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## **Careers Education, Information, Advice and Guidance, and Work Experience Policy**

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Approved by: The NSB Trust Board



# **CEIAG and Work Experience Policy**

## **Contents:**

- 1      Introduction and rationale**
- 2      The Gatsby Report and Benchmarks**
- 3      What a Good school looks like (Gatsby)**
- 4      Why do we do a Work Experience placement?**
- 5      Careers Education, Information, Advice and Guidance, and the Careers Adviser**
- 6      Delivery of the programme**
- 7      Management of the programme (including monitoring)**
- 8      Appendix 1 Information Guide for Students Y10 (NS version)**
- 9      Appendix 2 Information Guide for Parents Y10 (NS version)**
- 10     Appendix 3 Information Guide for Employers Y10 (NS version)**

## 1. Introduction and rationale

Careers education helps students to develop the knowledge, confidence and skills that they need to make well-informed, carefully considered choices and plans that enable them to progress smoothly into further learning and work, and to help them manage their careers and sustain employability throughout their lives.

Careers Education combined with effective information, advice and guidance is critical to young people's educational career in:

- avoiding disengagement during Key Stage 3
- choosing KS4 options
- helping to avoid underachievement or disengagement during Key Stage 4
- choosing appropriate post-16 and future post-18 destinations

Northampton School is an 11 to 16 co-educational school. The school has a House system which promotes healthy competition between students as well as providing a sense of belonging to a family within a large school.

The school promotes the STEM Learning key transferable skills of:

- work smart
- initiate and self-motivate
- organise
- learn and be resilient
- communicate and listen
- negotiate and network
- work as a team
- include and value diversity
- numeracy and IT skills
- problem solving

At Northampton School there is a planned programme of Careers Education and Guidance at each Key Stage and as part of this programme a student will undertake a Work Experience Placement during Personal Development Week in Year 10. In Year 10 the Work Experience Placement will be 5 days in length, in line with the new national *Work Experience Guarantee* and will be followed by a review and reflection project.

Careers Education also takes place during PD sessions where students learn about the Wider world and in every year group during the PSHE lessons in Term 2, which draws on and contributes to the whole school curricular development of students transferable or employability skills.

This policy contains a variety of areas of focus: Careers in PSHE lessons throughout students' time at NS; Careers Advice and Guidance information and NS's Careers Advisory process; documents supporting Work Experience in Years 10, alongside information about why we do work experience, how you can help to find and choose a placement, and what Northampton School expects whilst on placement.

## 2. The Gatsby Report and Benchmarks

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Foundation, titled "Good Career Guidance".

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

- I. **A stable careers programme** - Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.
- II. **Learning from career and labour market information** - All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.
- III. **Addressing the needs of each pupil** - Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.
- IV. **Linking curriculum learning to careers** - As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
- V. **Encounters with employers and employees** - Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.
- VI. **Experiences of workplaces** - Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
- VII. **Encounters with further and higher education** - All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.
- VIII. **Personal guidance** - Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme

**Modern work experience should guarantee every young person access to high-quality, multiple workplace experiences, totalling 10 days' worth throughout secondary education.**

This equitable approach will facilitate a variety of experiences starting early, connecting education and young people with industry and unlocking the skills and opportunities of the future workforce.

- **Meaningful:** A model that uses a set of progressive learning outcomes underpinned by learner level objectives to support high quality, meaningful work experience
- **Multiple:** A minimum of 10 days' worth of work experience throughout secondary education - tailored days or blocked time periods, hybrid, virtual etc
- **Equitable:** Designed to support workplace experiences for all learners, in all settings, tailored to individual need

The Gatsby Benchmarks are important because they provide a clear framework for high-quality career guidance in our school. They help ensure that all young people receive consistent, effective support to make informed decisions about their future education, training, and careers.

- **Setting Standards for Career Guidance** – They define what good career guidance looks like, giving schools and colleges a clear roadmap to follow.
- **Ensuring Consistency and Quality** – They promote a consistent approach across institutions, so all students have equal access to high-quality career support.
- **Improving Student Outcomes** – By linking students with careers information, work experience, and real-world insights, they help young people make better-informed choices about their futures.
- **Supporting Staff and Resources** – They provide guidance for schools on how to organize career guidance programs, connect with employers, and integrate careers education into the curriculum.
- **Encouraging Employer Engagement** – Benchmarks promote collaboration between schools and employers, giving students exposure to the world of work.
- **Monitoring and Evaluation** – Schools can measure progress against the benchmarks, identifying strengths and areas for improvement in their career guidance provision.

### 3. What a Good School looks like (Gatsby)

Every school and college should have an **embedded programme of career education and guidance** that is known and understood by students, parents, teachers, governors, and employers. This programme should be **stable and structured**, with the explicit backing of the senior management team and led by an appropriately trained Careers Leader. It should be **published on the school's website** so all stakeholders can access and understand it, and it should be **regularly evaluated** using feedback from students, parents, teachers, and employers. Good career guidance ensures that students have access to up-to-date labour market information, tailored support to meet individual needs, meaningful links between learning and careers, encounters with employers and workplaces, exposure to further and higher education options, and high-quality personal guidance to help them make informed decisions about their futures.

#### What are the benefits?

- Students are 86% less likely to become NEET when they have 4+ contacts with employers before leaving school
- Research continues to promote the benefits of students gaining work experience:
- In a recent ComRes survey they found that:
  1. 65% of students said work experience was helpful in gaining experience for a future career,
  2. 63% said it was helpful in deciding where they wanted to work in the future, and
  3. 45% said it was helpful in inspiring them to go to university

Reference: Teach First Impossible? Improving careers provision in school

## 4. Why do we do a Work Experience placement?

Students today can be among the most disadvantaged in the labour market, as they often lack exposure to the practical, job-specific skills that employers increasingly require. In recent years, attitudes toward work experience have shifted significantly, both within the business community and at government level.

Meaningful work experience is highly valued by employers and can sometimes carry more weight than formal qualifications. For example, 15% of jobs advertised in Northamptonshire list basic skills and attitude/behaviour as the main priorities for successful applicants, while 18% of businesses highlight communication and time management as essential skills. Employers cannot expect young people to possess these skills unless we provide worthwhile opportunities for them to gain real-world experience.

With the labour market constantly evolving—due to technological advances, the disappearance of traditional industries, and the rising cost of higher education—there is a shared responsibility between businesses and schools to support young people in making informed career decisions. Work experience is an excellent way to achieve this, particularly when it is fully evaluated, structured, and complemented by targeted support sessions such as CV writing, interview preparation, and employability workshops. This approach ensures students not only gain exposure to the world of work but also develop the practical skills and confidence needed to succeed in their future careers.

A Work Experience Placement is crucial to the successful development of a young person's Employability Skills and will complement their academic curriculum in PSHE lessons; it's a fantastic opportunity to spend time with an employer of their choice and can help them decide what they might to do in the future. Lots of students can think that a work placement is about having a week out of school or simply testing a job they fancy doing in the future, but it is about so much more than that. It helps young people to develop real skills that will allow them to be successful in today's competitive and fast-paced world of work. Some of the benefits of a work placement are listed below:

- developing communication and time keeping skills
- increasing in confidence and independence
- gaining a real insight into the world of work
- developing employability skills
- gaining a true sense of achievement
- knowing and understanding better what job you want to do in the future (and what qualifications you need from School to be able to do this)
- meeting new people
- understanding the importance of schoolwork
- potentially leading to a part-time job (28% of people of students on work experience placements are offered part-time roles following their placement – *Centre for Economic and Social Inclusion 2014*)

## 5. Careers Education; Information, Advice, and Guidance and the Careers Adviser

The purpose of Careers Education, Information, Advice and Guidance (CEIAG) at Northampton School is to provide a whole-school and community approach that engages all students in learning about the world of work. Our aim is to enable young people to make confident, informed decisions about their futures through a structured, embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors, and employers.

CEIAG is a whole-school responsibility: every member of staff should respond appropriately when approached, providing accurate information and support, and referring students to the Careers Leader or qualified careers

adviser where specialist guidance is required. The programme is published, regularly evaluated, and enhanced with meaningful experiences such as work placements, employer encounters, personal guidance, and targeted support sessions including CV writing, interview techniques, and employability skills, ensuring that all students gain practical insights and develop the skills they need to succeed in the evolving labour market.

This will support and empower young people to manage their own careers learning through:

- understanding their own strengths and weaknesses
- developing their decision-making skills
- learning about the labour market and options post 16
- finding out how to research relative careers information
- gaining an awareness of how to make successful transitions at key points throughout education and beyond
- discovering how to gain a competitive edge through the development of work skills; enterprise activities; voluntary opportunities; work placements, and meeting a wide range of local and national employers and agencies
- one-to-one careers guidance with an in-house careers adviser – all students in years 10 and 11 are offered a 45-minute appointment in the first instance.

Students can consolidate their learning and continue their career planning by using the Learning Resources Centre, the dedicated Careers Meeting Room, and ICT-based careers platforms such as Unifrog, which provides tailored pathways, research tools, and tracking for meaningful career activities. Opportunities and events are advertised via registration notices and assemblies. During Key Stage 4, all students receive a 1:1 Careers Guidance Meeting with a qualified Careers Adviser, who undertakes independent and external training to ensure impartiality of advice. These meetings allow the school to facilitate any necessary targeted interventions.

Good communication with Careers team, Form Tutors, Heads of Year, the Inclusion Team, parents, and external agencies provides a valuable network of support, ensuring students are guided effectively. The programme incorporates meaningful activities, including employer encounters, work experiences, CV writing, interview preparation, and progression planning, giving students practical skills, exposure to the world of work, and confidence in making informed career decisions.

## 6. Delivery of the programme

There is a planned programme of careers education and guidance at each stage of a student's development to ensure a smooth transition from key stage to key stage. 1:1 support is differentiated and personalised according to individual needs. All elements of our Careers Education programme are underpinned with the Unifrog platform which the school uses as an assessment and monitoring tool for all careers education, student tracking and work experience compliance.

### Year 7

Students focus on communication skills, learning how these flow throughout everyday life and understanding their importance in both personal and professional contexts. They explore the concept of work, why people work, and consider their own 'dream' jobs, while investigating the diversity of job markets and opportunities available. Students are also introduced to the stages of education and the different pathways and options available after Northampton School.

During Personal Development Week, students focus on transferable skills and participate in their first speed-networking event, where they develop interview-style skills and gain practical experience in presenting themselves to employers. These activities provide a strong foundation for informed decision-making, confidence-building, and preparation for future career pathways.

### Year 8

The focus of this work is on self-awareness and developing a broader understanding of the world of work. Students are encouraged to reflect on their own strengths, interests, and values while considering how these connect to future career choices. STEM careers are explored in detail, highlighting the variety of roles available, the skills required, and the opportunities for progression. Students also engage in activities that challenge traditional workplace stereotypes, encouraging them to think critically about equality, diversity, and inclusion in different industries.

In addition, students explore the concept of competency—the skills, behaviours, and attributes needed to succeed in a professional environment—and are prompted to consider the question: “What does success mean?” Through discussions, case studies, and practical activities, they learn to define success for themselves, understand the competencies valued in different sectors, and recognise how personal development, resilience, and transferable skills contribute to achieving their goals. This approach helps students develop a realistic, informed, and reflective understanding of both themselves and the wider career landscape.

### Year 9

In Year 9, the focus is on making informed choices and developing personal awareness, while supporting students' overall personal development in careers. The key emphasis is on transition and understanding the Year 9 preferences process, helping students to see how the choices they make now can shape their future pathways. Students are introduced to Post-16 options, including academic, vocational, and apprenticeship routes, and explore how their GCSE choices can impact future opportunities. The importance of apprenticeships and vocational alternatives is highlighted, showing how different pathways can lead to successful careers.

Students also develop self-awareness, reflecting on their strengths, interests, values, and skills, while gaining a clearer understanding of what employment looks like, including expectations, workplace behaviours, and transferable skills. Preparation for the Year 10 Work Experience Programme begins, with sessions on planning, applying for placements, CV writing, and presenting oneself professionally. Careers-focused sessions with external experts during Personal Development Week give students exposure to the world of work, providing practical insights and inspiration. Students also have the opportunity to work on Virtual work experience programmes to prepare them for next years in place experience.

Additionally, students explore qualities of good leadership, teamwork, and collaboration, learning how these skills are valued in the workplace and how they contribute to both personal and professional success. These experiences ensure students are better equipped to make informed choices, understand the relevance of their learning, and develop essential skills for future career pathways.

### Year 10

Work Experience forms the core of Year 10 Careers Education. Students participate in pre-placement lessons to prepare for the workplace, covering topics such as professionalism, workplace expectations, and how to make the most of their placement. Following the placement, students engage in dedicated reflection and self-evaluation sessions, allowing them to consolidate their learning, assess their performance, and identify strengths and areas for development.

Alongside practical experience, students develop a clear understanding of rights and responsibilities in the workplace, including health and safety, workplace conduct, and employer expectations. This helps them gain a greater awareness of their own employability, including transferable skills such as communication, teamwork, problem-solving, and time management.

Students who may benefit from additional support are identified for school-linked placements, ensuring that all learners have meaningful, high-quality experiences that are structured, monitored, and aligned with their personal development and career aspirations.

KS4 Careers Guidance Meetings begin in the summer term, supported by a comprehensive package to ensure students are fully prepared. This includes an introductory assembly, explanation of the process, parental

communication, and planning sessions where students reflect on their aspirations, set goals, and develop personalised action plans. Following the guidance meetings, students engage in reflection activities to consolidate their learning, review progress, and identify next steps, ensuring that the support is structured, meaningful, and tailored to each student's needs.

### Year 11

Year 11 Careers Education is designed to help students prepare for their post-16 education pathways and looks at Skills for Employment and 'How to Market Yourself'; students undertake a detailed self-reflection which helps to prepare them for future work and education applications post-16. Individual 1:1 Careers Guidance Meetings continue with our qualified Careers Advisor.

As part of the School's Personal Development Week, students undertake dedicated Careers Education sessions with external providers. Students have access to information about Apprenticeship and non-Sixth Form based post-16 education options as part of the NSB Sixth Form Open Evening.

Students are invited to attend an Employment and Opportunities Evening.

All students at Northampton School have the chance to access, reflect and engage with their Careers Education and relevant data through their personalised logins to the Unifrog Careers Platform. NSB run an annual Careers Fair for KS4, and KS5 which NS will be a part of. All students at Northampton School have access to external information and guidance on various elements of careers and employability; this is delivered through an assembly programme (in line with Baker Clause and Provider Access Legislation [new guidance January 2023] needs), workshops throughout the year delivered in PD week and off timetable sessions as well as risk of NEET mentoring. Equally as much the Trust's Business Partnership Programme offers additional support to students in their careers and employability education.

## **7. Management of the programme**

The central management of careers will comprise of an Assistant Head Personal Development who is also the Careers Leader and oversees Careers Education, Information, Advice and Guidance through PSHE, a Careers Adviser and Work Experience administrator. An Inclusion mentor will assist in placements for SEND students.

As a team they are responsible for:

- the delivery of Careers Education and the coordination of Information Advice and Guidance at KS3/KS4
- the organisation and administration of work experience during Y10
- working closely with the link Governors
- liaising with students, tutors, parents and governors
- facilitating the provision of Information, Advice and Guidance making best use of available time and resources
- identifying and promoting links with local and national employers and their organisations
- assisting in the provision of extended work experience plans for appropriate individuals, in conjunction with others e.g. Senior Leadership Team, Form Tutors, parents/carers etc
- evaluating events and the contributions of outside agencies to ensure the Career Education aims are met
- organising visits to local colleges, universities work-based education and training providers
- sourcing and maintaining an effective collection of published material, including training provider prospectuses, and computer-based resources, to assist students in making informed career choices
- facilitating talks by outside speakers and attending appropriate events
- working with SENCo and Inclusion Team to support SEN students (in line with Gatsby Benchmark 3) to identify and help remove barriers and give additional support to prepare them for the world of work
- working with Head of Y11 to identify students at risk of NEET or those with significant barriers to accessing work experience or post 16 routes
- supporting curriculum areas with their fulfilment of Gatsby Benchmark 4 - Careers in the Curriculum

- sharing of latest, and relevant LMI

### **Monitoring of the programme**

Unifrog is the school's monitoring tool for most elements of the Careers provision. The Careers Team use it for:

- organising 1:1 Careers Guidance meetings and sharing notes with students
- data gathering for post-16 intentions via the Future Skills Questionnaire
- tracking work experience placements
- sharing relevant webinars with specific cohorts
- tracking student attendance at all PAL related events (assemblies, workshops, fairs, trips)

The Careers Team also track event attendance and latest apprenticeship opportunities via the Compass+ Management tool, as well as undertaking a termly Compass+ review to assess adherence to the 8 Gatsby Benchmarks.

### **Alumni and Destination Data**

The Careers Team intend to use a variety of social media platforms and established relationships with students to provide a robust Alumni community. Many students will join the NSB community and remain part of the Trust.

Members of our Alumni Community will be able to follow our events on social media and take part in upcoming opportunities; it also gives members the chance to network.

We will invite alumnus to take part in our careers fairs, workshops and assemblies, as well as asking them to host work experience placements.

3-year destination data will be monitored by the Careers Team alongside the Senior Leadership Team, and local bodies such as Prospects.

# Northampton School



## Y10 Work Experience

### Information Guide for Students

## Introduction

At Northampton School we have a planned programme of Careers Education and Guidance at each Key Stage and as you move into Y10 you will undertake a Work experience placement during Personal Development (PD) Week which will always be the penultimate week of Term 1. You will be on your placement every day of the week, including when other year groups are off for the Teachers' Training Day.

In this guide you will find information about why we do work experience, steps to help you find and choose a placement, guidance on how to write a CV, key things to remember whilst on placement and the expectations that school has of you on placement, as well as key deadlines between now and Enterprise Week.

## Why do we do a Work experience placement?

A Work experience placement is crucial to the successful development of your Employability Skills and will compliment your academic curriculum; it's a fantastic opportunity to spend a week with an employer of your choice and can help you decide what you want to do in the future. You will be treated like an employee for a week (although you won't get paid!) and it will make you stand out in the future when you apply for a real job as it's great experience to list on a CV. Not only that but a work placement can even lead to the offer of part-time, paid job!

Lots of students think that a work placement is about having a week out of school or simply testing a job they fancy doing in the future, but it is about so much more than that. It helps you to develop real skills that will allow you to be successful in today's competitive and fast-paced world of work. Some of the benefits of a work placement are listed below:

- Develop communication and time keeping skills
- Increase in confidence and independence
- Gain a real insight into the world of work
- Develop employability skills (therefore you're more likely to be offered a job in the future)
- Gain a true sense of achievement
- Know and understand better what job you want to do in the future (and what qualifications you need from School to be able to do this)
- Meet new people
- Understand the importance of school work
- Could lead to a part-time job (28% of people of students on work experience placements are offered part-time roles following their placement – *Centre for Economic and Social Inclusion 2014*)

## What to choose

Although PD Week of Y10 might seem a long way off, the reality is it will arrive much sooner than you think and preparation is key to a finding and securing a successful Work experience placement. The Government has now made it compulsory for all students under 16 to do one placement before they leave Y11 and so think about how many other students in Northamptonshire are applying for a placement – if you don't act now, you'll miss out!

If you're reading this and panicking, thinking I don't know what I want to do, then this guide is here to help. If you're completely unsure then think about things you enjoy and try to find a company/role that might incorporate some of those things; you can also discuss ideas with parents/carers, older siblings who have already done a work placement, your Form Tutor, Head of Year, Mrs Barnett-Vincent or Mrs Hinton.

If you have a really clear idea of what you want to do when you're older then fantastic! Use this guide to help you produce your CV and find and secure a placement.

## **Work Placement Ideas:**

Where you choose to do your Work Placement all depends on the career you think you're interested in long term. If you don't know yet, then the list below might help you to think of ideas based on the subjects you enjoy at school.

- **Art:** museums, galleries, art magazine, auction house, charity, community centre/initiative, fashion organisation, photography company
- **Drama:** school, local theatre, theatre companies, theatre schools, fashion organisation
- **DT:** manufacturing company, construction firm, energy companies, engineering consultancy firm, graphic design company
- **Finance:** bank, accountancy firm, consultancy firm, finance department of a large company
- **English:** newspaper, magazine, publishing company, library, schools
- **Geography:** council, environmental agencies, transport company, estate agent
- **History:** schools, library, museum, conservation and heritage management company
- **Languages:** schools, travel company, foreign language institutions/teaching schools, translation company
- **Law:** lawyer/solicitors firm, legal advice companies, charity, the police, legal department of a large company
- **Maths:** accountancy firm, software developer, banks, engineering company, construction firm, finance department of a large business
- **Music:** school, theatre, music schools, recording studios
- **Politics:** local council, charity, newspaper/magazine, marketing and PR company
- **Science:** schools, scientific research/development company, vet, pharmacy, GP surgery, hospital
- **Sport:** fitness centres, schools, sports marketing/event management companies, professional sports teams, sports charities, sports clubs, community centres/initiatives, physiotherapy clinics (private or NHS)

## **How to find and apply for a Work experience placement**

Key steps to follow:

1. Decide on an industry or type of company you want to work for
2. Conduct internet research to find local such companies
3. Make contact via phone and/or email

The first place to start is deciding on an industry or type of company you want to work for, e.g. an accountancy firm. Second is to do internet research to find local such businesses that you can shortlist as target firms. Next is to make contact! The best way to do this is to make a phone call; now this can seem like a scary task, so if you're nervous about doing this write down a script of what you want to say and questions you want to ask. Start by politely introducing yourself – give your name, tell them you are an NS student and that the purpose of your phone call is to enquire about a work experience placement. It may well be that some companies are not able to take students on work experience placements, if this is the case and they tell you so over the phone, remain calm, politely thank them for taking your call, say goodbye and hang up.

Another way to get in touch with a target company is with an email; if your first contact with a company is going to be via email then make sure the communication is formal and polite (just like a letter). You could choose to send it from your school email account, or from a personal email account; be very careful with personal email accounts, you must make sure the email address is appropriate. Start your email with 'Dear Sir/Madam', again lay out that the purpose of your email is to enquire about a work placement, and sign your email off with 'Yours faithfully', followed by your full name and your contact details (email and phone). If you send off several emails at once, it's important that you follow up until you hear a response either way.

In years gone by, people have applied for work placements by posting a lot of letters – in the modern world of work this is a wasted effort. Most companies will not reply to letters so it's much better to get in touch via phone or email.

Once you have made the initial contact with a company and they have agreed to have a further conversation with you there a few things that need to happen, and a couple of others that it would be advisable to do.

**Need** - you need to get their confirmation in writing (via an email) and you need the name of the main person you should keep in contact with between now and starting your placement. You must also let them know that they will receive a pack from school with an Employers Guide and Work Experience Forms (agreements/insurance/review and feedback), some of which they will need to return to us at school before you can start your placement.

**Advisable** – it might be nice to follow up your confirmation with a letter of acknowledgement and thanks – tell them you're really looking forward to starting your placement and what you're hoping to gain from it. You should also think about sending a CV in for their review and trying to arrange a face-to-face meeting before you start your placement to make initial introductions; be aware that some companies will want to conduct some sort of interview before they agree to offer you a placement. If this is the case, you **must** let your Form Tutor and Mrs Barnett-Vincent know **before** you go.

Throughout the process of finding and applying for your Work experience placement it is vital that you remain polite and formal; you are representing Northampton School at all times during this process, and you must maintain the high standards of behaviour and attitude that we expect of you in school, out of school. Any student that does not do this will face significant consequences upon their return to school.

### **CVs**

Many of you might not have written a CV before and might be daunted at the prospect, but companies will be really impressed if you can follow up an enquiry with an informative CV to give them a bit more information about you as an individual. Key things to include on a CV are:

- Name
- Contact Details
- A small paragraph about yourself, including hobbies and interests
- What subjects you are studying, and ideas about what job you would like when you're older (if you know)
- Information about extracurricular activities
- Any additional qualifications/awards you have, e.g. first aid, school subject awards, sports awards
- Skills you have
- Information about references (these are people the company can get in touch with to verify your suitability for the placement – you could use parents/carers, a teacher from school or someone who knows you outside school (you must ask them first if they are happy to act as your referee))

There is an example of a CV at the back of this guide that you can use as a template.

## **Key things to remember on a work placement**

Being out of school on a work experience placement can be exciting and/or scary and so there are a few key things to remember whilst you're out of school:

- **Behaviour:** your behaviour whilst on your work placement must be impeccable! You must behave exactly as if you were in school - be polite at all times, be a good listener, and remember the school's core standards: *Be Considerate, Courteous, Co-operative, Friendly, Hardworking, Honest, Trusting, Generous of spirit.*
- **Dress:** you should dress smartly at all times. Ideally you should be wearing a suit in a professional environment (you could use your school trousers/skirt and shirt with a plain blazer and tie) and your shirt must be tucked in at all times.
- **Mobile phones:** whilst on placement you might need your phone to be able to arrange transport or other personal admin but other than that you have no need for your phone during the working day. Your phone should remain away and switched off at all times – you need to concentrate and work hard during your placement and this does not involve messaging your friends or checking social media!
- **Social media:** You must be extremely careful about any comments you make online particularly if it is about your Work Experience placement. It is very easy to forget how accessible social media accounts are for everyone to see, and it's also very easy for people to read something and get the wrong impression. It would be highly advisable not to post anything about the company on your social media, and also to think about whether other posts/comments you make during the time you are on placement are in keeping with a professional working environment.
- **Time keeping:** it is imperative that you are on time for everything during your work placement. You need to be on time, if not slightly ahead of schedule in the morning – if you are starting at 9am, be there at 8.58, not 9.02. You also need to make sure you are back at your pre-arranged meeting point at the end of your lunch break. Working professionals are very busy people and poor time keeping will create a negative impression; you will need to be independent in your time keeping and keep an eye on your watch or a clock as there won't be any warning bells or teachers reminding you to start making a move.
- **Safety:** the company that offers you a work placement has a duty to make sure you are safe during your time with them and they should go through Health and Safety procedures with you during induction. We as a school also have a duty of care to make sure you are safe on placement and so you must let us know if you do not feel safe or if anything makes you feel uncomfortable during your work experience.
- **Working with young children:** if you're going to do your placement in a primary school or a nursery there are a few things to be aware of. You shouldn't pick them up, should never be left alone with them and you shouldn't sit them on your lap. If you arrange to do your placement in school/nursery you will have a specific meeting with Mrs Barnett-Vincent before you go.
- **Transport:** it is crucial that you plan your transport to get to and from your placement before you go. If you're planning to get a bus, then it might be an idea to do a trial run of the route to see how long it is going to take you. Even if your parents/carers are planning to take you to your placement each day, doing a test drive of the route would be beneficial. Remember that school will not pay for any transport costs.
- **Sickness:** if you are unwell during your work placement you must phone the company and school as soon as possible. Do not wait until 9am when you should already be there, you must remain professional and let the placement provider know as early as you are able.

## **What if I don't like it?**

This is without doubt the most frequently asked question during the lead up to any work experience placement – the nerves start to kick in, and you will start to worry about things. Remember you can **phone school** at any time during your placement and tell us what you are not enjoying about it; Mrs Barnett-Vincent will also be coming round to visit people whilst they're on placement so it might be that you receive a visit to help boost your confidence. The most important thing to remember is that if you don't like it on day one then you need to give it more time, go back for day two and try again – **don't just give up.**

## **Paperwork/Deadlines**

Before you leave school to start your work experience placement there a few pieces of paperwork that you will need to get signed. This is all completed through Unifrog.

- Parental Agreement Form
- Placement Provider Agreement Form
- Insurance Form (needs to be filled out by your placement provider)

When you come back from your placement you will need to bring the following with you:

- Work Experience Employer Feedback Form

## **Work experience placement – Checklist**

- Decide on an industry/company type
- Internet Research
- Shortlist of companies to get in touch with
- Make initial contact – via phone  
or
- Make initial contact – via email
- Follow up communication to confirm placement
- Confirmation of placement in writing handed into school
- Face to face meeting with the company before you start
- Student agreement signed and handed into school
- Parent agreement signed and handed into school
- Employer agreement signed and handed into school
- Insurance information completed (by company) and handed into school
- Organise travel plans
- Travel route practice run before placement starts

# Northampton School



## Y10 Work Experience

### Information Guide for Parents

## **Introduction**

At Northampton School we have a planned programme of Careers Education and Guidance at each Key Stage and as your child moves into Y10 they will undertake a work experience placement during Personal Development (PD) Week which will always be the penultimate week of Term 1. They will be on placement every day of the week, including when other year groups are off for the Teachers' Training Day.

In this guide you will find information about why we do work experience, how you can help your child find and choose a placement, what Northampton School expects of students whilst on placement and what the key deadlines will be between now and PD week.

### **Why do we do a work experience placement?**

Young people nowadays can be some of the most disadvantaged in the labour market because they lack the experience and exposure to job-specific skills that most employers require of them. In the last few years there has been a notable shift in attitudes towards work experience, both from the business community and at Government level.

Work experience is without doubt something that employers value and can often be of more value to businesses than specific qualifications. 15% of jobs advertised in Northamptonshire list basic skills and attitude/behaviour as main priorities for successful applicants; furthermore 18% of businesses highlight that communication and time management skills are essential for interested candidates. Business cannot expect applicants to possess these skills if we do not create worthwhile opportunities to expose our young people to the world of work.

Employer perceptions of young people have transformed over the last generation following marked changes in the job market; with the concept of a 'traditional' job changing, technological advances leading to industries disappearing and the ever increasing cost of Higher Education the labour market is constantly evolving and there is a duty of care for businesses and schools to help young people make more informed careers decisions. Work experience is a fantastic way in which to do this.

A work experience placement is crucial to the successful development of your child's Employability Skills and will compliment the curriculum that we study in PD lessons and PSHE. It is a fantastic opportunity to spend a week with an employer and can help students decide what they might to do in the future. Lots of students can think that a work placement is about having a week out of school or simply testing a job they fancy doing in the future, but it is about so much more than that. It helps students to develop real skills that will allow them to be successful in today's competitive and fast-paced world of work. Some of the benefits of a work placement are listed below:

- Develop communication and time keeping skills
- Increase in confidence and independence
- Gain a real insight into the world of work
- Develop employability skills
- Gain a true sense of achievement
- Know and understand better what job you want to do in the future (and what qualifications you need from School to be able to do this)
- Meet new people
- Understand the importance of schoolwork
- Could lead to a part-time job (28% of people of students on work experience placements are offered part-time roles following their placement – *Centre for Economic and Social Inclusion 2014*)

## What to choose

It has been made clear to students that it is their responsibility to source and secure a work placement; the Government has now made it compulsory for all students under 16 to do one placement before they leave Y11 and so there will be thousands of other young people in our local area applying for work placements. The sooner your son can start the search and confirm a placement, the better.

To date, students have received an information assembly and a student's work experience pack which includes a 'how to' guide, a checklist of core activities, key dates for paperwork deadlines and an overview of the support available in school. You will find, below, a list of ideas of providers to consider approaching for a work placement (students have also received this list). It has been compiled to help those who are more unsure about what they want to do in the future and is linked to subjects they enjoy at school.

### **Work Placement Ideas:**

- **Art:** museums, galleries, art magazine, auction house, charity, community centre/initiative, fashion organisation, photography company
- **Drama:** school, local theatre, theatre companies, theatre schools, fashion organisation
- **DT:** manufacturing company, construction firm, energy companies, engineering consultancy firm, graphic design company
- **Finance:** bank, accountancy firm, consultancy firm, finance department of a large company
- **English:** newspaper, magazine, publishing company, library, schools
- **Geography:** council, environmental agencies, transport company, estate agent
- **History:** schools, library, museum, conservation and heritage management company
- **Languages:** schools, travel company, foreign language institutions/teaching schools, translation company
- **Law:** lawyer/solicitors firm, legal advice companies, charity, the police, legal department of a large company
- **Maths:** accountancy firm, software developer, banks, engineering company, construction firm, finance department of a large business
- **Music:** school, theatre, music schools, recording studios
- **Politics:** local council, charity, newspaper/magazine, marketing and PR company
- **Science:** schools, scientific research/development company, vet, pharmacy, GP surgery, hospital
- **Sport:** fitness centres, schools, sports marketing/event management companies, professional sports teams, sports charities, sports clubs, community centres/initiatives, physiotherapy clinics (private or NHS)

### How to find and apply for a Work experience placement

Students will probably need to approach multiple companies in order to secure a work experience placement and we have suggested they follow a few key steps:

1. Decide on an industry or type of company they want to work for
2. Conduct internet research to find local companies
3. Make contact via phone and/or email

For more detailed information on each step, please consult your child's guide.

One thing we have made clear to students is that in years gone by, people have applied for work placements by posting a lot of letters – in the modern world of work this is a wasted effort. Most companies will not reply to letters so it's much better to get in touch via phone or email.

We have also given students information about making follow up contact with a company once they have confirmed a work placement:

- Students **must** have their work placement confirmed in writing and the name of their main point of contact within the organisation (this must then be passed to their Form Tutor)
- Students **must** get their Employer Agreement Form and Insurance Form filled out by the company and returned to school before they start the placement

Some companies will request a face-to-face meeting, before they agree to offer a work placement. If this is the case, the school must be informed before the meeting takes place and so that this can be authorised. Even if the company does not request a face-to-face meeting, we think it is beneficial to ask for one anyway to try and alleviate first day nerves.

The way students conduct themselves during their search for a placement, and whilst on placement, has been made explicitly clear to them. Students can still be sanctioned should their conduct not meet the standard that we expect in school.

### **Key information for parents**

Being out of school on a work experience placement can be an exciting and/or scary time not only for the young person, but also for their parent/guardian. Below is a list of a few key things we would like to highlight to you:

- **Behaviour:** your child's behaviour whilst on work placement must be impeccable; we expect them to behave exactly as if they were in school - be polite at all times, be a good listener, and remember the school's core standards of being: *Considerate, Courteous, Co-operative, Friendly, Hardworking, Honest, Trusting, Generous of spirit.*
- **Mobile phones:** we appreciate your child might need their phone to arrange transport or other personal admin but other than that they should not have any need for it during their work placement. We have instructed students that their phones should remain away and switched off at all times.
- **Social media:** we have given very clear instructions about safe and professional use of social media whilst on placement and have instructed them that it is highly advisable not to post anything about the company on-line. We would encourage parents/guardians to do the same and not make any public comments about a placement. If there are concerns then please approach the school immediately.
- **Safety:** the company that offers your child a work placement has a duty to make sure they are safe during their time with them, and they are legally bound to go through Health and Safety procedures with them on arrival. We, as a school, also have a duty of care to make sure your child is safe on placement and so you must let us know if they do not feel safe or if anything makes them feel uncomfortable during their work experience.
- **Working with young children:** if your child arranges a work placement in a primary school or nursery they will have a specific meeting with Mrs Barnett-Vincent before going to remind them about behaviour with young children.
- **Transport:** it is crucial that your child plans their transport to get to and from their placement before starting. We have encouraged them to do a trial run of their chosen route, whether that be using public transport or being driven in a car. Please be aware that Northampton School will not pay for any transport costs.
- **Sickness:** if your child is unwell during their work placement, they must phone the company and school as soon as possible.

## **Paperwork/Deadlines**

Before students start their work experience placement there a few pieces of paperwork that need to be signed and returned to school:

- Parental Agreement Form
- Placement Provider Agreement Form
- Insurance Form (needs to be filled out by the placement provider)

When students come back from their placement, they will need to bring the following with them:

- Work Experience Employer Feedback Form

## **Support from Northampton School**

Northampton School will be available to support students at any point during their placement. It is imperative that you contact the school should you require support at any time. Key contact information is below:

**Assistant Headteacher (PD): Mrs Barnett-Vincent – 01604 815815 – [ebarnettvincent@nsbtrust.school](mailto:ebarnettvincent@nsbtrust.school)**

**Careers Adviser (Wednesday only): Mrs Hinton – 01604 815815 – [nhinton@nsbtrust.school](mailto:nhinton@nsbtrust.school)**

**Work experience administrator: to be appointed – 01604 815815 –**

As part of our work experience placement scheme, some member of NS staff will carry out visits to certain employers or students during the placement. These visits are designed for the school to Quality Assess the scheme as a whole. It may well be that students with specific needs will be monitored more closely by the school and will be visited during the placement to ensure they are progressing successfully.

# Northampton School

part of The NSB Trust



## Y10 Work Experience

## Information Guide for

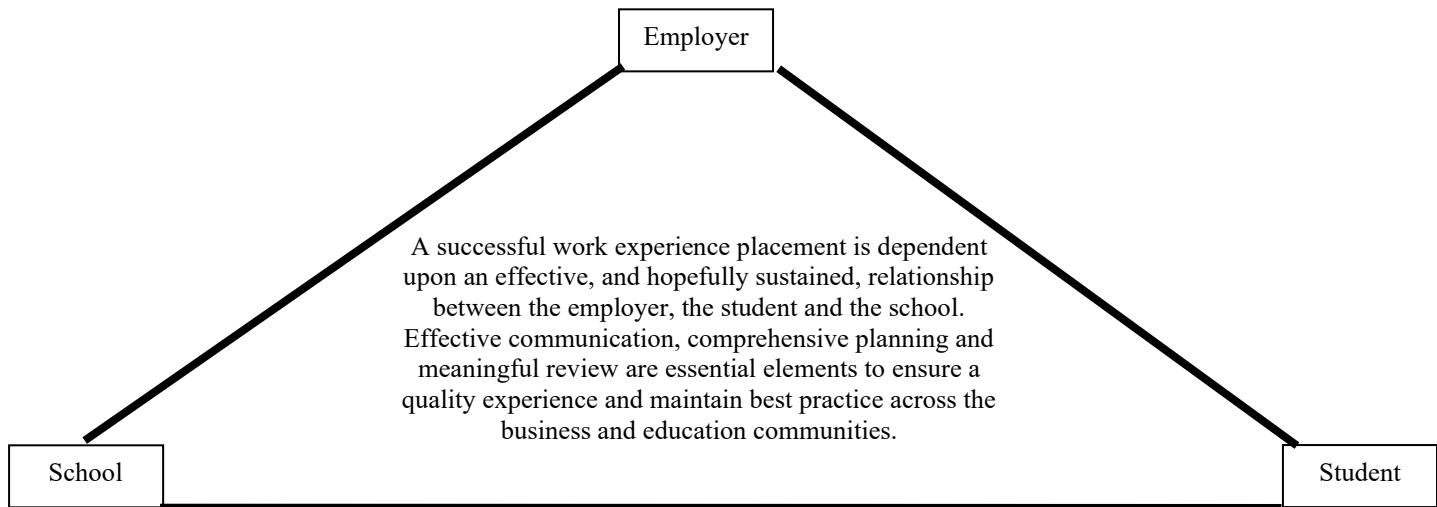
## Employers

## Introduction

This guide has been developed by Northampton School to help you plan and deliver quality work experience for students in your company. The purpose of this guide is to ensure both you and the student(s) get the most out of the work experience placement and that it is a positive experience for all involved.

This guide includes key information about:

- why your business benefits from a work experience placement
- what you need to know before welcoming a student under 16 into your business
- suggestions of how to structure the placement/activities that students can be expected to get involved with
- support available from Northampton School and copies of relevant documentation



## How does your business benefit?

Young people nowadays can be some of the most disadvantaged in the labour market because they lack the experience and exposure to job-specific skills that most employers require of them. In the last few years there has been a notable shift in attitudes towards work experience, both from the business community and at Government level. The Gatsby Benchmarks are a framework of 8 guidelines that define what the best careers provision looks like for schools and now form part of the statutory guidance from the Department for Education (October 2018). The ability of a school to achieve these 8 benchmarks is dependent upon collaboration with local businesses, who can in turn offer students exposure to work place environments.

Work experience is without doubt something that can often have as much business value as specific qualifications. 15% of jobs advertised in Northamptonshire list basic skills and attitude/behaviour as main priorities for successful applicants; furthermore 18% of businesses highlight that communication and time management skills are essential for interested candidates. Business cannot expect applicants to possess these skills if we do not create worthwhile opportunities to expose our young people to the world of work.

Employer perceptions of young people have transformed over the last generation following marked changes in the job market; with the concept of a 'traditional' job changing, technological advances leading to industries disappearing and the ever increasing cost of Higher Education the labour market is constantly evolving and there is a duty of care for businesses and schools to help young people make more informed careers decisions. Work experience is a fantastic way in which to do this.

Work experience is without doubt a mutually beneficial undertaking for all involved: young people gain access to the world of work, employers get the skills they need and this in turn helps to avoid high levels of youth unemployment. (Education and Employers Taskforce, 2012).

You can also apply for the Youth Friendly Employer Award which allows you to be part of a large network of other UK businesses invested in youth employment, alongside access to advice, support and guidance on how to recruit and retain a young workforce.

More information can be found here:

<https://www.youthemployment.org.uk/youth-employment-experts/>

### **What you need to know**

1. Safeguarding of students
2. Insurance
3. Health and Safety

#### **1. Safeguarding**

Northampton School has a duty to ensure the safeguarding of students who undertake work experience placements. When organising work experience, we will ensure that policies and procedures are in place to protect children from harm. We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Further information about DBS checks for work experience providers and students undertaking a placement can be found on the Criminal Record and Barring Service website.

Should you have a concern about a child during their work experience placement you should refer to the Designated Safeguarding Lead, Mr Farid Chardine, or to the Assistant Headteacher, Mrs Barnett-Vincent on 01604 815815.

#### **2. Insurance**

Any business that provides a work experience placement for a student from Northampton School must have liability insurance to cover the young person during their placement. Students on placement should now be covered by the employer's existing liability insurance policy, so long as your insurance provider is a member of the Association of British Insurers. Find out more at: [abi.org.uk](http://abi.org.uk)

Northampton School will require confirmation of your insurance details.

#### **3. Health and Safety**

Health and Safety guidelines for work experience placements have been reviewed in recent years by the Health and Safety Executive to ensure the process is less cumbersome for you as the employer. As the employer you have primary responsibility for the student on placement and as such you should treat them no differently to any other employee. There are very few activities that a student on placement cannot do (unless they carry significant risk/specific training) and you can use your existing policies related to Health and Safety and Risk Assessment.

If you have not welcomed a student into your business previously, or if the student presents with particular needs, then you must review your risk assessment before the placement starts.

You can read more detail on the Health and Safety Executive Website:

[Young people at work: Work experience - HSE](http://Young%20people%20at%20work%3A%20Work%20experience%20-%20HSE)

## **Work experience placements**

1. Duration
2. Student Selection Process
3. Identifying Activities
4. Induction
5. Work Shadowing/Mentoring
6. Placement reflection

### **1. Duration**

Placements for Year 10 students at Northampton School last 5 days and form part of our annual Work experience and Personal Development Week every October.

It is possible that a business will invite a student back during school holidays to continue their work-related learning, or indeed some students have been offered part-time work to continue developing their skill set. There is of course no expectation of that from any business involved in our work experience scheme, however, it is something to consider as an additional benefit to your organisation.

### **2. Student Selection Process**

Some employers are keen to conduct an interview before offering a work experience placement; this not only helps the business to determine the suitability of a student but also gives the student insight into a more realistic job application process and further enhances the value of work experience as a whole.

Northampton School places the onus on the student (and their families) to seek and secure a work experience placement, however, the school is always available should you need further information on a particular student before offering them a placement within your business.

It might be that you welcome a student with specific needs to your business and you should carefully consider these needs before offering the placement. You can of course liaise directly with parents, or the school should you require clarification on any adaptations required for such individuals.

### **3. Identifying Activities**

It is advisable that you identify the activities a student can undertake in advance of them beginning their placement. Students can get involved in any manner of activities and it may be beneficial for you to consider a mixture of activities where students can be more independent, and thus requiring less supervision, alongside tasks where they can be involved more with specific projects relating to the business.

Activities for students that can require less supervision may include general housekeeping, admin or general duties specific to your company. Having been supervised to carry out these tasks, you may be able to leave the student to undertake them on a daily basis on their own and monitor whether they are able to continue doing so under their own initiative.

If you consider any activities that carry an element of risk, you must ensure safety is maintained throughout. We encourage you to ensure that the student is aware of the safety plan, where to find safety equipment and who is qualified to carry out first aid should they require it. Please speak to students before they engage in any such activity so that they have clear guidelines about behaviour and what to do in the case of an emergency.

### **4. Induction**

Induction is a critical part of any successful work experience placement, helping the student to integrate into the business quickly and start learning about working life. Some ideas of points to cover in an induction are:

- **Introduction** to yourself and the organisation, as well as any other specific work-based mentors the students will have whilst on placement. Here you can also outline expectations you have of the student during their time with the business and what their goals are for the placement, as well going through any specific policies relating to use of mobile phones etc.

- **Tour** of the facilities including where to find toilets, fire exits (as well as evacuation procedures and meeting points), food/eating areas, first aid and their mentors. You should also go through any relevant health and safety information at this point (a legal requirement).
- **Plan** of the placement; here you should provide the student with a schedule of their activities during their time with you which clearly outlines what they will be doing each day, where, with who and for how long. It would be useful to include information about their rest breaks in this timetable.

## 5. **Work Shadowing/Mentoring**

Work Shadowing is a really effective way for students to gain tangible insight into the day to day running of a business during a work experience placement. It involves a student ‘shadowing’ an employee going about their routine activities and gives the student greater awareness and understanding of an occupational setting. It is important that any work shadowing does not cause unnecessary disruption to the employee but must also engage the student in a stimulating way.

Meetings and training sessions can also form a motivating element of work shadowing, however, there will be instances where it is not appropriate for the student to be in attendance. In such circumstances it would be beneficial to explain to the student why they cannot attend and task them with other useful activities that will add to their skill set and their understanding of the world of work.

If, for whatever reason, the member of staff who is to be ‘shadowed’ or the person appointed as ‘Mentor’ is absent from work, you must identify an alternative employee to oversee the student and ensure the work experience placement is managed and remains a positive experience. Any changes to the plan for the student’s placement should be communicated to them at the earliest possible opportunity.

## 6. **Placement Reflection**

We would ask that before students return to school that dedicated time is given over to them to reflect on their time with your business. It is equally important for them to meet with you to review and evaluate progress and overall performance. This reflective meeting can provide a focal point for both the student and the employer to help maintain a quality level of experience for all involved. The Work Experience Employer Feedback from can be used a starting point for this process of reflection and review.

## **Support from Northampton School**

Northampton School is available to support both you and the student at any point during the placement. It is imperative that you contact the school should you require support at any time and below you will find key contact information:

**Assistant Headteacher (PD): Mrs Barnett-Vincent – 01604 815815 – [ebarnettvincent@nsbtrust.school](mailto:ebarnettvincent@nsbtrust.school)**  
**Careers Adviser (Wednesday only): Mrs Hinton – 01604 815815 – [nhinton@nsbtrust.school](mailto:nhinton@nsbtrust.school)**  
**Work experience administrator: to be appointed – 01604 815815 –**

As part of our Work experience placements scheme, visits will be made to certain employers or students during the placement. These visits are not designed to allow the school to Quality Assess the scheme as a whole. It may well be that students with specific needs will be monitored more closely by the school and will be visited during the placement to ensure they are progressing successfully. You will be notified of these visits in advance.