

# Philpots Manor School



## Careers Guidance & Work Experience Policy

<b>Approved by:</b>	SMT	<b>Date:</b> September 2025
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### 1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance and work experience for our learners. This includes the ways in which learners, parents, teachers and employers can access information about our careers programme and work experience.

High-quality careers guidance and work experience is important for our learners' futures, and our provision aims to:

- Help learners prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop learners' awareness of the variety of education, training and careers opportunities available to them
- Help learners to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

### 2. Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all learners in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website.

### **3. Roles & Responsibilities**

#### **3.1 Careers Leader**

Our careers leader is Tom Dutson, and they can be contacted by phoning 01342 810268 or emailing [tom.dutson@philpotsmanorschool.co.uk](mailto:tom.dutson@philpotsmanorschool.co.uk). Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including seeking careers advice, to identify the guidance needs of all of our learners (who all have special educational needs and/or disabilities (SEND)) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which learners are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our Senior Management Team

#### **3.2 Senior leadership team (SLT)**

Our SLT will:

- Support the careers and work experience programme

- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to learners in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

### 3.3 The Headteacher

The headteacher will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all learners throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- Make sure that a range of education and training providers can access learners in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the career's leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

### 4. Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to learners from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a career's leader
2. Learning from career and labour market information
3. Addressing the needs of each learner
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education

## 8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for learners.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that learners are encouraged to think appropriately about their future. We provide aims, objectives, and activities for each year group.

Our careers programme is delivered through a number of methods, including lessons, tutor-led discussions, displays, guest speakers, on-line and in-person events, and careers fairs.

### **Key Stage 3**

Our Key Stage 3 careers programme will support learners in their planning and choices of curriculum subjects and qualifications. This includes:

- Be encouraged to start to identify skills, strengths and areas for development
- Have opportunities to develop interviews skills in relevant contexts
- Have the opportunity to actively participate in transition and future planning at their annual EHCP review
- Be supported to identify and review their Hopes and Dreams
- Be introduced to the KS4 curriculum
- Be encouraged to challenge stereotypes and discrimination
- To take part in National Careers Week
- Attend a workplace experience
- Attend a personal guidance careers interview

### **Key Stage 4**

Our Key Stage 4 careers programme aims to help learners research and understand their choices and routes into education and training. This can include:

- Taking part in transition and future planning at their annual EHCP review
- Taking part in aspiration and action planning
- Taking part in National Careers Week
- Developing employability skills
- Attending Careers & Transitions Fairs
- Attending a programme of inspirational speakers
- Attending an experience of a workplace
- Being invited to attend a personal guidance careers interview
- Learning that focuses on life skills

## **Key Stage 5**

Our Key Stage 5 careers programme supports learners in planning for their future, including university and alternative pathways. This can include:

- Taking part in transition and future planning at their annual EHCP review
- Taking part in National Careers Week
- Attending Careers & Transitions Fairs
- Learning that focuses on life skills
- Attending a programme of inspirational speakers
- Having access to a work experience placement
  - Being invited to attend a personal guidance careers interview
- Developing employability skills as part of the wider curriculum

## **5. Our Work Experience Programme External Work Experience, Virtual Work Experience and Workplace visits**

Work experience provides an invaluable opportunity for young people to gain insight into and experience of the world of work. It supports students' personal and social development.

There is vast potential for learning through work experience. The use of placements in business and industry can help young people develop the skills and attitudes they will need for employment. It reinforces that learning takes place out of, as well as in, the classroom, and enhances the students' perceptions of the relevance of the work they undertake in school or college.

We will consider the model which will suit the young person the best – work shadowing experience may be a more relevant option. Citizenship learning, visits, and volunteering roles can also develop skills and knowledge of the workplace. A combination of experiences within school and/or outside school building up to work experience may be beneficial in order to develop confidence in stages.

### **When do work experience placements occur and what tasks are students usually given?**

Work experience at Philpots Manor School is part of the careers programme from Year 7 upwards. The Gatsby Benchmarks state that every learner should have;

#### **1 weeks' worth of 'work experience activities in years 7 to 9.**

This could be through:

- Individual, or a group/class-based activity
- In person or virtual
- They could consist of:
  - Multi-day work visits with employer-set tasks or projects
  - Work shadowing
- Employer talks, including technical demonstrations or tours of working premises (these could be in-person or virtual)

## **1 weeks' worth of work experience placements in years 10 to 11**

Placements:

- Could be with more than 1 employer, irrespective of sector
- Could be spread across a number of days or weeks at any point during years 10 and 11
- Should be in person, unless there are exceptional circumstances

The Gatsby Benchmarks aren't statutory but are a useful framework.

Learners on 16 to 19 study programmes are **expected** to do work experience, or some form of work-related training, as part of their study programme. For some, it can be the core aim of their study programme.

External work experience will take place at any point in the academic year and is subject to the employer's availability. Where external work experience is not deemed appropriate nor available, experiences of a workplace or internal work experience placements will be offered. Virtual work experience can also be offered when external work experience is not available or is deemed unsuitable.

Where possible students will be matched to placements that are aligned with their career goals set and interests. We aim for external workplaces where possible and opportunities where the students can try out real roles or elements of them.

If the placement is going to be in school (and sometimes this is the best option for the student) we ensure that it is meaningful and gives the individual a good grounding as to what is expected in that role. They will be treated accordingly and as much as possible given a 'real life' experience of being an employee and not a student.

The emphasis during the placement is on 'doing' rather than watching, and the more varied the work can be, the better. During the placement, students must not be asked to do anything dangerous or use equipment without proper training and supervision. They must not be expected to do work that is unsuitable for young people or which is legally prohibited.

Placements will normally occur during school term time, throughout the academic year, and can be extended periods of work experience as appropriate for individual students.

Students may need a graduated employer engagement working up to a placement when confidence is built. Some students may benefit from a placement that is more structured and delivered on a 1:1 basis.

Plenty of time will be given to preparation and ensuring that the young person is well supported and understands the expectations of the experience.

### **What hours can the student work?**

The hours worked should be those appropriate for regular employees under 18 doing similar work. They should not exceed 40 hours per week, nor should they involve unnecessarily unsocial times.

### **Can the student receive payment for the work they undertake?**

Students should not be paid for work done while on a work experience placement. However, employers may contribute towards travel costs and other expenses if they wish. Permission,

Safeguarding, Welfare and Security Background checks are made of anyone who will be spending substantial unsupervised periods of time alone during their experience of the workplace, particularly if located in an isolated environment or where the placement has a resident element e.g. through a Disclosure and Barring Service (DBS) check. This is the responsibility of the company/business.

By virtue of the Health and Safety (Training for Employment) Regulations 1990, students on placement are effectively employees of the organisation for the duration of work experience. In addition, they are treated as employees for the purpose of insurance against personal injury, provided your insurers have been notified.

Parents and carers should be informed about the experiences that young people are going to have outside of school, and their permission is sought. Parents are made aware of where their children are and why they are there.

Students will be briefed on what to do if they feel unsafe at any point in their placement. Students attending work experience will be given a Work Experience Log informing them about the placement's details, Health and Safety information, and key contacts to use during the placement.

The students must agree to observe all safety, security and other regulations laid down by the employer or by displayed instructions and to hold in confidence any information about the Employer's business, which they may obtain during the placement and not to disclose such information to another person without the Employer's permission.

The employer recognises that a student on work placement is to be regarded as an employee for the purposes of Health and Safety legislation and the associated duty of care. A current health and safety policy will be maintained and there will be compliance with the provisions of the Health and Safety at Work Act 1974 and its relevant statutory provisions.

The employer will undertake a suitable and sufficient risk assessment in relation to the health and safety of the student while on the placement, taking into account the student's inexperience, immaturity and lack of awareness of risks. Control measures are introduced to eliminate or minimise risks and will ensure that learners, school and parents are advised of the findings of any risk.

Students will not do work prohibited by law, operate dangerous machinery, carry out any manual handling tasks identified as being a risk to the student's health and safety, or be exposed to dangerous substances, radiation, extreme heat or cold, noise or vibration or any other work environment that may endanger their health and safety.

Where appropriate, students will be provided with and instructed on the correct use of personal protective clothing and equipment (PPE) and its use will be enforced.

At the start of the work placement, the employer will provide students with a health and safety induction, which will include workplace hazards and their control, fire, emergencies, first aid, accident reporting and security arrangements.

### **Child Protection**

The employer is responsible for the welfare of the student during a work placement and is aware of child protection issues, particularly responsibility under the Criminal Justice and Court Service Act 2000 to disclose the names of individuals who are disqualified from working with children, where known to them.

### **Placement Monitoring**

Philpots Manor School staff will monitor the placement progress of our students. Staff will support students in the work placement and will often remain close by depending on the individual needs of the students. Staff will conduct a mid-placement visit to monitor and review the progress of the student.

## **6. Learners with Special Educational Needs or Disabilities (SEND)**

All our learners at Philpots Manor School have SEND. We expect that our learners will follow a careers programme that meets the Gatsby Benchmarks, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

## **7. Access to our Careers Programme & Work Experience Information**

A summary of our school's careers programme in the form of this policy is published on our school website, including details of how learners, parents, teachers and employers can access information about the careers programme.

Learners, parents, teachers and employers can request any additional information about the careers programme by contacting Tom Dutson ([tom.dutson@philpotsmanorschool.co.uk](mailto:tom.dutson@philpotsmanorschool.co.uk))

## **8. Assessing the Impact on Learners**

Our career programme is designed so learners can give feedback, and their progress is measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys
- Leaver's information
- Feedback from learners,
- Evaluations from parents, teachers and employers

## **9. Links to Other Policies**

This policy links to the following policies

- Provider access policy statement
- Child protection and safeguarding policy
- Curriculum policy

These can be found on our website: [Policies & Reports - Philpots Manor School](#)

## **10. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the Senior Management Team and reviewed every two years.

The next review date is September 2027