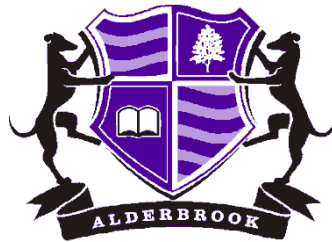


## Alderbrook School



# INFORMATION, ADVICE & GUIDANCE (IAG) POLICY

Author: Mrs Anna CJ Allen  
Date: December 2016  
Version: 1  
Approved: 8.12.16  
Review date: December 2018

## Rationale

- 1 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 and Sixth Form motto of *Fulfilling Potential: Inspiring Minds*, in which we support all students to achieve their life goals.

## Commitment

- 2 Alderbrook School 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 Life Ready Programme (*Appendix 1*) and Careers Week and indirectly, through all our work with young people. The Life Ready Programme (Solihull) is based on evidence from the Gatsby Foundation and the Confederation of British Industry. The shared vision of the Life Ready Programme is that 'students leaving Alderbrook will have the skills, knowledge and dynamism to reach their full career potential, to meet the needs of employers and to contribute to the economic growth of the borough'.
- 3 We commission independent, impartial advice and guidance for students in Years 10–13. The primary focus is on Years 11-12, but students in Years 8-9 will benefit from this service in assemblies, Life Ready Days and at GCSE option evenings. Students in KS4/5 who are disadvantaged (in receipt of 16-19 Bursary/Pupil Premium/CLA) or those who have an EHC plan or statement are given priority when scheduling the one to one appointments.
- 4 The school also targets those on any alternative provision, intervention programmes or who are referred by Pastoral and/or the Year Achievement Coordinators. As part of the DfE Post 16 Programme of Study, Alderbrook grants one week of work experience in Year 12 (*Appendix 2*).

## Aims

- 5 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 switching in education and training
  - to contribute to the economic prosperity of individuals and communities
  - to meet the needs of all our students through appropriate
  - to focus students on their future aspirations.

### **Roles / Responsibilities and Accountability**

- 6 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 Headteacher has an overall responsibility for the provision of careers education, with the day to day running of provision managed by the Assistant Head teacher: Director of Sixth Form & IAG with significant input from the Assistant Headteachers responsible for KS4 and KS3.

### **Student Entitlement**

- 7 By the end of KS5 students will:
- have produced at least one personal careers action plan
  - have completed a CV by Year 11 and have a Life Ready Portfolio (*phased in 2016, Year 7*)
  - 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
  - be able to outline their rights and responsibilities at work including Health and Safety and Equality
  - have gained interview skills and practice. This will include in Year 10 with volunteers from the local business community as part of 'Thinking Futures', 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 Newman University, and Oxbridge candidates get additional support through practice with the Deputy Headteacher: Curriculum, Academic Achievement & Progress or the Assistant Headteacher: Director of Sixth Form & IAG.
  - 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**

- 8 Careers information, advice and guidance is delivered most explicitly in the curriculum through four 'Life Ready' Days, lessons and visitors during the 'Become Someone' Careers Week, specific Year group assemblies and through two impartial careers advisors commissioned by the school specialising in Post 16 and Post 18.
- 9 This is complemented by a range of organised IAG in-house events. Every autumn the school hosts a Careers Convention – attracting mainly students in Years 10-12 but open to all. GCSE Options Evening, Sixth Form Open Evening and Year 12 Destinations Evening and the Year 13 Student Finance Tour all provide further opportunity for students to learn about their future possibilities and routes open to them and how to access them successfully.

- 10 There is to be established a careers section within the new (2016) school 'Learning Resource Centre' and students will be encouraged to research the type of careers they aspire to and the qualifications needed using this, and use online resources such as U-Explore, Plotr and at KS5 Unifrog.
- 11 Within the main school building there is a Post 16 careers notice board which is updated regularly and in Sixth Form areas there are apprenticeships and UCAS/University notice boards with reference and takeaway resources. Separate Post 16 and Post 18 Careers Newsletters are also sent electronically to all parents once a month with the latest information, important dates for events locally and spotlighting different career pathways.
- 12 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.
- 13 Many individual department subject areas organise trips / workshops for students in Years 7-13 that provide insight into careers within that subject and allow students to work with professionals. In Years 10-12 these trips also target specific careers events eg: Solihull Apprenticeship Show and UCAS Fair.

#### **Links with other Policies**

- 14 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**

- 15 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: The Life Ready Framework**

	Year	Skill Evidence	Independent face to face and group careers guidance	Specific focus on employability skills, aspiration, cv writing, interview practice in school.	Employer led projects
<b>GATSBY Recommendations</b>			<p><b>Benchmark 3:</b> addressing the needs of each pupil</p> <p><b>Benchmark 8:</b> personal guidance</p>	<p><b>Benchmark 1:</b> a stable careers programme</p> <p><b>Benchmark 6:</b> experience of work place</p> <p><b>Benchmark 7:</b> encounters with further and higher education</p>	<p><b>Benchmark 2:</b> learning from career and labour market information.</p> <p><b>Benchmark 5:</b> encounters with employers and employees</p>
<b>Ready to be me</b>	<b>7</b>	<p>Life Ready Passport Passport launch</p> <p>Development of CBI/learning skills reflection time during form.</p>	Aspiration assemblies.	<p>Aspiration assemblies.</p> <p>Careers week teacher references to careers linked to subjects.</p> <p>Aspire Lessons focusing on employability skills.</p> <p>Students log their evidence in planner during these lessons.</p>	Dragon’s Den – Life Ready Day. Employer led project.
	<b>8</b>	<p>Professional profile developed</p> <p>Begin Careers Plan aspirations and goals.</p>	Independent career talks focusing on possible career pathways and employability skills in assembly.	<p>Aspiration and goals assembly.</p> <p>Form tutor mentoring – aspirations.</p> <p>Careers week</p>	Christmas Market – Life Ready Employer led project.

<b>Ready and able</b>	<b>9</b>	<p>Professional profile developed</p> <p>Begin Careers Plan on paper – aspirations and goals</p>	<p>Independent career talks focusing on possible career pathways.</p> <p>Careers advisor available at GCSE options evening.</p> <p>University visits/visitors</p>	<p>Aspiration and goals Life Ready Day.</p> <p>Form tutor mentoring – aspirations.</p> <p>Careers week</p>	<p>Life Ready Days specifically developing problem solving skills.</p>
	<b>10</b>	<p>Externally verified e-Passport refined and developed</p> <p>Careers Plan – aspirations and goals</p>	<p>Careers questionnaire.</p> <p>Appointments begin with careers advisor and assemblies.</p> <p>Independent career talks focusing on possible career pathways.</p>	<p>Aspiration and goals Life Ready Day.</p> <p>Form tutor mentoring – aspirations.</p> <p>Autumn Careers Convention</p> <p>Careers week</p>	<p>Life Ready Days - Letters of application for ‘imaginary jobs’ arranged with local employers.</p> <p>Interview preparation team building activity – observations by Sixth Formers and feedback.</p> <p>Return to update/improve cvs.</p> <p>Interview practice and cv clinic.</p> <p>Thinking Futures Life Ready Day– local businesses and goal setting.</p> <p>Include entrepreneurial skills.</p>
	<b>11</b>	<p>E-Portfolio refined and developed</p> <p>Careers Plan – aspirations and goals</p>	<p>Careers questionnaire.</p> <p>Appointments with careers advisor and assemblies.</p> <p>Financial advice for post 16 education.</p>	<p>Aspiration and goals Life Ready Day.</p> <p>Assembly on range of options – apprenticeship, entrepreneurialism, vocational routes, A levels.</p> <p>Form tutor mentoring – aspirations. Sixth Form / College / University visits / visitors.</p> <p>Autumn Careers Convention</p>	<p>x 3 Employer / Employee Led assemblies from a range of careers throughout the year.</p>

<b>Ready for life</b>	<b>12</b>	Externally verified e-Passport refined and developed. UCAS personal statement.	<p>All students have organised Careers Workshop in Autumn Term with independent advisor and also two 1:1 career guidance meetings throughout year.</p> <p>Fortnightly ‘Power Hour’ Lecture Series provides independent, face to face guidance and knowledge about a range of careers from first-hand experience or through training providers.</p> <p>Tutor mentoring – Year 12 Programme allows time for personal guidance.</p> <p>Unifrog access and training.</p>	<p>Life Ready Day – Explore University day trip.</p> <p>Mentoring and leading opportunities during enrichment. Also ‘Make a Difference’ programme volunteering in a place of work eg: Charity Shop or Care Home.</p> <p>Autumn Careers Convention.</p> <p>Work Experience in Careers Week.</p> <p>Year 12 Destinations Evening Summer Term: Higher Education, Degree Apprenticeships and Apprenticeships.</p> <p>West Midlands UCAS Fair and Solihull Apprenticeships Show trip.</p>	Fortnightly ‘Power Hour’ Lecture Series allows students to meet with various successful employees and employers from as diverse range of sectors.
	<b>13</b>	Externally verified e-Passport refined and developed. UCAS applications and letters of applications for apprenticeships.	<p>All students have opportunity for one to one career guidance if they need further support.</p> <p>Fortnightly ‘Power Hour’ Lecture Series provides independent, face to face guidance and knowledge about a range of careers from first-hand experience or through training providers.</p> <p>Tutor mentoring – Year 13 Programme allows time for personal guidance.</p>	<p>Life Ready Days prepare for UCAS process, interview practice, CV skills, apprenticeships and employability.</p> <p>Mentoring and leading opportunities during enrichment. Also ‘Make a Difference’ programme volunteering in a place of work eg: Charity Shop or Care Home.</p> <p>Year 13 Higher Education Evening Spring Term. Final steps of UCAS process – offers / clearing / Extra and student finance.</p>	Fortnightly ‘Power Hour’ Lecture Series allows students to meet with various successful employees and employers from as diverse range of sectors.

## Appendix 2: Work Experience

### Rationale

Alderbrook School 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 one week of work experience in July, which has been organised to coincide with the lower school Careers Week. The Director 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 school 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:**

- complete the Barclays *Skills for Life* Work Experience Log which includes a final evaluation meeting with the employer
- 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.

### **2. 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.

### **3. 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.

### **4. 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.

### **5. 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.

### **6. 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.

### **7. 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,

Mrs Anna CJ Allen  
**Assistant Headteacher:**  
**Director of Sixth Form & IAG**

<b>STUDENT INFORMATION</b>		
STUDENT NAME:	TUTOR GROUP:	AGE:
<b>EMPLOYER INFORMATION</b>		
EMPLOYER NAME:		
EMPLOYER ADDRESS:		
POSTCODE:		
TELEPHONE:		
EMAIL:		
<i>Is employer address where the work experience will take place? If no, please give details.</i>		
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	
<b>INSURANCE DETAILS – Employers' Liability Insurance is a legal requirement for work experience. HSE guidance for employers is available at:</b>		
<a href="http://www.hse.gov.uk/youngpeople/workexperience/placeprovide.htm">www.hse.gov.uk/youngpeople/workexperience/placeprovide.htm</a>		
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
<b>If YES</b> (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
<b>If YES</b> , do you have valid business vehicle insurance cover?	YES	NO
<b>I CONFIRM THE WORK EXPERIENCE PLACEMENT OFFER FOR THE ABOVE DATES:</b>		
<i>(This section must be completed / authorised by a company manager or supervisor)</i>		
<b>AUTHORISED BY:</b>	<b>POSITION:</b>	<b>DATE:</b>
<b>PRINT NAME:</b>		