or observing, the risks involved and how these are managed

v. Ensure employers know in advance about students who might be at greater risk, for example due to health conditions or learning difficulties, so they can take these properly into account. Consent must be obtained from parents/carers to provide medical, personal or other sensitive information.

- vi. An individual risk assessment must be completed for all students with health or other factors such as behaviour or learning difficulties which might affect the placement. Consent must be obtained from parents/careers before sharing this information.
- vii. Students must be informed of the significant findings of the risk assessment and the controls put in place for their safety. If under minimum school leaving age, parents/carers must be informed and give their consent in writing.
- viii. The same health and safety regulations apply to students who find their own placements or are placed within their own family business
- ix. Students are properly briefed before taking part in work experience. This should include their responsibilities for health and safety. Students should have a named person to contact if they have any health and safety or safeguarding issues during the placement.
- x. Learners are provided with a means of completing a record of the tasks, achievements and challenges of their placement.
- xi. Students should be effectively supported during the placement and debriefed afterwards. This will include, where possible, visits/telephone contact with both the students and workplace supervisor, from competent members of staff, with particular emphasis on higher risk placements or placements involving students with additional needs.
- xii. Ensure that the employer understands that they are responsible for the health, safety and welfare of the student during the placement and that the school retains a duty of care.
- xiii. Emergency contact arrangements are in place between the appropriate parties, including out of school hours provision.
- xiv. Feedback from employers, parents and learners is gathered and concerns and/or issues raised are followed up and resolved.
- xv. Good practice is identified during the process and shared with others.

Be satisfied that the employer has:

- i. Systems in place to ensure the health, safety and welfare, so far as is reasonably practicable, of the student while under their control.
- ii. Arrangements for managing risks. This will need to include induction, supervision, site familiarisation, and any protective equipment that might be needed
- iii. Competence to manage health and safety in relation to the placement
- iv. Supervision of work experience by competent staff
- v. The employer understands about the specific factors relevant to employing young people i.e. Restrictions on work for young people, Prohibited work for young people, Working time requirements specific to young people
- vi. Remember that the employer has primary responsibility for the health and safety of the student and should be managing any significant risks

Further information and advice

The new Health and Safety Executive guidance is available at

<http://www.hse.gov.uk/youngpeople/workexperience/index.htm>

www.hse.gov.uk/youngpeople/law/index.htm <http://www.hse.gov.uk/youngpeople/>

7. Monitoring, Evaluation and Review

The Headteacher will ensure that:

- the work of the Careers Advisor 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 of this policy will be measured in a variety of ways:
- Feedback from stakeholders through mechanisms such as student and parent surveys

- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- The governors of Life Skills Enterprise will review this policy every year

Careers road map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	What is a career?	My skills and interests	Effective communication	Interpersonal skills–self-confidence, persistence, open-minded (to change) Time management, self discipline	Job research and explore	VISIT and follow up discussion
Year 8	STEM career engagement - community link	EBP virtual platform to research occupations and training requirements	Team building - how to maximise performance in a team - key aspects	EBP activity including follow up evaluation and actions	Aspirations linked to careers	Visits and follow up discussion and actions
Year 9	Personal and social career related preparation e.g. interview based activities	Relationship between lifestyle, learning and earning	Subject options linked to careers	Careers mentor meeting - future steps	Mock interviews - internal	Trips to places of work as face to face research
Year 10	CV writing	Mock interviews - external	EBP virtual platform to research occupations and training requirements	Guest speakers and follow up	Trips to places of work as face to face research	Personal potential barriers and how to overcome them
Year 11	Am I ready? Analyse and highlight areas for improvement	Work experience – Follow up discussion	Guest speaker/s and follow up analysis	Confidence builder	Exit route interview	Next steps having fully prepared

8. Appendix 1 The 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 students, parents, teachers, governors and employers.	☑ Every school should have a stable, structured careers programme 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 school's website in a way that enables pupils, parents, teachers and employers to access and understand it. ☑ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, 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.	☑ By the age of 14, all pupils should have accessed and used 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 future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	☑ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ☑ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ☑ All pupils should have access to these records to support their career development. ☑ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance	☑ By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain

	of STEM subjects for a wide range of future career paths.	entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student 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.	☑ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student 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 age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. ☑ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students 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 age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. ☑ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student 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.	☑ Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

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