

Liberty Academy Trust

Careers Education and Guidance Policy

Date	January 2025
Written By	Director of Education
Review Date	January 2026

Table of Contents

1. Purpose of this document	3
2. Introduction	3
3. Aims	4
4. Statutory Framework	4
5. Management and Delivery	5
a. Benchmark 1: A stable careers programme	5
b. Benchmark 2: Learning from career and labour market information	6
c. Benchmark 3: Addressing the needs of each pupil	6
d. Benchmark 4: Linking curriculum learning to careers	6
e. Benchmark 5: Encounters with employers and employees	7
f. Benchmark 6: Experiences of workplaces	7
g. Benchmark 7: Encounters with further and higher education	7
h. Benchmark 8: Personal guidance	8
6. Destination tracking	9
7. Information sharing	9
8. Roles and responsibilities	9
a. The responsibilities of the Board of Trustees	9
b. The responsibilities of the Local Committee	9
c. The responsibilities of the Principal	10
d. The responsibilities of the Careers Lead	10
e. The responsibilities of teaching staff	11
9. Evaluation of policy	11
10. Appendix 1 – Transition Planning Procedure in Schools and Post 16 Provision	12
11. Appendix 2 - Work Experience safeguarding checklist for schools	13

1. Purpose of this document

- 1.1. To outline Liberty Academy Trust's policy and approach to Careers Education and Guidance. This policy is designed to support schools in enabling pupils to manage the transition from school to adult and working life effectively and to develop knowledge and understanding of the world in which they live, employment and other career opportunities.

2. Introduction

- 2.1. A 'career' is viewed in the broadest sense, and it includes all aspects of an individual's evolving experience of work and life after school.
- 2.2. Choice, independence and meaningful participation and engagement are all fundamental to each individual's quality of life. Enabling our pupils to participate in planning out their future is a priority part of our Quality-of-Life Framework. As such careers development and guidance are highly important aspects of school planning and organisation.
- 2.3. Decision-making can be a difficult concept for Autistic pupils. It is recognised that Autistic pupils have very specific and specialised needs. Staff and work colleagues in future placements will need to have a sound understanding of autism, whether they are in the workplace, further education, day or residential services in order to support the needs of the pupils.
- 2.4. In our schools, careers education is provided through an integrated approach in conjunction with impartial careers advice, both as discrete 1:1 guidance and within subjects, and as part of related subjects including PSHE. Where appropriate to age and ability, links between the curriculum, targets and possible applications in the world of work will be made clear to aid identification of relevant skills, their relevance to future career choices and to strengthen to links between learning, accreditation and future application of skills in the workplace.
- 2.5. Everyone has a role to play in ensuring that pupils and parents/carers are supported to develop the knowledge and understanding of all available routes at key transition points. Promoting all pathways equally enables young people to be better informed and make good decisions.
- 2.6. In Key stage 4 and Post 16, Careers Education and guidance is delivered impartially, and pupils are also provided with suitable work experience placements in line with Provider Access Legislation (PAL), wherever practical, both internally and externally.
- 2.7. All careers education and guidance will be relevant and appropriate to the age, ability, level of understanding and will be tailored to meet their individual needs
- 2.8. Careful planning takes place as part of pupil transition plans, with support and guidance being provided to help them consider choices and make decisions for the future. Pupils will be encouraged to contribute to their own transition plan and their views for the future will be identified and respected. Links between pupils, parents/carers and Local Authority career and/or transition services are to be encouraged to support young people and families to make informed choices for transition, to provide support and guidance on placement application and ensure successful transition.
- 2.9. The development of Careers Education and Guidance work with individuals will form part of a wider plan for the pupil's future.

3. Aims

3.1. Careers education in our Trust seeks to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and opportunities and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Help pupils to access information and make their own choices on the full range of post-16 education and training opportunities.
- Ensure pupils have good support in place for when they leave our school.
- Offer targeted support to enable each individual to be involved in decisions about their future.
- To allow pupils to experience the 'world of work' and to gain an insight into commerce, industry and the professions.
- To encourage pupils' self-confidence, communication, presentation and interpersonal skills.

4. Statutory Framework

4.1. Schools have a legal requirement to provide all learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act).

4.2. The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

4.3. Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

4.4. The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all pupils are provided with independent careers guidance from year 7 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

4.5. Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018) All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement). Every school and college are expected to publish information about their careers programme, including the name of their Careers Leader.

4.6. Introduced as an amendment to the Technical and Further Education Act 2017, Provider Access legislation, sometimes known as the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years

8 to 13 to inform them about approved technical education qualifications and apprenticeships. Access to Providers (2018, paras 61-69) requires all maintained schools to provide opportunities for a range of education and for training providers to have access to pupils from Y8-13.

5. Management and delivery

- 5.1. The DfE's [Careers Guidance](#) states that all schools and colleges should meet the Gatsby Foundation's Benchmarks of "Good Career Guidance".
- 5.2. The Gatsby Benchmarks is a framework of eight benchmarks that define what world class careers provision in education looks like.
- 5.3. The Gatsby Foundation report [Good Career Guidance The Next 10 years](#). Includes the 2024 updates to the Gatsby benchmarks and should be read in conjunction with this policy.
- 5.4. Additionally, schools will find useful the following:

[The Careers & Enterprise Company Gatsby benchmark toolkits for: special schools](#)

- 5.5. This section of the policy sets out how each school will meet each of the benchmarks.

Benchmark 1: A stable careers programme

- The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be regularly reviewed and will be supported by leaders and members of the school's local committee.
- The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its career's summary.
- Regular feedback from pupils, parents/carers, teachers, local committee members and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.
- Details of the school's careers plan will be published on the school website inviting pupils, parents/carers, teachers, local committee members and employers to provide feedback. The published information will include:
 - The name, email address and telephone number of the Careers Leader.
 - A summary of the careers programme, including details of how pupils, parents/carers, teachers and employers may access information about the careers programme.
 - How the school or college measures and assesses the impact of the careers programme on pupils.
 - The date of the school's or college's next review of the career's information.
- An appropriately trained Careers Leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the career's leader will be published on the school website. A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils.
- The Careers Leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.
- The school will engage with local employers, businesses and professional networks, inviting visiting speakers and where possible alumni with whom pupils can relate to.
- Wherever possible, the school will work towards the [Quality in Careers Standard](#) to

support the development of its careers programme, ensuring the programme is reviewed regularly to ensure it is in line with the required standards.

- The school will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.
- All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers.
- The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.
- Comprehensive and accurate records will be kept supporting the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. Data will be stored in line with the school's data protection policy.
- The Careers programme will be published on the school website and will be regularly evaluated using feedback from pupils, parents, staff, careers advisors and employers.

Benchmark 2: Learning from career and labour market information

- The school will work with the careers advisor to ensure parents/carers and pupils have relevant information, appropriate to the pupil's ability and individualised career provision about the labour market.
- At each Key Stage Pupils will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- The Careers Lead, form tutors and keyworkers will work with parents and carers so they are enabled to access and use careers information about the labour market to support pupils in making decisions.

Benchmark 3: Addressing the needs of each pupil

- Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil.
- Each school will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. The records of advice given should be integrated with those given at the previous stage of the pupil's education where these are made available.
- These records will include accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.
- The school's careers programme should address misconceptions or stereotypes of pupils or groups of pupils.
- The school's careers programme will showcase a diverse range of role models.
- All staff in Liberty Academy Trust Schools will actively encourage pupils to raise their aspirations.
- All staff will promote pupils confidence in self esteem in approaching careers planning and actively support pupils to have the confidence to overcome any stigma or prejudice they may face in seeking employment and further education as a result of their diagnosis.

- Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
- Schools will review destinations data , including whether destinations have been sustained to evaluate the success of their careers programme and transition planning.
- LAT schools will introduce links with alumni to support their career programmes. *(This will be discussed at a Principals network meeting Spring 2025 for implementation Autumn 2025).*

Benchmark 4: Linking curriculum learning to careers

- All pupils will receive a broad balanced education . This is set out in [LAT Curriculum model](#).
- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
- Schools will ensure there are sufficient opportunities to develop understanding of careers associated with the STEAM subjects. This may be through STEAM projects, development days or visits to local industry.

Benchmark 5: Encounters with employers and employees

Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

These may include but are not limited to the following:

- Careers events such as careers talks, careers carousels and careers fairs.
- Practical experience of different job roles and enterprise activities such as running an in- school care or shop.
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Employer encounters with parents/carers.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.
- Virtual experiences of the workplace

DFE 2023 Careers Guidance states this can be planned out across phases as follows:

“Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.

Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.

Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.”

Benchmark 6: Experiences of workplaces

The school will ensure that all pupils have had at least one experience of a workplace by the age of 16, and one further such experience by the age of 18.

16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils, including the following:

- Workplace visits
- Work experience (1-2 weeks)
- Job shadowing
- Career-related volunteering and social action

Work experience will be designed to meet the needs of individual pupils. The school carefully match the placement to each pupil's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement.

Benchmark 7: Encounters with further and higher education

The school will seek to enable pupils to understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. Where pupils are unable to understand this, the school will ensure parents/carers understand this requirement.

By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This may include sixth forms within their own school.

By the age of 18, pupils who are considering applying for university should have sufficient opportunities to visit universities to meet staff and pupils and be involved in decisions planning their next placement.

By the age of 18, or before the end of their programme of study, every pupil should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and pupils.

There is a legal duty for schools to provide access to providers of technical education and apprenticeships, this is commonly known as the 'Baker Clause'. This requires all maintained schools and school to ensure that there is an opportunity for a range of education and training providers to access all year 7 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.

Every pupil in our school whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers, University Technical Colleges (UTCs) and Studio schools.

Through the annual review process each school will work with parents/carers and the local authority to explore appropriate options, including understanding that remaining in education does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils and parents / carers with a range of information and opportunities to learn about the academic and technical pathways for education, training,

and career paths throughout their school life, to prevent last minute decision-making.

Benchmark 8: personal guidance

- All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.
- The school will work with the LA, children's social care and Virtual school Heads to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways.
- Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.
- Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school will not promote particular career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.
 - Careers advisers will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within pastoral systems so that they can be followed up by the form tutors / class teachers as appropriate.
 - Careers advisers in our schools should be selected by taking into account their knowledge of SEND and Autism.
 - Careers advisers working with pupils will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions.

See also Appendix 1 Transition Planning Procedure

6. Destination tracking

- 6.1. The school will collect and maintain data for each pupil on their education, training or employment destinations, where possible for at least three years after they leave school.

7. Information sharing

- 7.1. The school will provide the relevant information about all pupils to the LA support services including:
- 7.2. Basic information, such as the pupil's name or address.
- 7.3. Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- 7.4. The school's privacy notice will offer pupils and their parents/carers the opportunity to ask for personal information not to be shared.
- 7.5. LAs will be notified, as early as is possible, whenever a pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

8. Ladder of Support and Intervention

8.1. Schools will be expected to comply with this policy and with the arrangements detailed within the DFE 2023 Career Guidance. The guidance sets out the range of support that is available to schools to help all schools to comply with their statutory duty and the steps we will take in the event of concerns about persistent non-compliance.

8.2. The Careers & Enterprise Company (CEC) is the national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education. Their support and intervention is summarised as follows:

1. Support (CEC led)- The school will be reminded of the requirements of the duty. They will receive targeted support and guidance about what the school needs to do to comply with the provider access duty.

2. Responding to concerns (CEC led)- The Careers Hub will review the specific concern with the provider and the school and will deploy additional support if required and suitable. This additional support will depend on the nature of the concern raised but could involve the school being encouraged to undertake an expert review or independent quality assurance of their careers provision focused on the provider access legislation and/or being supported to develop an improvement plan which could include Careers Leader training.

3. Responding to Complaints (DfE led)- If the school is found to be non-compliant following a complaint and the support and concern phases have been exhausted, an official or a minister from the Department for Education will write to the school reminding them of the requirements of the duty and will state a date that the school will need to comply by to avoid moving to formal intervention. The letter will state that the senior leadership team and/ or the local committee members should undertake Careers Leader training (depending on the circumstance, the school may have to fund the training).

4. Intervention (DfE led)- The use of the Secretary of State's intervention powers, under Section 496 and 497 of the Education Act 1996, to require appropriate remedial action to be taken.

Careers Leads and Principals should contact the Director of Education should they have any concerns about meeting their statutory duties in relation to Careers planning.

9. Roles and responsibilities

9.1. The responsibilities of the Board of Trustees

- Ratify and ensure annual review this policy to ensure it conforms to relevant law and guidance

9.2. The responsibilities of the Local Committee

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring Career Education is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils.
- Ensuring Careers Education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

9.3. The responsibilities of the Principal:

- The overall implementation of this policy and ensuring compliance with statutory duties with regards to the provision of careers including provider access legislation.

- Ensuring that all registered pupils are provided with independent careers guidance from year 7.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.

- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensure that the school adheres to the Gatsby benchmarks.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- To ensure that the school has a strategy for careers education and guidance which meets its legal requirements.

9.4. **The responsibilities of the Careers Lead:**

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Ensure the school's careers programme is published on the school website.
- Liaising with the Principal and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and Quality of Life teams / lead(s) and other subject leaders to plan careers education in the curriculum.
- Liaising with Local Committee.
- Liaising with relevant staff to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Where appropriate use the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Assisting pupils to understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

9.5. **The responsibilities of teaching staff:**

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up to date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Being good role models for their particular area of work or specialism.

10. **Evaluation of policy**

10.1. Principals and local committee members will monitor and evaluate the effectiveness of Careers education in their school. They will provide feedback which will support the annual review of this policy.

11. **Legislation**

11.1. This policy is informed by the following guidance and legislation:

- DFE January 2023 Careers Guidance and access for training providers Education (Careers Guidance in Schools) Act 2022
- Education act 1997
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Children and Families Act 2014
- Skills and Post16 Act 2022

Appendix 1 - Transition Planning Procedure

The Annual Review process during year 9 is usually deemed to be the formal transition review. Follow up transition reviews should also take place in the following years.

1. This review must obtain information from the pupil, parents and/or carers, LEA, Social Services, school support Services (Educational Psychologist, SaLT, OT etc.) and any other party with a legitimate interest in the pupil.
2. The review must produce a documented transition plan for the pupil that clearly indicates possible options at post 16, post 19 and post 25 where appropriate and the services to be included in the planning process.
3. Where a pupil is planning to remain in education Post 16 the annual review process must be used to record the thoughts and wishes of parents/carers and the young person and detailed in the EHCP, which should be amended by the LA as necessary.
4. The Transitional Plan and EHCP documentation must indicate required actions, by whom and the timescale for the actions to be completed.
5. The Transition Plan and EHCP, including the action points, must be formally reviewed at each subsequent Annual Review until the pupil leaves the school.
6. Changes to the Transition Plan and EHCP must be circulated to all relevant parties and be agreed by all parties.
7. All pupils are entitled to access to information regarding careers during school years 9 to 14. This may take the form of specific lessons or may be incorporated into the PSHE and other curriculum areas. Where integrated school must be able to identify via schemes of work and lesson plans where this is taking place
8. All information regarding the Transition Plan and EHCP must be forwarded to a receiving provision at completion of school year 11 or year 14 as appropriate.
9. In Key Stage 4 and Post 16 school provision the Transition Plan and EHCP outcomes will form the basis of the individual pupils' programme having regard to pupil and parental/carers' needs and wants.
10. Transition planning and EHCP outcomes will be an increasingly important element of Annual Review proceedings in Post 16 provision. At Annual Review at year 14 (or the final review prior to leaving date) all relevant parties e.g. parents/carers, Social Services, careers advisors where appropriate should be present.
11. The final Transition plan and EHCP agreed at final Annual Review in Key Stage 4 / Post 16 provision will form the basis of the curriculum for pupils in their final year of school.
12. EHCP reviews should take place early in the school year for year 11 and 13/14 pupils. This is to allow time for parents/carers to identify a suitable placement and for assessment visits to take place and for applications to the LA for placement funding. If a suitable placement is proving difficult to find it may be necessary to call an additional interim annual review to allow for all professionals concerned to meet with an aim to support transition and placement.

Appendix 1 – Work experience safeguarding checklist for schools

Introduction

Work experience is crucial for young people as it offers a firsthand look at the workplace, allowing them to shadow or work alongside employees in a real-world setting. Immersing themselves in this environment, helps students to experience workplace dynamics, expectations, and interactions.

This experience provides a chance to develop and practice valuable skills that are essential for future careers. Additionally, work experience enables students to make informed decisions about their career paths by exploring various industries and roles. It serves as a vital stepping stone for young people to gain confidence, refine their abilities, and discover potential job opportunities, all of which help shape their future professional journeys.

Whilst work experience is crucial for developing and understanding of the work place, it is important that this is done in a safe and secure way.

Liberty Academy Trust (LAT) has a duty to ensure that appropriate procedures are in place to comply with guidance and legislation in relation to organising work experience placements for pupils, ensuring pupils health, safety, safeguarding and educational needs are considered within realistic parameters of the workplace.

Schools are ultimately responsible for the organisation of work experience placements, ensuring suitable checks have been conducted for external companies and businesses used both for the placements and any company used to 'vet' businesses/placements. The checklists contained within this document must be adhered to.

This guidance has been equality impact assessed, and we believe in line with the Equality Act 2010, it does not have an adverse effect on protected characteristics.

This guidance applies to all LAT schools

Principals are responsible for ensuring that this guidance is adhered to and for ensuring that consideration is given to any training and resource implications that are defined through their local procedures. Principals may delegate this to a senior member of staff within their school such as the 'work experience coordinator' or Careers lead.

Work Experience coordinators/Careers lead/other Assigned staff member:

The work experience coordinator/other assigned staff member for each school is responsible for ensuring the following checks are made for every placement organisation:

1. **Risk Assessment:** The organisation must conduct a risk assessment to evaluate the safety of the working environment, tasks, and potential hazards.

When completing such risk assessments consideration should be given to the lack of experience in a workplace that the person undertaking the placement has and how additional safeguards may need to be put in place. See H&S Appraisal template.

2. **Employer Best Practices:** Verify that the employer adheres to best practices in the following areas:
 - a. Insurance (covering any accidents or incidents during the placement)
 - b. Health and safety protocols
 - c. Risk assessments/appraisal
 - d. Safeguarding measures
 - e. Data protection (e.g., UK GDPR compliance)
3. **Employee Checks:** Ensure the employer has conducted a Children's Barred list check (or enhanced Disclosure and Barring Service (DBS) checks if already obtained) on staff who will supervise or interact with students, especially in sensitive or vulnerable settings (further details on who should have checks can be found in section C, below). Organisations can also opt to provide a Letter of assurance with the standard list of requirements for safer recruitment checks.
4. **Pre-placement visits:** Consideration of whether a pre-placement visit is needed to be conducted by school (to QA the risk assessment/check suitability) and if any pre-visits are required for individual students.
5. **Supervision:** Confirm that students will be supervised by experienced staff throughout the placement and that the employer understands their duty of care to the student.
6. **Safeguarding Training:** Provide safeguarding training to students before their placement, ensuring they understand how to raise concerns and report issues while at the workplace.
7. **Parental Consent:** Obtain written consent from parents or guardians for the student's participation in the work experience, including placement details, tasks, and any potential risks.
8. **Ongoing Communication:** Establish regular communication with the employer to monitor safeguarding practices and address any concerns promptly.
9. **Vulnerable students or students with specific needs:** For students with additional vulnerabilities or needs, please ensure pupil risk assessments and support plans are considered when arranging placements and consider any additional requirements they may have to have a supportive and successful placement. Student welfare should be regularly monitored during the placement (e.g. for students with complex needs, child protection plans, or under CAMHS).
10. **External Agencies:** Schools may outsource these employer checks to external agencies such as Unifrog or other career platforms however they do not contain Barred list or DBS checks which may be required.

The guidance contains sample documents that schools may wish to use/modify. Please ensure the information highlighted in yellow and turquoise, within the template letters, is communicated to relevant parties. The exact wording may of course be tweaked by schools, but please ensure the main information is inserted.

Documents include:

- A.** Sample letter that could go to parents at start of the programme if parents are part of securing work placements for their children.
- B.** Essential safeguarding information to be included in academy letter to prospective employers offering placements.
- C.** Checklist which must be completed by each employer
- D.** Checklist which must be completed by the schools work experience coordinator/other assigned staff member.

Once the checklists have been collated and signed off by the Principal, the checklists should be shared with the Director of Safeguarding prior to placements (and no longer than 4 weeks prior to placement dates).

- E.** Health and Safety Appraisal template

A. Safeguarding information to be inserted within initial letter to parents/carers.

(All schools that already offer work experience will no doubt already have letters in place. If you are offering work experience for the first time, by all means contact LAT Directors or other LAT schools who would be able to support. Please ensure the information below is inserted into the initial letter. Thank you.)

The company named above (*this refers to an organisation you may use to facilitate H&S checks and placement information etc., e.g. Unifrog or insert 'The school and placement will complete...'*) will complete most relevant checks around health and safety and some other areas, but not all safeguarding aspects, so we would ask that parents/carers adhere to the guidance below when communicating with possible placements.

When discussing a possible placement with a business/employer, please inform them that acceptance of a place will be provisional of certain safeguarding requirements being in place and verified to the school, mainly around suitability of employees in supervising children and safeguarding processes employed at their place of work. When the placement has been provisionally agreed by you and the employers, please inform school asap with employer contact details and school will then write to employers with further information.

In summary, school will be asking employers for the following information:

- Safeguarding policies and practices in place.
- Safeguarding training undertaken by relevant employees who will be supervising pupil.
- Checks (if relevant) completed on individuals who will be supervising the pupil. Please note that any placement which involves a pupil being under the main supervision of one adult without other adults present, will need to ensure certain individual checks have been carried out.

B. Information to go to Work Placement Employers

(Schools should include in this letter their local arrangements in regard to the organisation of the placement including details of any processes used with any external company you are using to support you with this process and checks. Most schools already offering work experience will no doubt have these in place. However, it is essential that within the letter sent to employers, the section below is included in a suitable part of the letter.)

This communication is to also outline the safeguarding expectation we in education must insist on before a placement can be taken up by a pupil. Statutory guidance: 'Keeping Children Safe in Education' clearly outlines some aspects which must be in place. Our Trust must ensure the very highest of standards when sending pupils out to work environments.

The external company we use (e.g. Unifrog)/ School will conduct checks on many aspects of your practice including health and safety, but there are aspects that are not covered and as such this communication seeks to do that. We would appreciate you ensuring that the checklist at the end of this letter is completed and emailed back to us as soon as possible. Apologies as some of this information may already be included in other documentation you complete. Thank you.

C. Placement Safeguarding Checklist

Checklist to be completed by Employer: Safeguarding Verification	
Name of Business	
Name and role of adult completing this form.	
<p>1. Does your business/company have safeguarding policies and procedures in place to protect children from harm?</p> <ul style="list-style-type: none"> • Procedures for ensuring children are under the supervision of capable and suitable adults. • Procedures for reporting concerns by children on work experience. • Training for relevant adults in dealing with a possible disclosure by a child. • Procedures for recording these disclosures and passing onto relevant parties, including school. • Code of conduct or equivalent, for employees which includes expectations around behaviour towards any children in the workplace. 	<p>'Yes' or 'No' is sufficient, but schools may ask to see copies of this documentation.</p>
<p>'Keeping Children Safe in Education' states in paragraphs 335 - 340: Schools and colleges organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.</p> <p>Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school or college should consider the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:</p> <ul style="list-style-type: none"> • unsupervised themselves, and • providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight). <p>If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity relating to children. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.</p>	

Schools and colleges are not able to request that an employer obtains an enhanced DBS check with children’s barred list information for staff supervising children aged 16 to 17 on work experience.

To clarify, this means when a child and single employee are together for most/majority of the time on the placement, with no other adult present, i.e. **at least 50% of each day or more than 3 whole days** during the placement (within a 30 day period), then checks on the employee **must** be carried out, i.e., Children’s barred list check

As our children are highly vulnerable (all recognised as such under KCSIE definition – all with EHCP), we may still request a barred list check if the work placement places an adult in regulated activity with a sixth form student also (16-19 year olds).

2. Will the child be in the company of a single employee for at least 50% of each day or 3 whole days during the placement (equiv. 1 week), i.e., without other adults present?

(If ‘yes’ please see below.

If ‘no’, checks below are not required.)

If the answer to question 2 is ‘yes’, which may be the case for small businesses with few employees, or due to specific work carried out, a **Children’s barred list check must be carried out on the single employee.**

If answer to Q2 was ‘yes’, can you confirm that relevant check has been carried out?

Other relevant information employer may wish to add?

Please sign and date this form and return to the school.

To be completed by the school:

Pre-Placement visit conducted by the school, if required: *Insert date or n/a*

QA of risk assessment/appraisal completed Y / N

Student pre-placement visit completed Y / N

D. School Work Experience Checklist

This checklist should be completed and returned to the Principal for sign off, alongside the completed placement checklists.

Safeguarding Checklist	
School name	
Member of staff completing checklist, and role in academy	
Year Group on Work Experience	
Dates of Work Experience	
Name of external company providing organisation for placements	
Contact details of above company	
Have initial letters to parents included the safeguarding information from section A of this guidance?	Y / N
Have employers/businesses all provided you with a completed checklist in section B?	Y / N
Are you satisfied that all safeguarding procedures are in place for your pupils in each work placement? These arrangements should include the following:	Y / N
<ul style="list-style-type: none"> All placements have relevant safeguarding policies/procedures in place. 	Y / N
<ul style="list-style-type: none"> Pre-placement visits conducted where required, to QA setting and/or to support student preparation for placements 	Y / N
<ul style="list-style-type: none"> If relevant, checks (Children's barred list check/ Enhanced DBS if already obtained by employers) have been carried out on employees as stated in section B, i.e., single employees unsupervised with pupil. 	Y / N
<ul style="list-style-type: none"> Procedures in place for pupils to contact relevant adult (at workplace and school) if a concern arises during placement. 	Y / N
<ul style="list-style-type: none"> Placement has procedures in place to contact school for any relevant emergency issue. 	Y / N
<ul style="list-style-type: none"> Member of school staff will visit placement during period of work experience. 	Y / N
<ul style="list-style-type: none"> Arrangements are in place for daily attendance checks. 	Y / N
Any other relevant comments / queries / observations to note by school:	

E. Health and Safety Appraisal template

Organisation	Email Contact	Phone Contact
Organisation:	Email Contact:	Phone Contact:
Employer Occupation	Main Supervisor	Type of work student will undertake
Employers Occupation: Retail	Main Supervisor:	Type of work student will undertake:

Employers Liability Insurance	Name of company: Policy Number: Expiry Date:
Vehicle Insurance (if applicable)	Name of company: Policy Number: Renewal Date:
Health and safety policy in place (Required for 5 or more employees)	Date of signature: Signed By: Health and Safety responsible person:
Health and Safety Notices (hse.gov.uk)	Poster displayed or copy given to employees: Safety Signs displayed: Health and Safety Induction (young people): Training records in place: Risk assessment completed:
Fire Safety	Fire warning alarms: Fire extinguishers: Evacuation procedure:

	<p>The fire plan will be explained on induction</p> <p>Meeting point:</p> <p>Fire routes clear:</p> <p>Fire risk assessment in place/date:</p> <p>Fire marshal and log evidenced:</p>
First Aid	<p>Accident Book:</p> <p>Name of first aider:</p> <p>First aid kit location:</p> <p>Reporting accidents procedure (RIDDOR): Via Riddor by company online procedures</p>
Premises / Environment	<p>Machinery Risk Assessed:</p> <p>Buildings maintained: buildings maintained</p> <p>Asbestos risk: none on premises new building</p> <p>Chemicals used:</p> <p>Electrical safety checked:</p> <p>PPE Provided:</p> <p>External Environment:</p> <p>Internal Environment:</p> <p>Noise Exposure:</p> <p>Extremes of light:</p> <p>Radiation:</p>
Lifting and Manual Handling	<p>Fork lift trucks/moving vehicles:</p> <p>Ladders/work from height: No use of ladders or working from height by our students.</p>

	Lifting and carrying:
Welfare and Hygiene	<p>Toilets:</p> <p>Hand washing facilities:</p> <p>Uniforms: Provided/Not Provided</p> <p>Security: student to report to manager / supervisor when signing in and out, sign in card to be given on first day. Student to bring ID on first day.</p> <p>Rest areas:</p>

Job Description summary	Working dates / times	
	Travel Arrangements to and from placement	
	PPE Clothing Required	

Safeguarding / security (DBS Checks/Barred list checks)	
Managing Customer Conflict	
Specific student requirements	

I agree to provide a safe and meaningful work placement for the student discussed in line with the Work Experience Assessment completed above.

I agree to work within Health and Safety legislation and follow guidance from the Health and Safety Executive (HSE) with regards to the supervision and safety of the young person under my supervision.

I agree to ensure that the student's school are kept up to date with changes to the Employers Liability Insurance details and the Risk Assessment.

Employees Signature	
---------------------	--

School work experience coordinator Signature:	
Date:	