# CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

## Aurora Brooklands School

**Please refer to the main Policy A166**

## 0. Summary of changes since previous version of policy

- New Policy

**HOW TO USE THIS DOCUMENT**

This policy sets out the local procedures for careers education, information, advice and guidance (CEIAG), work experience, provider access and destination tracking at Aurora Brooklands.

The sections below are LOCAL PROCEDURES which individual schools have customised before adoption to reflect their specific setting, cohort, employer relationships, local authority context and local careers programme.

## 1. Policy Statement

Aurora Brooklands is committed to ensuring that every pupil and student receives a high-quality, personalised and progressive careers programme which prepares them for adulthood, raises aspirations and supports successful transition into further education, employment, training, volunteering, supported employment or independent living pathways.

This policy governs careers education, information, advice and guidance, work-related learning, work experience, employer encounters, provider access arrangements and destination tracking across our schools and colleges. It is underpinned by a commitment to high ambition: we do not limit pupils' aspirations based on assumptions about their SEND, disability, prior attainment or background.

The policy applies to all careers and workplace-related activity, including but not limited to: careers curriculum, independent careers guidance, employer encounters, workplace visits, work placements, work shadowing, virtual workplace activities, supported internships, traineeships, enterprise activities, provider access events, transition planning and destination follow-up.

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## 2. Aims and Objectives

This policy aims to ensure that careers education, work experience and destination tracking:

- Enable learners to understand their own skills, values, interests, strengths and aspirations
- Help pupils navigate the diverse career, education, training, supported employment and independent living opportunities available to them
- Is meaningful, structured and progressive across Key Stages 3, 4 and post-16
- Contributes to each young person's preparation for adulthood, employment and independent living
- Enables schools and colleges to evidence Gatsby Benchmark 6 (Experiences of Workplaces) and broader careers programme quality
- Is delivered safely, with robust safeguarding and risk management in place throughout
- Is planned and reviewed in genuine partnership with pupils, families, employers and relevant professionals
- Ensure destination data is recorded, reviewed and used to evaluate the impact of provision and identify where additional transition support is required
- Support learners to become confident, resilient, informed, self-aware, enterprising and proud of their achievements

## 3. Legal Framework and Statutory Duties

This policy is informed by and must be read in conjunction with the following legislation, statutory guidance and non-statutory guidance:

### 3.1 Primary Legislation

| Legislation / Guidance | Relevance to Work Experience | Status |
|---|---|---|
| Children and Families Act 2014 | Duties relating to EHCP preparation for adulthood outcomes, including employment and independent living | Statutory |
| Education Act 1997 | Defines the basis for work experience arrangements for pupils of compulsory school age | Statutory |
| Health and Safety at Work etc. Act 1974 | Overall framework for health and safety duties applicable to all workplaces, including placement providers | Statutory |
| Equality Act 2010 | Requires schools and placement providers to make reasonable adjustments and not to discriminate against pupils with SEND | Statutory |
| Management of Health and Safety at Work Regulations 1999 | Risk assessment duties for employers including placement providers hosting young people | Statutory |
| Health and Safety (Training for Employment) Regulations 1990 | Designates pupils on work experience as 'employees' for health and safety purposes, requiring the same protections afforded to staff | Statutory |

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| Legislation / Guidance | Relevance to Work Experience | Status |
|---|---|---|
| Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 | Reporting obligations where pupils are injured during a placement | Statutory |

## 3.2 Statutory Guidance

| Document | Relevance | Status |
|---|---|---|
| Keeping Children Safe in Education (KCSIE) 2024 / 2025 | Safeguarding duties, DBS requirements for placement providers, supervision obligations and reporting responsibilities during work experience | Statutory |
| SEND Code of Practice 0–25 (DfE/DoH, 2015) | Paragraphs 8.28, 8.32 and 8.33 set out expectations for work experience as part of preparation for adulthood for SEND pupils; paragraph 8.67 relates to supported internships | Statutory |
| Careers Guidance and Access for Education and Training Providers (DfE, May 2025) | Updated statutory guidance requiring all schools and colleges to use the updated Gatsby Benchmarks from September 2025; sets out expectations for the Work Experience Guarantee and defines 'meaningful' workplace experiences | Statutory |
| Working Together to Safeguard Children 2023 | Multi-agency safeguarding framework applicable to all educational settings | Statutory |

## 3.3 Non-Statutory and Supporting Guidance

| Document | Relevance | Status |
|---|---|---|
| Gatsby Benchmarks of Good Career Guidance (Updated 2024, adopted September 2025) | Benchmark 6 (Experiences of Workplaces) and Benchmark 3 (Addressing the Needs of Each Pupil) are particularly relevant to SEND settings; now require multiple, progressive, meaningful experiences | Non-statutory but expected |
| Modern Work Experience: FAQs (CEC, July/August 2025) | Confirms the Work Experience Guarantee applies to all pre-16 learners including SEND; equalex framework piloted in special schools and AP | Advisory |
| 16–19 Study Programmes Guidance (DfE) | Requires a period of work experience as a core element of all post-16 programmes, academic or vocational | Expected |
| HSE Guidance: Young People at Work | Practical guidance on employers' duties when hosting young people on work experience | Advisory |
| Equality and Inclusion in Careers Guidance (CEC) | Framework for ensuring work experience is equally accessible to disadvantaged and SEND learners | Advisory |

**KEY LEGAL NOTE — DBS and Regulated Activity**

Under KCSIE, schools must determine whether adults at a placement provider who will work with a pupil are engaged in 'regulated activity'. Where a pupil under 16 will be unsupervised by a school representative, the placement provider MUST be advised to carry out appropriate DBS checks on relevant staff. Schools cannot carry

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out DBS checks themselves on behalf of placement providers but must satisfy themselves through written confirmation that this requirement has been met. Pupils under 16 cannot themselves be DBS checked.

## 4. Scope and Definitions

This policy applies to all work experience and related workplace activities arranged or endorsed by a school or college within the Group. The following definitions apply:

| Term | Definition |
|---|---|
| Work Placement | A structured period in a workplace setting in which the pupil undertakes tasks and activities as a worker, supervised by the employer. May be paid or unpaid. Typically blocks of 1–2 weeks or recurring half-days. |
| Work Shadowing | The pupil observes a worker over one or more days, developing understanding of a role or sector without actively performing work tasks. |
| Employer Visit / Workplace Visit | A school-organised visit to a workplace, lasting typically a half or full day. Pupils may undertake employer-set tasks or projects. |
| Virtual Workplace Experience | A structured, employer-led experience delivered online. Per Gatsby Benchmark 6 (updated 2025), virtual experiences may complement but must not wholly replace in-person activity. |
| Supported Internship | A structured, study programme for young people aged 16–25 with an EHCP, combining extended work placement with in-work support from a job coach. Delivered in partnership with an employer and governed by DfE supported internship programme requirements. |
| Traineeship | A programme including a high-quality work experience component, aimed at equipping young people with the skills needed to progress to an apprenticeship or employment. |
| Enterprise Activity | Employer-led challenges, business simulations or projects completed within school but designed and assessed by an employer. Counts towards Gatsby Benchmark 5 (Encounters with Employers) rather than Benchmark 6. |
| Meaningful Experience | Per the updated Gatsby Benchmark 6 (2024/2025): an experience that gives the young person the opportunity to explore what it is like to work in an environment, what skills are valued, and what it takes to be successful. It should include preparation and reflection, active participation, and feedback from employer staff. |

## 6. Careers Education, Information, Advice and Guidance

Careers Education, Information, Advice and Guidance (CEIAG) is central to preparation for adulthood across Aurora schools and colleges. A higher proportion of young people with Education, Health and Care Plans are at risk of becoming not in employment, education or training (NEET) as adults; therefore, careers provision must be personalised, aspirational and embedded across the curriculum from an early stage.

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Aurora Brooklands will support students to consider future options, understand their own potential, develop employability and work-related learning skills, and make informed choices about pathways into further education, training, employment, volunteering, supported employment or independent living. Careers provision will be person-centred and aligned with EHCP outcomes, PSHE, curriculum planning and local authority transition arrangements.

## 6.1 Careers Curriculum

The careers curriculum at Aurora Brooklands will broaden pupils' horizons, challenge stereotypes and link learning to the world of work. Teachers will identify pupils' interests, strengths and motivations and use these to plan support, interventions and progression opportunities across Key Stages.

- In Key Stage 2, career-related learning should broaden children's understanding of the world of work, develop self-awareness, challenge stereotypes and connect classroom learning to future possibilities.
- In Key Stage 3, careers education should be embedded across curriculum areas and enriched through employer encounters, visits, themed days, enterprise activities and exposure to a wide range of job roles and sectors.
- In Key Stage 4 and post-16, careers education should include individual guidance, labour market information, transition planning, vocational learning, work-related learning and meaningful workplace experience.

## 6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora Brooklands describes how the Group policy is implemented in practice.

## 6.3 Provider Access

This local procedure sets out arrangements for managing provider access requests in line with Section 42B of the Education Act 1997. Providers wishing to access pupils for the purpose of giving information about education, training, technical education or apprenticeship opportunities should contact the Head of Setting or named Careers Leader, as specified locally.

**Gatsby Benchmark 6 Planning**

**Key Stage 3**

- Termly employer encounters delivered through careers lessons and enrichment activities.
- Visits from local employers and community organisations.
- Enterprise and employability activities linked to the curriculum.
- Independent careers guidance as appropriate.
- Workplace visits and vocational taster experiences where suitable.

**Key Stage 4**

- One dedicated careers lesson per week.
- Independent Careers Adviser in school every two weeks providing impartial careers guidance.
- Employer encounters, workplace visits and vocational experiences.
- Work-related learning opportunities linked to individual EHCP outcomes and preparation for adulthood.

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- College visits, apprenticeship awareness sessions and transition support.
- Supported work experience opportunities where appropriate to individual needs.

Gap Analysis Against Gatsby Benchmark

| Benchmarks | | Total Required Tasks | Total Complete Tasks | Percentage of Tasks Completed | Nationally | Difference |
|---|---|---|---|---|---|---|
| BM1 | A Stable Careers Programme | 17 | 12 | 70 | 66 | 4 |
| BM2 | Learning from career and labour market information | 2 | 0 | 40 | 81 | 39 |
| BM3 | Addressing the needs of each pupil | 7 | 5 | 90 | 54 | 36 |
| BM4 | Linking learning to careers | 4 | 3 | 87 | 76 | 11 |
| BM5 | Encounters with employers and employees | 1 | 1 | 100 | 80 | 20 |
| BM6 | Experiences of workplaces | 1 | 1 | 100 | 64 | 36 |
| BM7 | Encounters with further and higher education | 5 | 4 | 90 | 52 | 48 |
| BM8 | Personal guidance | 1 | 1 | 100 | 75 | 25 |

**Strengths:**

- Access to workplace visits and vocational experiences.
- Careers guidance integrated within the curriculum.
- Individualised careers planning linked to EHCP outcomes.

**Areas for Development:**

- Increase the number of direct workplace experiences for all KS4 pupils.
- Strengthen employer partnerships to provide a broader range of sectors.
- Enhance recording and evaluation of workplace learning outcomes.

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- Careers Lead: Rachel Cummins (SENDCo)
- Working collaboratively with the local Careers Hub to review provision, access training, share best practice and support achievement of the Gatsby Benchmarks.

**Progression Pathway**

- KS3: Careers awareness, employer encounters, enterprise activities and development of employability skills.
- KS4: Careers education, independent guidance, workplace experiences, college visits and vocational exploration.

**Reporting Schedule**

- Careers provision and benchmark progress reported termly to governors.

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# 7. Roles and Responsibilities

**Named Roles**

- Named Careers Leader: Rachel Cummins | Rachel.cummins@theauroragroup.co.uk | 01772 454826
- Named DSL for Work Experience safeguarding matters: Jen Burton
- Named SENDCO / EHCP lead: Rachel Cummins
- Local Careers Hub contact: Lucy Ross | Education Business Partnership North West

# 8. Programme Design and Progression

See the specific programme design above.

## 8.2 Individual Planning

**Local Curriculum Planning**

- All pupils across the school receive one dedicated Careers session per week, delivered as part of the curriculum. A qualified Careers Adviser attends school every two weeks to provide independent and impartial careers guidance. Pupils have opportunities to discuss their aspirations, interests, strengths and future goals through individual and small-group careers guidance sessions.
- Pupils take part in employer engagement activities throughout the academic year, including visits from local employers and professionals who share information about their careers, qualifications and experiences.
- Careers learning focuses on developing employability skills, understanding workplace expectations, exploring career pathways and raising aspirations for the future.

Where appropriate, pupils access workplace encounters/experience and online careers resources to broaden their understanding of different industries and employment opportunities.

# 9. Safeguarding During Work Experience

Safeguarding is the highest priority in all work experience arrangements. The school's safeguarding obligations do not cease when a pupil leaves the premises for a placement. All activity in this section must be read alongside the school's Safeguarding and Child Protection Policy and KCSIE (current edition).

## 9.1 Placement Provider Safeguarding Checks

## 9.2 Supervision and Monitoring

## 9.3 Vulnerability Considerations for SEND Pupils

## 9.4 Reporting Safeguarding Concerns During Placement

**Safeguarding Procedures**

Insert locally:

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- Named DSL and Deputy DSL – Jen Burton (DSL) Jen.burton@theauroragroup.com Kim Anderson (DDSL) Kim.anderson@theauroragroup.com School reception - 01772 454826
- School emergency contact number School reception - 01772 454826
- Lancashire's Local authority MASH / Children's Social Care - 0300 123 6720

Our students are usually supported on Work experience by a member of staff. In the rare cases where they do make their own way there- there will be a clear plan and checks in place to ensure they have arrived safely, and an emergency plan in case of an issue. This will be clearly planned with the child, parent and placement.

Every child's individual needs are well documented, and permission is gained from the parent and student to share key information with placement providers. All activities are fully risk assessed.

# 10. Health and Safety

Under the Health and Safety (Training for Employment) Regulations 1990, pupils on work experience are treated as employees of the placement provider for health and safety purposes. The placement provider bears the same duty of care to the pupil as they do to their own staff. However, the school retains a duty of care and must take reasonable steps to satisfy itself that the placement environment is safe.

## 10.1 Pre-Placement Health and Safety Checks

## 10.2 Age-Related Restrictions

## 10.3 Individual Pupil Risk Assessment

## 10.4 Accidents and Incidents

**Health and Safety Procedures**

In All placements are fully risk assessed and we ensure the suitability of any community work experience or volunteering. The wellbeing of our students is always paramount in all opportunities offered. All placements receive a premises visit before approval.

We use an outside agency with a specialism in quality assuring placement providers. A thorough checking process is carried out which covers aspects such as fire safety and adequate insurance.

All related documents are stored on the Engage system or Teams where final approval is granted.

Parental permission is gained prior to sharing key information with placements.

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# 11. Equality, Inclusion and Reasonable Adjustments

The Equality Act 2010 requires placement providers, as well as schools, to make reasonable adjustments to ensure that disabled pupils are not substantially disadvantaged compared with non-disabled peers. The school must take an active role in supporting placement providers to understand and meet this duty.

## 11.1 Our Commitment

## 11.2 Reasonable Adjustments in Practice

## 11.3 Employer Engagement and Disability Confidence

**Employer Reasonable Adjustments**

For each student, signed permission is gained from parents to share key information with the placement Employer. The school will then liaise with the placement provider to ensure that any necessary reasonable adjustments can be put in place.

Key information is shared with all employers, and additional information regarding other key needs will be shared if necessary, dependent on the individual.

# 12. Information Sharing and Data Protection

**Information Sharing Protocol**

Insert locally:

The Data Protection Officer (DPO) for the Aurora Group is ?

The data protection lead at Aurora Brooklands School is the School Business Manager.

Written consent is gained from parents/carers prior to sharing information. This written consent is stored in the student's school file.

# 12. Preparation and Debriefing

A meaningful work experience placement does not begin on day one at the employer and end when the pupil returns to school. The quality of preparation before and reflection after is as important as the placement itself, and particularly so for pupils with SEND who may need significantly more structured support at both stages.

## 12.1 Preparation

## 12.2 Debriefing and Reflection

**Preparation and Debriefing Formats**

A meaningful work experience placement does not begin on day one at the employer and end when the pupil returns to school. The quality of preparation before and reflection after is as important as the placement itself, and particularly so for pupils with SEND who may need significantly more structured support at both stages.

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**Preparation and Debriefing Formats**

All students are involved in discussions around the kind of placement they would like.

Placements are tailored to individuals needs and wishes.

Students are well prepared with visuals (e.g. photo stories, social scripts) to prepare them for the work environment.

Often a 'mini visit' takes place so the student can visit the environment before commencing work experience.

Students complete their work experience booklet after each visit, and staff discuss the time spent on WEX and adapt as needed throughout the weeks.

Pupil EHCP reviews include Preparation for Adulthood. Work experience feedback sits within this.

# 13. Quality Assurance and Monitoring

## 13.1 Placement Quality Standards

## 13.2 Monitoring During Placement

## 13.3 Post-Placement Evaluation

## 13.4 Annual Programme Review

**Quality Assurance Processes**

● Schedule of Compass/Compass+ self-reporting (termly updates by Careers Lead, shared in termly Governance meetings).

● Placement approval process- Placements are signed off by the Head Teacher: Key documents for off site WEX are uploaded onto the Engage trips and visit system. Placement risk assessment, Placement Health and Safety checks, Placement Employers liability insurance and Parental consent form are uploaded.

# 14. Destination Tracking and Transition Follow-Up

Aurora Brooklands will collect, analyse and use pupil destination data to support continuous improvement of the careers programme; meet the expectations of the Gatsby Benchmarks, particularly Benchmark 3; inform governors, senior leaders and the Group about pupil progression outcomes; support local authority duties under the Education and Skills Act 2008; and improve outcomes for all pupils attending our schools and colleges. Destination

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tracking is a key part of preparation for adulthood and must be linked to EHCP outcomes, transition planning, careers guidance records and post-placement evaluation.

## 14.1 Scope of Destination Tracking

This section applies to pupils leaving at Key Stage 4 and Key Stage 5, where applicable. Destinations of other school leavers during the year will be collated but reported under the Placement End Policy.

Aurora Brooklands will collect intended destinations before leaving, confirmed destinations in the autumn term following leaving, sustained destinations data through authorised follow-up calls, and follow-up information for up to three years post-leaving where feasible and lawful, in line with Gatsby Benchmark 3. Sustained destinations follow-up will apply only to Key Stage 4 and Key Stage 5 leavers and must be supported by the relevant data collection permissions recorded in Engage as part of induction and the Acceptable User Agreement.

All destination information will be collected by the appropriate person onsite, as designated by the Headteacher, Principal or Head of School, and recorded on Engage in a timely manner.

## 14.2 Statutory and Good Practice Context

## 14.3 Roles and Responsibilities for Destination Tracking

| Role | Responsibilities |
|---|---|
| Governing Body | Receives the annual destinations report through governance processes; monitors trends and vulnerable groups; holds leadership to account for improvement; and escalates or reviews Group-wide trends where appropriate. |
| Headteacher / Principal / Head of School. (Katie Lyon) | Ensures resources and systems are in place; oversees compliance with data protection; develops alumni opportunities at site level; and reports on destination and alumni activity through governance. |
| Careers Lead / Responsible Person. (Rachel Cummins) | Leads collection, analysis and reporting; maintains the destination database on Engage; adheres to GDPR guidance; reports annually to SLT and governors. |
| SENDCO / EHCP Lead. (Rachel Cummins) | Maintains secure records and supports appropriate data sharing with the local authority through the EHCP review process. |
| Teachers / Tutors | Support collection of intended destinations and encourage alumni engagement where appropriate. |

## 14.4 What Data Will Be Collected?

At Aurora Brooklands the following data will be collected:

- Pre-leaving, usually in the summer term: intended destination, including sixth form, college, apprenticeship, employment, supported employment, volunteering, social care pathway or other agreed route; course or provider name; and apprenticeship employer where known. This must be recorded on Engage.
- Autumn term following leaving, usually October to December: confirmed destination and provider confirmation where possible. This must be recorded on Engage.
- Post-16 or post-18 follow-up, where feasible and lawful: sustained participation, alumni survey responses, NEET identification and any support offered. NEET information must be recorded on Engage and notified through the EHCP process where appropriate.

## 14.5 Data Protection

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## 14.6 Use of Destination Data

At Aurora Brooklands destination data will be used to evaluate curriculum pathways, review the effectiveness of options guidance, identify patterns and vulnerable groups, improve apprenticeship and employer engagement, support Ofsted inspection evidence and inform the School or College Development Plan.

An annual Destinations Report will include, as a minimum: percentage of leavers in sustained education; percentage progressing to apprenticeships; percentage progressing to employment; percentage recorded as NEET; comparison with local and national averages where available; and three-year trend analysis.

## 14.7 Follow-Up and Review

**Destination Tracking and Alumni Follow-Up**

Destination data is tracked by the Business Support Team at set points up to 3 years.

The Destination tracker is overseen and quality assured by the Head Teacher.

Destination outcomes are reported to senior leaders and governors at the Termly Governance meeting.

# 15. Policy Review and Implementation

This local policy will be reviewed annually, or sooner in the event of:

- Significant changes to legislation or statutory guidance (particularly KCSIE, Careers Guidance statutory guidance, or SEND Code of Practice)
- A safeguarding incident or serious concern arising during a placement
- Significant change to the Group's provision model or school roll
- Ofsted inspection findings relating to careers or work experience.

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# Appendices

Appendix A

Work Experience Flow Chart

🟦 **1. Student Identified**

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🟩 **2. Review Interests, Aspirations & EHCP Outcomes**

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🟨 **3. Identify Suitable Employer**

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🟧 **4. Placement Checks & Risk Assessment**

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🟪 **5. Parent/Carer Agreement**

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🟦 **6. Student Preparation & Induction**

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🟩 **7. Placement Begins**

⬇️

🟨 **8. Monitoring & Support**

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🟧 **9. Employer & Student Feedback**

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🟪 **10. Destination & Careers Records Updated**

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