



'Nurturing Minds, Shaping Futures'

<b>Local Procedure Title</b>	<b>Careers / Work experience</b>
<b>Site</b>	<b>Sketchley School: Sketchley Hall, Forest House and Progression House</b>
<b>ECS Policy number and title</b>	<b>Careers</b>
<b>Local Procedure template reference</b>	
<b>Local Procedure date</b>	August 2025 / Sept 2025
<b>Local Procedure review date</b>	Sept 2026
<b>Local Procedure Author(s)</b>	Megan Elliott
<b>Local Procedure Ratification</b>	

## **Introduction**

### **1.1 Definition**

Work experience is defined as a “placement with an employer in which a young person carries out a range of tasks in much the same way as an employee with the emphasis on learning from the experience”.

### **1.2 Context**

Work experience is an integral part of Sketchley School's provision and is a key opportunity for students to develop their employability skills, preparing them well in their next stage of education, employment or training.

Work experience gives our young people vital insights into the world of work, and enables them to explore potential career pathways that are of interest to them.

Work experience also provides opportunity to develop and apply skills learned in school, and inspire pupils and raise pupil aspiration.

All students in Year 10, Year 11 and Post 16 are encouraged to engage in work experience throughout the academic year. With the support of Teaching Assistants,



Teachers and the Careers Lead, pupils can seek their own work experience placements that are of interest to them or can work alongside one of our partners should this be more appropriate.

### **1.3 Gatsby Careers Benchmarks**

Sketchley School works towards the 8 statutory Gatsby "Good Careers Guidance Benchmarks"

Gatsby benchmark 6 stipulates "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".

At Sketchley Hall we provided the opportunity for students to apply for in-school jobs, such as mug collecting, recycling, cleaning tables.

This continues at Forest House for those learners who would prefer to gain these skills in a more secure environment. As students progress through KS4 they are encouraged to explore external work experience placements.

At Post 16, students will be offered Work Experience opportunities as part of their curriculum where appropriate.

## **2. Aims**

Work Experience should:

- Develop and enhance pupils' knowledge of the world of work.
- Develop employability skills; of timekeeping, organisation, resilience and aspiration
- Improve self-confidence, self-esteem and motivation regarding work and training opportunities after school
- Enhance understanding of LMI (Labour Market Information); providing insights into the qualities, skills and attitudes required by different employment sectors and organisations
- Enable students to make cross curricular links and make learning relevant
- Assist in Sketchley School's compliance in meeting the statutory Gatsby careers benchmarks.



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- Provide pupils with the opportunity for self-evaluation and reflection.
- To raise pupil aspirations
- To provide positive evidence for their career's portfolios
- To embed the vision and values of Sketchley School
- To develop employer and community links
- To involve parents and carers
- To encourage participation in continued learning including higher education, further education and apprenticeships

### **3.1 Off-Site Work Experience placements**

All Year 10, Year 11 and Post-16 students are encouraged to secure a work experience placement for completion at points throughout the academic year. Some students may undertake a combined placement, with more than one employer, whereas others may complete a partial placement in line with the provision offer available from the employer. Sketchley School will support students with placements and in some circumstances will provide staff to support at a distance in agreement with employer, where deemed appropriate.

In some circumstances, employers may set tasks to be completed at home independently as part of the work experience placement and the pupil may be granted permission to complete tasks at home if this request is supported by parents, carers, the Careers Lead and the Senior Leadership Team.

### **3.2 In School Experiences**

Throughout the academic year students have the opportunity to engage with employers in a variety of curriculum events, providing further insight into the world of work. Details and records of these experiences are retained by the Careers Lead and within students' individual careers/work experience portfolios.

Sketchley School delivers employability skills within the PSHE Curriculum which is designed to complement our school Careers programme, providing the necessary skills and knowledge for students to be able to more confidently access the Careers advice provided to them as they transition throughout the school. Sketchley School's taught Employability curriculum offers students guidance on topics such as: personal action planning, making informed career choices, investigating work, learning and training opportunities, applying for jobs and courses, understanding workplace



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behaviour, problem solving in the workplace, digital employability skills, and equality and diversity in the workplace.

During their time at Sketchley School, Students will be given the opportunity to go to a local Job Fair to meet employers to see the different opportunities that may be open to them.

Students have access to work experience placements within the three different school sites. An example of this might be working alongside the maintenance assistant to support maintaining the grounds and building. This offers students the opportunity to apply for a role and partake in the practical interview process needed to secure a role.

Students have access to virtual work experience if an off-site work experience opportunity does not meet their needs. This is a program run by Youth Employment UK and gives students a comprehensive introduction to the world of work and the potential opportunities available to them.

Students have access to a career's advisor at least once per academic year from year 9.

Towards the end of KS4 and throughout Post 16, College and University visits are organised by the Careers Lead to allow students to experience Higher and Further Education open days to support and generate future aspirations.

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Students have regular talks with the Careers Lead to discuss their careers journey and future aspirations. Students will also have a Careers roadmap that will support their careers journey from year 8 to when they need us.

Students have a Work Experience and Careers Portfolio from the start of Year 8 that will have copies of CVs, school reports, certificates, records of any work experience, details of any jobs that they have applied for and information on events they may have attended, including job fairs and visits, as well as a record of attendance at talks provided by guest speakers.

Guest speakers are invited into school to talk about their own work ahead of individualised support which commences in Year 10.

Within the student's final year, staff provide support with the completion of application forms for College and University courses and apprenticeships, as

**Commented [ME1]:** Is this right?

**Commented [CA2R1]:** they see a careers advisor however parents not invited to attend meeting but they do get copy of action plan from career advisor with career advisor details if they would like to discuss

**Commented [ME3]:** Is this in place?

**Commented [CA4R3]:** if they attend work experience, they have a pack which can be used as evidence if they would like it. portfolios ( record of achievement folders) to keep certificates they did have but some may need ordering. i do summary reports of events they attending with relation to careers which could be put in as evidence



appropriate. Staff also support students with visits to other provisions to aid transition and create links with other professionals.

#### **4. Management & Coordination**

Approval for work experience placements is the responsibility of the school and placements are monitored and managed by the school. Placements can be sourced from a number of different areas; from personal contacts of pupil's friends and families, through school contacts or external provider contacts.

National legislation from the DfE and HSE will be followed closely to ensure the health, safety and safeguarding of Sketchley pupils is maintained whilst on work experience placement. Only placements that have satisfied the relevant health and safety criteria will be authorised by the school

Work experience is led by the named Careers Lead at Sketchley School, Catherine Ashley, who is supported by Megan Elliott, Deputy Headteacher. The Careers Lead ensures all students and parents have access to the appropriate services and are informed of the time and location of appointments in a timely manner.

The current Careers advisors to Sketchley School are David Hayter (Prospects)

David Hayter - Prospects – Shaws trust -Warwickshire County Council

#### **5. Safeguarding**

##### **5.1 Legislation & Guidance**

Sketchley School ensures that the relevant legislation relating to work experience placements for young people is adhered to ensure the safeguarding of students at all times whilst on placement.

Sketchley School ensures compliance to the HSE (Health & Safety Executive) framework and guidance relating to work experience <https://www.hse.gov.uk/youngpeople/index.htm> is followed at all stages of work experience planning and procedure.

##### **Policies linked :**

AH&S Policy 52 Young People at Work

AH&S Form 94 Work Experience Risk Assessment



AH&S Form 56 Children and Young People Activity Risk Assessment  
Letter of consent from parents

### **5.2 Good practice**

In addition Sketchley School plans for effective, safe and meaningful placements through consideration of the DfE (Department for Education) guidance on Careers guidance and access for education and training providers (2018) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

Sketchley School strives to provide outstanding CEIAG support and opportunity for students, and work experience forms an integral part of this provision.

### **5.3 Considerations by the placement provider (off-site placements)**

Under HSE guidance (Health and Safety - Training for Employment Regulations 1990), pupils on work experience are treated as employees for health and safety purposes. The placement provider has the same duty of care to the students as it does to its own employees. The provider must ensure that any young person on placement is protected from any risks which are a consequence of their lack of experience or an absence of awareness of existing or potential risks or the fact that a young person has not fully matured. An employers' existing workplace risk assessments may already cover the risks that work experience pupils may be exposed to. Their existing Employer's Liability Insurance will cover such placements. In Addition, the school will ensure that employers are informed of the pupils' diagnosis of Autistic Spectrum Disorders and any relevant medical needs ensuring these are taken into consideration by the employer.

A letter of understanding will be sent to the employer for return that outlines their key responsibilities relating to:

- Equal opportunities
- Placement activity
- Health & Safety
- Child Protection
- Insurance
- Illness, Accident or changes



- Data Protection

#### 5.4 Assessing the Risk (off-site placements)

Employers are required to have risk assessments for their employees, although small employers (with fewer than five employees) do not have to have them written down. We will ask placement providers to carry out an appropriate workplace induction, which may include undertaking the risk assessments with students, in accordance with the HSE guidance:

For placements in **low-risk environments**, such as offices or shops, with everyday risks that will mostly be familiar to the student, we consider that existing arrangements for other employees should suffice.

For environments with risks less familiar to the student (**medium risk environments**) (e.g. in light assembly or packing facilities), we will ask the placement provider to make arrangements to manage the risks. We consider this should include induction, supervision, site familiarisation, and the issue of any protective equipment needed, or informing of the required PPE to be obtained by the student before the placement commences. Employers classed as medium risk will be issued with a list of prohibited equipment, machinery and environments if there is deemed to be potential exposure to unsafe practices. The school will also carry out its own risk assessment by a competent person ensuring any placement is suitable and safe for pupils to attend.

For a placement in a **higher-risk environment such** as construction, mechanical engineering and manufacturing we will ask the provider to consider what work the student will be doing or observing, the risks involved and how these are managed and to satisfy themselves that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice.

In addition to this, we will ask that the risk assessments take into account the student's potential inexperience, lack of awareness of risks and their stage of development. Where it is appropriate to do so, relevant information (such as a EHCP) with parental permission may be sent to the employer to allow them to consider how best to provide safe methods of working.

#### 5.5 Whilst on Placement

Students and employers will be provided with safeguarding information prior to the placement commencing that will instruct on what to do in case of a safeguarding



concern whilst on placement. In the first instance, any safeguarding concerns must be passed onto the school Designated Safeguard Lead in school, namely the Headteacher. Any other staff must report any safeguarding concerns and follow the normal safeguarding protocol of the school.

## 5.8 DBS

Guidance from the Disclosure and Barring Service (DBS) and the Department for Education in the document "Keeping Children Safe in Education" indicates:

- Students below the age of 16 cannot have a DBS check undertaken.
- It may be appropriate for barred list checks to take place on individuals who supervise such a placement. Consideration should be given to whether the person providing the supervision will be unsupervised and how frequently they are providing the supervision. If it is more than 3 days in a 30-day period then it is likely to require a check. This check can be in the form of a barred list check.
- \*\* For students aged 16 or over, where the placement is in a "specified place" (such as a school, children's home, childcare premises), the placement provider "should consider whether a DBS enhanced check should be requested."
- \*\*\* Separate government guidance suggests that students aged 16 and over, who will be undertaking a placement in Health Care or the Early Years sector should have an enhanced DBS check. Time should be allowed for this to be undertaken in advance of the placement commencing. (This refers to "Post-16 work experience as a part of 16 to 19 study programmes and traineeships" published by the DfE in March 2015). It is recognised that the issue of safeguarding refers both to the students undertaking the placement as well as service users who attend such specified places. Whichever way it is viewed, the advice of maintaining "reasonable supervision" should be considered central to protecting both parties.

## 6. Briefing students

### 6.1 In School Preparation

Work Experience takes place throughout the academic year with our students. Students have regular meetings on an individual basis with our Careers Lead to discuss careers and work experience. Where an application process is needed, the Careers Lead will support students to complete these ahead of time. Students will also be given visual reminders (road map) of when work experience will be taking



place. This information will also be shared with parents. The communication of this will ordinarily take place via parent email or a logged phone call.

### **6.2 Before the placement commences.**

The Careers Lead will work alongside teaching staff to remind students of the details relating to their work experience placement and reiterate the importance of work experience and its overall benefits. It is at this point that any students that may require additional support during their work experience placement will be designated a staff member to create a package of support around them. The Careers Lead will also discuss Health and Safety in the workplace and confirm the procedures for raising any Health and Safety or Safeguarding concerns whilst on placement. Students will also be provided a visual photograph of the work environment and an employer photograph. A social story may also be relevant at this point.

The school will advise parents/carers of any significant risks associated with the placement. Parents and carers reserve the right to request the cancellation of a work experience placement in the unlikely event that they have significant concerns.

A placement agreement form is issued for return by parents and carers to outline the terms of the pupils work experience placement. This is required to be returned for the placement to be authorised.

Students will be reminded of the Designated Safeguarding Lead in school and what to do in case of emergency when on placement, should a safeguarding concern arise.

The Careers Lead will liaise with employers throughout the duration of the work experience placement and oversee the completion each students' work experience and careers portfolio.

### **6.3 On placement**



We request that the placement provider briefs students and staff on their first day of induction on the Health and Safety requirements of their role; how to identify hazards and which control measures can be put in place to reduce risk of injury or accident.

The Careers Lead is the point of contact for the employer should there be any concerns around a student, whilst on placement. There will be a member of staff from Sketchley School, supervising the student, should this be deemed appropriate.

#### **6.4 Student Conduct**

When on work experience placement, students are expected to uphold the high standards, values, ethos and expectations of Sketchley School.

Students are expected to:

- Be punctual
- Report absence to school so that school can inform placement
- Wear attire appropriate for the role, including PPE as required
- Follow instructions closely
- Not to engage in behaviours that would bring the school into disrepute such as smoking or using foul or offensive language

Employers withhold the right to terminate a placement should they be required to do so and report the reasons behind such actions to the school as soon as possible to enable appropriate investigations to occur.

#### **.CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE PROGRAMME**

KEY STAGE 3 – YEAR 7-9

Aims:

To help students develop the skills and confidence, to make realistic and informed decisions,

about their Key Stage 4 courses and help students to manage the transition from year 8

curriculum to the 14 – 16 curriculum.

To help students begin to develop an understanding of 'self' in relation to future roles and an



understanding of work, training and continued education.

**Objectives:**

By the end of Key Stage 3 students should:

- Know and understand the process of, and time scale for, pathway options at the school.

- Know and understand the structure of the Key Stage 4 curriculum and some knowledge

and understanding of how and why life in year 9 is different from life in year 8.

- Know about the content, methods and means of assessment, in each of the courses

offered in the Key Stage 4 curriculum.

- Understand the process of decision-making and be able to make decisions, in consultation

with parents and others, relating 'self' to the options available.

- Be able to assess their ability and interest in the subjects and courses offered in Key Stage

4.

- Be able to obtain access to and use occupational information, particularly in relation to

qualifications required.

- Understand the need to continue studying English, mathematics, science and other core

subjects, plus a balanced curriculum and know how to find out the potential consequences for future educational and vocational choices.

- Know and understand, in outline, the National Qualification Framework.

- Be able to review achievements and experiences in different areas of the curriculum and

prepare an action plan for the choice of options.

- Understand the nature of work and occupations, paid and unpaid, and be able to describe

ways in which different types of work are like and unlike each other.



- Understand how adults feel about their work and how different occupations can affect

personal, family and social circumstances.

## **10. CAREERS EDUCATION AND GUIDANCE PROGRAMME**

KEY STAGE 4 – YEARS 10- 11

Aims:

To help students develop the skills and confidence, to make realistic and informed decisions

about their futures beyond compulsory schooling and to help students manage the transition

from Key Stage 4 into the sixth form, further education and training.

To help students further develop an understanding of 'self', in relation to future roles and an

understanding of the place of work, training and continued education in society.

### **Objectives:**

By the end of Key Stage 4 students should:

- Be able to make decisions, in consultation with parents and others, about educational and vocational futures, and accepting increasing responsibility for personal decisions.
- Be able to self-appraise, and have a self-awareness, including an awareness of a range of activities of interest, which enhances experience and life.
- Know the full range of opportunities available in education, training and employment and understand how to gain access to them
- Be able to obtain access to, and make effective use of, a variety of sources of careers information.



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- Be able to complete an application form, write an application letter, prepare a CV and prepare for an interview.
- Be able to review post-16 options in further education and make informed choices about course selections in Key Stage 5 and college, with particular regard to future higher education and possible apprenticeship requirements.
- Be able to identify and link transferrable and employable skills to a variety of different career sectors and roles.
- Know the sources of help available, including the types of financial support and the various sources of information, advice and guidance.
- Be able to assemble a portfolio of achievements and experiences and select material to present to others as required.
- Be able to review personal achievements and experiences in order to plan future action, investigating alternatives, making reasoned and informed decisions and preparing contingency plans.
- Be able to challenge stereotypical and traditional attitudes towards gender, race and class in respect of occupational choices and to promote equality of opportunity in education, work and training.
- Understand the local and national perspective of work and career opportunities.
- Investigate the nature of work and its interaction with other aspects of individuals' lives.



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## 11. KEY STAGE 5 – YEARS 12- 13

Aims:

To help students develop the skills and confidence, to make realistic and informed decisions

about their futures beyond compulsory schooling and to help students manage the transition

into higher education, apprenticeships or employment.

To help students further develop an understanding of 'self', in relation to future roles and an understanding of the place of work, training and continued education in society.

### **Objectives:**

By the end of Key Stage 5 students should:

- Be able to independently make personal decisions regarding post-18 educational or employment routes.
- Be able to self-appraise, and have a self-awareness, including an awareness of a range of activities of interest, which enhances experience and life.
- Know the full range of career opportunities available post-18 and understand how to gain access to them.
- Be able to obtain access to, and make effective use of, a variety of sources of careers information.
- Be able to complete an application form, personal statement, application letter CV and interview for post-18 destinations.
- Be able to review post-18 options in higher education and make informed choices about course selections.



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- Be able to identify and link transferrable and employable skills to a variety of different career sectors and roles.
- Know and understand the expectations and skills required for their post-18 destination.
- Know the sources of help available, including the types of financial support and the various sources of information, advice and guidance.
- Be able to assemble a portfolio of achievements and experiences and select material to present to others as required.
- Be able to review personal achievements and experiences in order to select the most appropriate career pathway and prepare contingency plans.
- Be able to challenge stereotypical and traditional attitudes towards gender, race and class

**Commented [ME5]:** Do all of these link to the objectives on Evidence for Learning? Please can they be updated if not?

## 7. Monitoring & Evaluation

### 7.1 Students

All students who access the work experience programme will be asked to evaluate and reflect on their experiences immediately after they return from their placements. Students will be issued with, and be expected to complete a Work Experience Logbook. This will be used extensively to assist in the preparation of both a CV, personal statement and other materials for inclusion within their personal work experience and careers portfolio, providing them with a document that acts as a basis for self-evaluation and reflection.

In the logbook, students record daily tasks and activities undertaken and consider the employability skills the duties they have encountered have encompassed. Students will be expected to write to their employer thanking them for the opportunity to work with them. [Work Experience log.docx](#)



Alongside their logbook, students will complete a health and safety induction document. In this document they will be required to answer health and safety questions; complete a log of the tasks they completed during their placement and specifically outline what they have learned from the experience, to assist with future job applications. There will also be a student experience evaluation form and employers will be asked to provide a written reference to be kept on file.

### **7.2: Evaluation by Sketchley School and Provider Access**

Student completion of placements will be reviewed by the careers lead and tracked alongside the Gatsby benchmark compliance.

This review will be based on evidence from students and placement providers and will be presented to the SLT as part of reporting procedures.

The review will:

- Consider the extent to which the programme meets the stated aims
- Consider any health and safety issues that have arisen, including from the induction provided
- Calculate the percentage of pupils completing a placement
- Consider reasons for failure to complete a placement
- Identify areas for improvement which will be incorporated into the CEIAG development plan.

Staff are also required to upload evidence of careers participation to our assessment platform: Evidence for Learning.

### **7.3 Provider Access Statement (Baker Clause Compliance)**

In line with the Baker Clause and Section 42B of the Education Act 1997, Sketchley School ensures that all pupils in Years 8 to 13 have access to a range of education and training providers. This is to inform them about approved technical education qualifications and apprenticeships. We are committed to providing meaningful encounters with providers of further education, vocational training, and apprenticeships, as part of our careers programme. These encounters are integrated into our curriculum and careers guidance strategy, and are designed to support pupils in making informed decisions about their future education and career pathways.



## 8. Data Protection

- To enable data protection / GDPR compliance for the six key data protection principles, a GDPR statement is issued to employers in the employer handbook.

## 9. Programmes

### 9.1 Xello

**Xello** is an online career development platform designed to help students explore career options, set goals, and plan for their future. We use it to support careers education, particularly in developing employability skills and guiding students toward suitable pathways.

#### Key Features of Xello:

1. **Interactive Assessments:** Students complete quizzes and self-reflection activities to identify their interests, skills, and strengths, which then align with potential career paths.
2. **Career Exploration:** The platform provides detailed profiles of various careers, including required skills, qualifications, and salary expectations.
3. **Pathway Planning:** Students can map out their educational journey, from subject choices to post-secondary education or apprenticeships.
4. **Skills Development:** Xello encourages students to build and track key employability skills through goal setting, task management, and reflective activities.
5. **Portfolio Creation:** Students can build a digital portfolio showcasing their achievements, skills, and experiences, which can be helpful for applications to colleges, apprenticeships, or jobs.

Xello is a valuable tool for supporting our students in understanding their strengths, exploring meaningful career options, and planning their next steps. Its interactive and visual nature may particularly suit some of our students who benefit from clear structure and engaging digital content.

### 9.2 ASDAN

**ASDAN Employability** is a qualification designed to help our learners develop the skills, knowledge, and attitudes needed to progress into further education, training,



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or employment. It is particularly effective for our students who may face additional barriers to employment.

#### **Key Features of ASDAN Employability:**

- **Flexible Structure:** The qualification offers a range of units, allowing schools to tailor content to meet students' individual needs and interests. This makes it ideal for diverse learning profiles, including students with autism.
- **Skill Development:** The course focuses on key employability skills such as communication, teamwork, problem-solving, and time management — essential for navigating the world of work.
- **Practical Learning:** Students engage in real-life tasks and workplace scenarios, helping them build confidence in practical skills.
- **Accreditation Levels:** The qualification is available at different levels (Entry 2 to Level 2), ensuring accessibility for learners of varying abilities.
- **Assessment:** ASDAN Employability is portfolio-based, enabling students to demonstrate their learning through practical evidence rather than relying solely on exams.

#### **Core Units:**

- **Applying for a Job**
- **Interview Skills**
- **Health and Safety in the Workplace**
- **Managing Own Money**
- **Planning for Progression**
- **Customer Service Skills**



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Date Reviewed	Reviewer	Summary of revisions
		Policy created
<b>11/03/2025</b>	<b>Megan Elliott</b>	Policy reviewed
27/03/2025	<b>Megan Elliott</b>	Policy reviewed
23/09/2025	Daniel Showler	Policy reviewed