



STREATHAM & CLAPHAM HIGH SCHOOL

WORK EXPERIENCE POLICY

Person(s) responsible for this policy		Head of Futures & Aspirations, Deputy Head (Academic)	
Last review by	M Weatherhead	Review date	August 2024
Date of next review		September 2025	

Introduction

There is a statutory requirement under Section 351 of the 1996 Education Act for the school to provide a balanced and broadly based curriculum which 'prepares pupils for the opportunities, responsibilities and experiences of adult life', which includes preparation for working life.

The school is committed to maximising the benefits for every pupil, in the development of a whole school approach to work-related learning. The school recognises that there should be some work-related learning for all pupils. The school wishes to promote work-related learning as part of the learning entitlement for all pupils and as a means for learning 'about work', learning 'through work' and learning 'for work'.

Rationale

Work-related learning has an important contribution to make to the education of all our pupils in order for them to make an effective transition from the school to adulthood and employment. So that pupils are able to make this effective transition the school provides a wide range of opportunities for pupils to learn, about, through and for work in a range of contexts. The school has clearly identified work-related learning outcomes for all pupils.

Aims

Work-related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life. The school encourages innovative approaches to work-related learning in order to motivate pupils and to raise standards.

The school aims :

- to raise attainment in individual subjects by increasing pupils' understanding;
- to enable students to acquire and develop the skills and confidence to make effective transitions from school to further and/or higher education;
- to assist careers education and guidance by providing an insight into the factors which can inform career choice;
- to raise awareness of the demands and changing patterns of careers work, and the relevance of the labour market;
- to enhance personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility;
- to increase the breadth of curriculum experience for every pupil to support them in their preparation for adult life.

The School's Objectives

The key objectives for work-related learning are:

- to develop a range of opportunities which enhance the curriculum;

- to promote greater awareness for pupils about the world of work, the development of key skills and employability;
- to develop a range of appropriate and relevant activities which assist in raising all pupils' aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- to promote awareness and understanding of work, industry, the economy and community;
- to relate skills, attitudes, concepts and knowledge learned in school to applications in the wider world;
- to develop pupils' personal and social skills in relationships;
- to provide pupils with informed and impartial guidance on the choices available for education, training and employment as well as other interests;
- to improve employability through work-related learning.

Curriculum Provision

The school offers a wide range of activities that contribute towards work-related opportunities in order to help prepare pupils effectively for adult and working life. These activities complement subject teaching, contribute towards the development of pupils' key skills as well as contributing to lifelong learning opportunities.

Management of Work Experience and Work-Related Learning

All girls in Lower Fifth undertake a one-week placement in May. The head of Careers is responsible for the management and co-ordination of the various aspects of work experience and should receive training on health and safety issues and legal liabilities.

The Careers Teacher supports the head of Futures & Aspirations through delivery of careers lessons on CV writing, delivery of a briefing session before work experience and co-ordination of a de-briefing session after work experience.

PROCEDURE

- Preparation will include support in the development of a realistic and useful curriculum vitae;
- The briefing will include reference to the relevance of work related learning to the curriculum, the supervision of pupils during work experience, aspects of Health and Safety and the pupils' rights and responsibilities with respect to all aspects of equal opportunities;
- Work Experience placements will be arranged by the pupils but must conform to the requirements of the 1974 Health and Safety at Work Act. Before a placement takes place, the school needs to be satisfied that the provider is competent to manage health and safety in relation to the placement and will use competent persons to supervise work experience. All providers must complete the GDST approved Questionnaire. All necessary insurance must be arranged and reference will be made to the GDST legal department where there are concerns;
- The Head of Futures & Aspirations will check that all placements are permitted by law and will check the associated occupational risk attached to the placement;
- Students should not be asked to work excessively long hours or unnecessarily unsocial hours;
- When in the workplace, the responsibility for a pupil's safety is taken on by the employer;
- Parents should be fully informed as to the purpose of and arrangements for work experience placements. Parents will be required to sign a consent form. Where parents arrange placements, the placement will be treated in exactly the same way as any other in terms of checks;
- During the placement, each pupil should be contacted at least once by a member of staff to ensure the placement is going well. It is appropriate to telephone a recognised placement but new placements should be visited.
- After the work experience has taken place, there will be a thorough debriefing session where pupils will be encouraged to share their experiences and match them to their expectations;
- The debriefing will link to skills of employability such as the development of their curriculum vitae, the development of sound interpersonal skills and the development of good working practice;
- The suitability or otherwise of different work experience placements should be reviewed annually and the findings taken into consideration for the following year;

- Employers will be requested to give feedback on all placements.

Self-Evaluation and Review:

1. There should be a thorough debriefing session where pupils will be encouraged to share their experiences and match them to their expectations.
This could involve an oral and/or written presentation by pupils and could contribute to cross-curricular activities.
2. The debriefing should be linked to skills of employability such as:
 - The development of a realistic and useful curriculum vitae
 - The development of sound interpersonal skills
 - The development of good working practice.
3. The suitability or otherwise of different Work Experience Placements should be reviewed annually and the findings taken into consideration for the following year.
4. The learning outcomes for work experience should be linked to the school curriculum plan and the aims of the school in terms of raising pupil achievement and school improvement

All formal GDST guidelines regarding Health and Safety issue, Safeguarding Issues, Insurance etc. are can be found on Oracle in the education section.

All student paperwork relating to the preparation, participation and evaluation of or for the placement are retained by the Head of Futures & Aspirations

FUTURES & ASPIRATIONS PORGRAMME

Person(s) responsible for this programme		Head of Futures & Aspirations, Deputy Head (Academic)	
Last review by	L Cooper	Review date	September 2023
Date of next review		September 2023	

Who delivers the Futures and Aspirations Programme?

- The Futures and Aspirations Programme is a whole-school programme that has been conceived, designed and implemented by the Head of Futures and Aspirations, Mrs Laura Cooper, with support from the Academic Director, the Second Master and the Head of Sixth Form.
- The Head of Futures and Aspirations is also supported by a select number of Careers teaching staff, some of whom have been members of the Careers department for over 4 years. All Careers teachers receive training on the delivery of the programme at the start of each term during INSET days and in meetings throughout the year.
- Some elements of the programme are delivered by the Academic Director, Head of Sixth Form, Form Tutors and Heads of Department at pivotal moment during the year e.g. before deciding GCSE Options and preparing for Sixth Form Entry

What is the aim of the Programme?

- The aim of the Programme is to ensure that Streatham and Clapham High students at all Key Stages are given the opportunity to develop skills in employability and entrepreneurship, and to receive up to date insight into the future pathways (including higher education future employment) that will be available to them upon leaving secondary education.
- The Futures and Aspirations Programme at SCHS has been designed to be Gatsby compliant and to meet the GDST CEIAG Provision requirements

Who benefits from the Futures and Aspirations at SCHS?

- From 2021, every student at SCHS is included in the Provision. Years U3, L4, U4 and the L6 have a fortnightly Careers lesson and differentiated initiatives, outlined below) take place throughout the academic year.
- The L5 are taken off timetable once a year for a week to undertake meaningful Futures and Aspirations activities
- The U5 and the U6 receive one to one Careers interviews from certified careers advisors before critical decision-making times during the school calendar (for GCSE and Higher Education/Future Pathways Options)

Key initiatives throughout the school year

- Fortnightly lessons offered to all SCHS students at Key Stage 3 and 5. Schemes of work have been created using the DOTS methodology (Law and Watts, the National Institute for Careers Education)
- At Key Stage 3, the half termly event: *So, What Does a Career mean to You and Me* is offered, with Q&A sessions with professionals from varying industries visiting the school
- At Key Stage 4, students receive psychometric testing, personal Careers interviews with certified advisors, a *Skills & Futures Week* consisting of an Assessment Centre Day and a visit to a university
- At Key Stage 5, each L6 students receives a one-to-one *Futures and Aspirations meeting* with the Head of Futures and Aspiration in the first half term, followed by competency interview training and subsequently an interview with a professional from an industry they have expressed interest in during the Spring term. There is a week dedicated to Higher Education during the summer term, in which L6 students learn about the UCAS programme and alternatives to university (Higher Ed and Degree Apprenticeships, for example.) The U6 receive a personal careers guidance interview from a certified careers advisor in September, before finalising UCAS applications and applicants for degrees and higher education pathways (including degree apprenticeships) are offered online interviews with professionals from their intended future pathway and other GDST schools, to enhance their understanding of the forthcoming rigorous application process. For both L6 and U6, careers talks from varying industry professionals take place during *Head's Lectures* and during form time activities throughout the year
- Whole-school events have been added to the school calendar such as the *Annual Careers Fair* and *Guest Speaker assemblies* and the *SCHS networking and alumnae evening* to ensure a wide range of industries and future pathway information is available to all students throughout their time at SCHS

How is the Futures and Aspirations Programme monitored and evaluated?

- In SLT meetings, termly
- Progress Surveys are sent to students receiving lessons in the Programme are collated and analysed twice a year
- In meetings with the Head of Futures and Aspirations and Careers teachers, termly
- The Futures and Aspirations Department is subject to assessment by external agencies as part of the regular school inspection programme.

Resources

- Staff: Five members of staff have direct responsibility for the delivery of the Futures and Aspirations Programme however, this work is also supported by Heads of Year, individual subject teachers, Form Tutors and the Deputy Head Academic and Director of Sixth Form.
- The GDST Alumnae Network and online GDST networking sites, such as GDST Rungway
- Unifrog, an online careers platform for Key Stage 3, 4 & 5

- Morrisby an online careers platform for Key Stage 4 & 5 (offered gratuitously with Psychometric testing for KS4)
- Jed Online for Key Stage 3
- The Careers Library which welcomes all SCHS students during the day and particularly during am registration to discuss and research future pathways using an up to date and widely stocked careers library (Further information is available and regularly updated in the sixth form centre and the main school library)
- Heads of Department display targeted Futures and Aspirations literature on notice boards throughout the school.
- Funding is allocated in the annual budget planned around whole school priorities and deployed by the Head of Futures and Aspirations
- The school website and during communiqués to SCHS parents and the wider school community (e.g. alumnae, former employees and governors)

Relationship to other whole school policies and initiatives

This policy is underpinned by the teaching and learning policy, the PHSCE policy, the work experience policy, the Health and Safety policy, the Safeguarding policy and school initiatives designed to promote resilience, self-awareness and well-being.