



RAINFORD HIGH

INFORMATION, ADVICE & GUIDANCE (IAG) POLICY

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Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned programme of activities supports them in choosing 14 – 19 pathways that suit their interests and skills and inspire them to consider a range of career pathways to help ensure sustained employability throughout their working lives. Careers information, advice and guidance is a central part of the whole school ethos *'Everyone Succeeds' (Everyone Matters, Everyone Helps, Everyone Succeeds)* and Sixth Form motto of *Be Brilliant*, in which we support all students to achieve their life goals.

Commitment

Rainford High and Sixth Form is committed to providing our students with a programme of careers information, advice and guidance (IAG) for all students in Years 7-13. We do this directly through our Be Brilliant programme, Y12 Employability Days and National Careers Week (March) and indirectly, through all our work with young people (*See Appendix 1**). The Be Brilliant Programme evidence from the Gatsby Foundation. The vision of the Be Brilliant Programme is that 'students leaving Rainford High will have the skills, knowledge and resilience to reach their full career potential, to meet the needs of employers and to contribute to economic growth, both locally and nationally'.

We commission independent, impartial advice and guidance for students. The primary focus is on Years 10, 11 & 12, but students in Years 7-9 will benefit from this service in assemblies, Be Brilliant days, GCSE option evenings and a weekly lunch time drop in. Students in KS4/5 who are disadvantaged (in receipt of 16-19 Bursary/Pupil Premium) or those who have an SEN statement are given priority when scheduling the one to one appointments.

The amendment to the Technical and Further Education Act, which came into law in May 2017 was proposed by the former education secretary Lord Baker and is known as the Baker Clause this says

"From January 2, 2018 all local authority-maintained schools and academies must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships." Rainford High provides opportunities for these providers on request through assemblies in Y7-10 and Y12 and Y13 as well as inviting them to Aspirations Evening and to Employability Days.

The school also targets those on intervention programmes in Y8/9 or who are referred by Learning Leaders. As part of the DfE Post 16 Programme of Study, Rainford High grants two weeks of work experience in Year 12 (*Appendix 2*).

**Specific entitlement opportunities may alter based on the specific needs of the students and the year group.*

Aims

This careers Information, Advice and Guidance Policy has the following aims:

- to contribute to strategies for raising achievement, especially by increasing motivation and aspiration
- to support inclusion, challenge stereotyping and promote equality of opportunity

- to encourage participation in continued learning including Further Education and Higher Education
- to develop enterprise, employment and citizenship skills
- to reduce drop out from and course changes in education and training
- to contribute to the economic prosperity of individuals and communities
- to meet the needs of all our students through appropriate activities
- to focus students on their future aspirations

Roles / Responsibilities and Accountability

All staff contribute to careers information, advice and guidance through their roles as tutors or subject teachers. Specialist sessions are delivered by trained staff or outside agencies. The Principal has an overall responsibility for the provision of careers education, with the day to day running of provision managed by the Associate Principal/Head of Sixth Form.

Student Entitlement

By the end of KS5 students will:

- have logged a wide range of IAG activities via Unifrog
- have completed a CV by Year 11 and have a Competencies portfolio (*phased in 2017 in Year 7-11 and already active in Sixth Form*)
- be able to effectively apply for the next stage of their education/employment
- be able to access a variety of sources of information about careers
- have applied for and completed work experience or other work related activities
- have gained interview skills and practice. This will include during the Y11 Be Brilliant day and during Year 11 with an independent careers adviser and/or senior member staff for Post-16 courses. In Year 13 all students are given the opportunity to practice their interview skills with Sixth Form staff and during Tutorials, and Oxbridge candidates get additional support through practice with the Head of Sixth Form and external workshops.
- be able to explain the options open to them Post-18, decide upon a course of
- action and justify their choices rationally.

Resources and Further Detail

Careers information, advice and guidance is delivered most explicitly in the curriculum through our 'Be Brilliant' Days, lessons and external speakers. During the 'Become Someone' Careers Week, specific Year group assemblies are delivered and two impartial careers advisors are commissioned by the school from Career Connect. One of these advisors specialises in working with our disengaged cohorts in Y8/9 and works to support them from becoming NEET post Year 11.

This is complemented by a range of organised IAG in-house events. Every autumn the school hosts an Aspirations Evening – attracting mainly students in Years 9-12. GCSE Options Evening, Sixth Form Open Evening and Year 12 Progression Evening all provide further opportunity for students to learn about their future possibilities and routes open to them and how to access them successfully. The Be Brilliant days for Years 9 and 11 are also followed by a Parent Information Evening focused wholly around IAG.

There is an established a careers section within the school and Sixth Form's 'Learning Resource Centre' and students are encouraged to research the type of careers they aspire to and the qualifications needed using this, and use online resources such as Career Connect, SACU student and Unifrog.

Within the main school building each subject area displays at least one alumni picture and is in the process of developing their careers notice boards around this. In Sixth Form, there are several Post 18 careers notice board which are updated regularly.

Year 11 and 12 students are encouraged to participate in the National Citizens Service (NCS) to enable them to develop their employability skills, self-confidence and social enterprise skills. We host assemblies to introduce students to this service.

Trips/workshops are organised for disengaged students in Y8/9 that provide insight into careers and allow students to work with professionals. In Years 10-12 trips target specific careers events eg: Manchester Apprenticeship Show and UCAS Fair at Liverpool University. Specific trips and workshops are also provided to our Oxbridge students e.g. Oxbridge conference in Y11, Everton conference Y10 and Oxbridge residential in Y12.

Links with other Policies

This policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment and SMSC. Through our school ethos and learning both within and beyond the classroom, we provide opportunities for students to develop the skills, knowledge, understanding, characteristics and attitudes they need to be active and employable citizens.

Equality and Diversity

Careers information, advice and guidance is provided to all students and provision is made to allow all students to access the programme on offer. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Appendix 1

	Year	Skill evidence	Independent face to face and group careers guidance	Specific focus on employability skills, aspiration, CV writing, interview practice in school	Employer partnership projects
Gatsby Benchmarks			Benchmark 3: addressing the needs of each pupil Benchmark 8: personal guidance	Benchmark 1: a stable careers programme Benchmark 6: experience of the work place Benchmark 7: encounters with further and higher education	Benchmark 2: learning from career and labour market information Benchmark 5: encounters with employers and employees
Ready to be me	Y7	Be Brilliant day careers launch Development of careers awareness through form/assembly time	Aspiration assemblies Career Connect assembly Access to Career Connect lunchtime drop in every Wednesday	Aspiration assemblies Careers week subject specific careers lessons Unifrog launch (T3) and logging of achievements etc in competencies	Be Brilliant day Workshop with local employer(s) and 'Dragon's Den' activity.
	Y8	Careers profile developed Begin careers plan and aspirations goals	Aspiration assemblies Career Connect assembly Access to Career Connect lunchtime drop in every Wednesday	Aspirations and goals assembly Careers week subject specific careers lessons Unifrog launch (T3) and logging of achievements etc in competencies	Be Brilliant day Workshop with local employer(s) and activities focusing on labour market information

			<p>Specific 'Raising Aspirations' programme run through Career Connect for disengaged pupils (Term 2)</p> <p>Access to Get Connected software during Form time</p>	<p>Be Brilliant day workshop with the 'School of Military' focusing on transferable skills</p>	
Ready and able	Y9	<p>Careers profile developed</p> <p>Continue careers plan and aspirations goals</p>	<p>Aspiration assemblies</p> <p>Career Connect assembly</p> <p>Access to Career Connect lunchtime drop in every Wednesday</p> <p>Specific 'Raising Aspirations' programme run through Career Connect for disengaged pupils (Term 2)</p> <p>Access to Get Connected software during Form time</p> <p>Y9 options evening</p>	<p>Aspirations and goals assembly</p> <p>Careers week subject specific careers lessons</p> <p>Assemblies from Post 16 providers (Carmel / RSF / SHC)</p> <p>Unifrog launch (T3) and logging of achievements etc in competencies</p> <p>Be Brilliant day trip to Edge Hill University</p> <p>'Be Brilliant' parent information evening</p>	<p>Be Brilliant day focusing on pathways Post 16 and 18, labour market</p> <p>Aspirations Evening – attended by local colleges, universities, businesses and apprenticeship providers</p>
	Y10	<p>Unifrog profile developed and Post 16/18 tools fully utilised</p>	<p>Aspiration assemblies</p> <p>Career Connect assembly</p>	<p>Aspirations and goals assembly</p> <p>Careers week subject specific careers lessons</p>	<p>Be Brilliant day focusing on pathways Post 16 and 18, labour market</p>

		<p>Continue careers plan and aspirations goals</p>	<p>1-2-1 appointments with Careers Connect (PP/vulnerable cohorts prioritised first)</p> <p>Access to Career Connect lunchtime drop in every Wednesday</p> <p>Access to Get Connected software during Form time</p>	<p>Assemblies from Post 16 providers (Carmel / RSF / SHC)</p> <p>Be Brilliant day trip to local university</p>	<p>Applying for imaginary jobs arranged with local employers. Interview preparation team, followed by interview feedback and obs by Sixth Formers.</p> <p>Aspirations Evening – attended by local colleges, universities, businesses and apprenticeship providers</p>
	Y11	<p>Unifrog profile developed and Post 16/18 tools fully utilised</p> <p>Continue careers plan and aspirations goals</p>	<p>Aspiration assemblies</p> <p>Career Connect assembly</p> <p>1-2-1 appointments with Careers Connect (PP/vulnerable cohorts prioritised first)</p> <p>Access to Career Connect lunchtime drop in every Wednesday</p> <p>Access to Get Connected software and SACU-student software during Form time</p>	<p>Careers week subject specific careers lessons</p> <p>Assemblies from Post 16 providers (Carmel / RSF / SHC)</p> <p>‘Post 16 choices’ assemblies from RG university and higher level apprenticeship provider</p> <p>Employer led assemblies</p> <p>1-2-1 progression interviews from member of SLT</p> <p>‘Be Brilliant’ parent information event</p>	<p>Be Brilliant day focusing on pathways Post 16 and 18, labour market. Workshops on interview skills and writing CVs/applications, creating the right first impression</p> <p>Aspirations Evening – attended by local colleges, universities, businesses and apprenticeship providers</p>

<p style="text-align: center;">Ready for life</p>	<p>Y12</p>	<p>Unifrog profile developed and Post 18 tools fully utilised</p> <p>UCAS applications started</p> <p>Continue careers plan and aspirations goals</p>	<p>Aspiration assemblies</p> <p>Career Connect assembly</p> <p>1-2-1 appointments with Careers Connect (Bursary/vulnerable cohorts prioritised first)</p> <p>Access to Career Connect lunchtime drop in every Wednesday</p> <p>Use of Get Connected and SACU-student software</p>	<p>Careers week subject specific careers lessons</p> <p>Assemblies from Post 18 providers and alumni students</p> <p>5x Employability Days focusing on transferable skills development, employer led workshops, writing UCAS & apprenticeship applications, choosing Post 18 pathways, HEI market place</p> <p>Student Finance presentation (EHU)</p> <p>Y12 Progression Evening (Parents)</p> <p>HEI conference (University of Liverpool)</p> <p>Oxbridge conference and residential</p> <p>Applications to Sutton Trust Summer Schools</p>	<p>5x Employability Days focusing on transferable skills development, employer led workshops, writing UCAS & apprenticeship applications, choosing Post 18 pathways, HEI market place</p> <p>2 weeks work experience in July</p> <p>Partnership programmes with Agent Marketing & Young Enterprise during enrichment</p> <p>Apprenticeship conference (Manchester)</p> <p>Aspirations Evening – attended by local colleges, universities, businesses and apprenticeship providers</p>
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	Y13	<p>Unifrog profile completed and Post 18 tools fully utilised</p> <p>UCAS / apprenticeship applications completed</p>	<p>Aspiration assemblies</p> <p>Career Connect assembly</p> <p>1-2-1 appointments with Careers Connect (Bursary/vulnerable cohorts prioritised first)</p> <p>Access to Career Connect lunchtime drop in every Wednesday</p> <p>Access to Unifrog search tools</p>	<p>1-2-1 progression interviews from member of Sixth Form SLT</p> <p>Assemblies from Post 18 providers and alumni students</p> <p>Student Finance presentation (EHU)</p> <p>Oxbridge application / interview external workshops</p>	<p>Access to Y12 Employability Days for any students still in need of support and guidance</p> <p>Apprenticeship conference (Manchester)</p> <p>Aspirations Evening – attended by local colleges, universities, businesses and apprenticeship providers</p>
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Appendix 2: Work Experience

Rationale

Rainford High and Sixth Form recognises the importance of creating opportunities for students to learn about, through and for the world of work. Work experience placements, in particular, have great value in providing a student with the opportunity to gain insights into the world of work and to develop the skills which university selectors and employers look for and want to be evidenced.

Although work placement is the generally used term, it is important to recognise that it is not the same as a temporary job, as by definition it is a period of *unpaid* work. It is an arranged opportunity for a student to gain an insight into the variety of work carried out in any given enterprise, to see the way the enterprise is managed and ideally to participate in some aspects of the work. The work experience scheme should seek ways to improve and develop quality links with local industry and commerce and to be able to share ideas on the changing nature of work and how it affects the local economy and labour market.

In line with DfE guidance for Post 16 Programmes of Study, every Year 12 student will have the opportunity to participate in two weeks of work experience in July (one week in term time and one week in the school summer holidays). The Assistant Head of Sixth Form and a member of the Administration Team will oversee the arrangement of placements, but students are expected to source their own placements, in conjunction with these staff and the guidance offered.

Aims

- Work experience should be an integral part of a young person's development and
- should prepare them for the transition from life at college to work and adult life.
- It will enable students to experience the demands and expectations of the adult world
- of work and provide the opportunity to put into practice and see the relevance of skills
- learned at school.
- It will promote the development of the 'whole person' by providing an insight into the
- nature and discipline associated with the work environment, which revolves around
- the product or service offered and not the individual.
- It will stimulate a more mature and positive attitude to learning and education and
- enhance academic achievement.
- It will build confidence by enabling students to experience success in an environment
- other than that at school.
- It will enable the students to make more realistic and enlightened job choices by
- allowing them to try out a vocational preference before committing themselves to it.

Year 12 students will:

- make realistic, informed choices about future qualifications and possible career
- pathways based on the skills, knowledge and experience gained at the placement
- build confidence in mock interviews, pre-placement interview, letters of application,
- writing a CV, communication skills, dealing with adults, debriefing sessions with the
- Employer and Tutor.

Legal requirements and recommended best practice

There are certain legal requirements and recommended best practices that are in place to ensure the safety of all parties involved in a work placement. The main areas to be aware of are:

1. “Health and Safety at Work”

The Health and Safety (Training and Employment) Regulations 1990 state that all those receiving training or work experience from an employer in the workplace are deemed to be ‘employees’ for the purposes of Health and Safety legislation. This legislation imposes responsibilities on the employer but also on the student as an ‘employee’:

- to take responsibility for their own health and safety and that of others who may be affected by what they do or do not do.
- to co-operate with the employer and to follow instructions on Health and Safety.
- not to interfere with or misuse anything provided for their health, safety or welfare.
- The employer should be asked to confirm that they have a current Health and Safety Policy and that they will go through the relevant sections with the student at the start of the placement. It is important that this is confirmed.

Working Time Regulations

Under the Working Time Regulations 1998 there are stringent daily and weekly working time limits for young workers (those that are over compulsory school age but under 18). Young workers may not work for more than 8 hours in any one day and 40 hours in any one week. Young workers are also entitled to a daily rest of 12 consecutive hours, a weekly rest of 48 hours and a rest break of 30 minutes where daily work time is more than 4½ hours. The employer should comply with the Working Time Regulations and should not require the student to work in excess of the limits set out above.

Risk Assessment

The employer should be asked to confirm that a risk assessment will be completed for the duties being undertaken by the student, taking into account the age and limited experience of the young person and that the key findings will be communicated to the student before the commencement of the placement. The employer should be informed of any medical conditions the student has, which could result in an increased risk to the student or an employee’s health and safety during the placement. The employer will then be able to identify any significant risk and the necessary control measures put in place to ensure the safety of the student.

Disclosure and Barring Service (DBS)

For Post-16 work experience DBS checks are not required. Paragraph 99 of the DfE’s statutory safeguarding guidance states: Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience. This is reiterated in a DfE advice document about post-16 work experience, published in March 2015. It explains, on page 13, that as of July 2012, work experience providers are no longer required to carry out enhanced DBS checks on staff supervising young people aged 16 to 17. However, we would advise a student against a placement where they will have substantial unsupervised contact with an employee or supervisor on a 1:1 basis, particularly if located in an isolated environment or whilst

travelling. Also where the placement has a residential element, unless in an educational setting where staff will have DBS status eg: University department.

Employer's and Public Liability Insurance

Employer's Liability Insurance covers the firm's legal ability for injuries sustained by employees (including students on work experience) whilst at work. Confirmation should be requested and received that the prospective 'employer' does have both Employer's and Public Liability Insurance in force and that the latter does not exclude abuse. The employer must notify their insurers that they participate in work experience placements. If the employer does not confirm that these Insurances are in place, students should not attend such establishments. It should be noted that Sole Traders have no requirement for Employers' Liability Insurance and a student would not have the protection available under such insurance. Placements with Sole Traders should therefore be avoided unless such insurance was confirmed as being in place.

Motor Vehicle Insurance

If the student will travel with an employee or their supervisor during the placement, it is essential that the vehicle is insured appropriately to cover the work experience student for business travel.

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.

Please Note:

As placements are organised by the student and parents, parents need to be aware of these matters and should satisfy themselves that they are happy with the employers' arrangements for the work experience.

Appendix 3: Work Experience Template Letter to Employers

DATE

Dear

Year 12 Work Experience Placement

Thank you for offering a work experience placement to *(name of student)* from *(Monday ?? to Friday ?? July 20??)*. Work experience is an invaluable opportunity to extend students' learning and we are very grateful to you for making this commitment and giving your time.

Our main aim for students is to give them an insight into working life and to give them the opportunity to work alongside adults, undertaking new tasks and developing their self-confidence in an area that is relevant to their future career aspirations. In addition, students have been given a list of employability skills on which to focus. Along with other things, these include:

- personal presentation
- enthusiasm and commitment
- communication and literacy, and
- time management and organisation.

Whilst on their placement students will record their learning in a work experience log and we would appreciate your support in helping them to complete this. Towards the end of the log is an 'Employer Assessment' form and it would be very helpful to the student and us if you could complete this with them at the end of the placement. Staff from school may telephone during the placement to ensure that everything is going well.

We would also value any feedback about the administrative arrangements which would help us in future planning.

Please can I ask that you now complete the attached 'Placement Request Form' and either email the return to (____?____) or post addressed to (____?____) at the school address above.

Thank you again for your help and support with helping our student.

Yours sincerely,

STUDENT INFORMATION

STUDENT NAME: TUTOR GROUP: AGE:

EMPLOYER INFORMATION

EMPLOYER NAME:

EMPLOYER ADDRESS:

POSTCODE:

TELEPHONE:

EMAIL:

Is employer address where the work experience will take place? If no, please give details.

WORK EXPERIENCE JOB TITLE:

WORK EXPERIENCE ACTIVITIES:

CONTACT NAME AGREEING TO PLACEMENT:

POSITION:

EMAIL:

PERSON TO CONTACT (IF DIFFERENT):

POSITION:

MOBILE NUMBER:

EMAIL:

WORKING HOURS: am to pm

DAYS OF WORK: MON / TUES / WEDS / THURS / FRI / SAT

DRESS CODE: SMART / SMART CASUAL / OTHER:

LUNCH ARRANGEMENTS / BREAKS:

TRAVEL ARRANGEMENTS: STUDENT RESPONSIBILITY: YES/NO

PRE PLACEMENT INTERVIEW REQUIRED? YES/NO

INSURANCE DETAILS – *Employers' Liability Insurance is a legal requirement for work experience. HSE*

guidance for employers is available at:

www.hse.gov.uk/youngpeople/workexperience/placeprovide.htm

Name of your EMPLOYERS' LIABILITY insurance provider:

Cover Amount: £ Policy no: Expiry date:

Do you have valid PUBLIC LIABILITY insurance cover? YES NO

Cover amount £

Do you have 5 or more employees (inc. Work Experience student)? YES NO

If YES (a): Do you have a written Health & Safety Policy and arrangements? YES NO

(b): Do you have written Risk Assessments? YES NO

(c): Do you have a Young Persons' Risk Assessment? YES NO

Are you a "One-person business"? YES NO

Will the student be a vehicle passenger? YES NO

If YES, do you have valid business vehicle insurance cover? YES NO

I CONFIRM THE WORK EXPERIENCE PLACEMENT OFFER FOR THE ABOVE DATES:

(This section must be completed / authorised by a company manager or supervisor)

AUTHORISED BY: POSITION: DATE:

PRINT NAME: