



# Greenfields School

## Careers and Work-Related Experiences Policy

### 2026-2027

| Implemented | By Whom | Last Review    | By Whom      | Next Review    |
|-------------|---------|----------------|--------------|----------------|
| June 2025   | R.Hill  | September 2026 | Craig Thomas | September 2027 |

#### Document History (last 3 versions)

| Date of Issue | Version No. | Person(s) responsible for change | Nature of Change     |
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| 03/10/25      | 3           | Creslyn Singh                    | Review and update    |
| 12/03/26      | 4           | Creslyn Singh                    | Reviewed             |
| 22/09/26      | 5           | Craig Thomas                     | Reviewed and updated |

*This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024*

Preparing learners for the future by providing a sustainable outstanding educational experience where all learners realise, pursue and achieve their full potential, aspirations and desire to positively impact on their employment prospects, enabling them to thrive as adults.

### **Teaching and learning**

Greenfields School is committed to providing an ambitious, personalised and fully inclusive Careers and Work-Related Experiences (CWRE) curriculum which prepares all learners for adulthood. Our intent is to ensure every pupil develops the knowledge, skills, values and confidence needed to make informed decisions about future learning, training and employment. The CWRE curriculum aligns directly with the school's Curriculum Policy intent: promoting aspiration, personal development, SMSC, independence, and readiness for adult life. It incorporates the 4 Purposes, UNCRC, ALN expectations and the ISS(W)R 2024 requirements for breadth, balance, personal development, SMSC and careers guidance.

### **Well-being, Care, Support & Guidance**

CWRE is delivered through a sequenced programme of learning from KS2–KS4, mapped to the Greenfields Long-Term Plan for Careers, the Gatsby Benchmarks, and Curriculum for Wales guidance. Learning is enhanced through employer encounters, work experience, FE links, enterprise projects, labour market information (LMI), PSHE/RSE, therapeutic support, and personalised IDP-linked pathways. Staff embed careers connections across all curriculum areas, ensuring pupils understand how subject learning relates to future employment and life choices. Provision is differentiated, trauma-informed, and aligned to individual needs.

### **Leadership & Improvement**

Improvement is measured through progress against Gatsby Benchmarks, Taith360 outcomes, pupil destinations, improved engagement, increased aspirations, work-ready behaviours, and the quality of pupils' transition plans. Learners leave Greenfields with personalised career plans, improved employability skills, strengthened independence, and clarity about post-16 pathways. CWRE outcomes contribute directly to whole-school evaluation and Estyn inspection evidence.

### **Rationale**

Young people need to be equipped to take their place in a rapidly changing world of work within the global economy. Careers and Work-related experiences (CWRE) The world of work is not solely about the world of paid employment. Opportunities for volunteering and community participation can also contribute to the development of young people's work-related skills, is it about the relationships between young people, their learning and the world of work, enabling them to see the value of education, qualifications, and skills. CWRE is part of our basic curriculum for all 9-16 year olds and it is also part of the requirements of the learning Core of Learning pathways 14-19.

In 2026, 42% of employers expressed concern that young people entering the world of work lacked “soft skills” and work readiness.

CWRE at Greenfields fully meets the statutory requirements of the Independent School Standards (Wales) Regulations 2024, specifically those relating to curriculum breadth, balance, personal development, SMSC, impartial careers guidance and preparation for adulthood.

This CWRE policy directly aligns with the school's Curriculum Policy ensuring coherence, continuity and progression across all areas of the curriculum.

### **Key Aims**

To ensure that our learners at Greenfields are able to:

- Develop attitudes and values required for employability and lifelong learning
- Manage their individual learning pathways and make effective career choices

- Develop their transferrable employability skills; skills required by employers
- Become entrepreneurial
- Be motivated to face the challenges, choices and responsibilities of adult life.
- Engage in Community Participation

## Statutory & Regulatory Framework

CWRE at Greenfields is delivered in accordance with:

- Independent School Standards (Wales) Regulations 2024 (curriculum breadth, SMSC, personal development & careers guidance)
- Estyn Inspection Framework (2024)
- Careers and Work-Related Experiences Framework (Welsh Government, 2022)
- ALN Code (Wales) 2021
- Keeping Learners Safe (2021)
- Equality Act 2010
- UNCRC Part 1
- Gatsby Benchmarks
- Welsh Government “Learning Pathways 14–19 Guidance”

## Monitoring, Evaluation and Impact

- The effectiveness of CWRE is monitored through:
  - Gatsby Benchmark Tracking
  - Xello engagement reports
  - Taith360 data
  - Destination data (post-16 outcomes)
  - Pupil voice and pupil surveys
  - Employer and FE provider feedback
  - Work experience evaluations
  - IDP outcomes linked to preparation for adulthood
- Termly Community (SMSC) and Careers engagement Plan reviews by Careers Lead and SLT

Findings inform the School Improvement Plan, curriculum refinement and Estyn inspection evidence.

## Integration of Gatsby Benchmarks and Preparation for Adulthood

Greenfields School is committed to delivering a comprehensive careers education programme that prepares learners for adulthood and supports their aspirations. Our Careers and Work-Related Experiences (CWRE) provision is fully aligned with the Gatsby Benchmarks, which form the foundation of our career’s strategy:

|                                                             |                                                                                                                                                          |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A stable careers programme</b>                           | •Greenfields delivers a structured, progressive careers programme from Years 7 to 11, reviewed annually and embedded across the curriculum.              |
| <b>1.Learning from career and labour market information</b> | •Pupils access up-to-date labour market information through lessons, external speakers, and personalised guidance, helping them make informed decisions. |
| <b>1.Addressing the needs of each pupil</b>                 | •Careers education is tailored to individual needs, with personalised pathways, EHCP-linked planning, and inclusive opportunities for all learners.      |
| <b>1.Linking curriculum learning to careers</b>             | •Subject teachers embed career relevance into lessons, helping pupils understand how their learning connects to future employment and adult life.        |
| <b>1.Encounters with employers and employees</b>            | •Pupils engage with a range of employers through talks, workshops, and work experience placements, building awareness of different career sectors.       |
| <b>1.Experiences of workplaces</b>                          | •All eligible Key Stage 4 pupils participate in meaningful work experience placements, supported by risk assessments and safeguarding protocols.         |
| <b>1.Encounters with further and higher education</b>       | •Pupils are introduced to local colleges, training providers, and apprenticeship routes through visits, virtual tours, and transition planning.          |
| <b>1.Personal guidance</b>                                  | •Every pupil receives individual careers guidance from trained staff, with additional support for those with IDPs or SEMH needs.                         |

CWRE learning is mapped term-by-term against the Gatsby Benchmarks using the Greenfields Community and Careers engagement plan. Evidence includes employer encounter registers, FE engagement records and work experience documentation. Tracking is reviewed termly by SLT and contributes to self-evaluation.

### **Commitment**

We are committed to:

- A planned programme, appropriately differentiated for all our learners
- Access to individual advice and guidance on choice and progression
- Delivery that promotes equality of opportunity and inclusion
- Varied participation in work- related experiences
- Growing links with the 14-19 network
- Developing local business links
- Links with local colleges and vocational training providers
- The use of the national framework and guidance as a basis for our learning programme

### **Whole-School Coherence and Cross-Curricular Careers Learning**

CWRE is integrated across subjects in line with the Curriculum Policy's expectation that learning is purposeful and connected. All subjects contribute to Gatsby Benchmark 4 (Linking curriculum learning to careers) and explicitly reference careers relevance within schemes of work, lesson planning and learning intentions.

### **Work Experience**

Learning through work-focused activities is an essential part of Careers and work-related experiences (CWRE). Work-focused experience includes all activities that directly equip learners in their understanding of and competence in the world of work. This includes work experience placements-this can give learners improved knowledge of the world of work and a greater awareness of the range of opportunities and routes available to them.

Employability is what young people will need in order to thrive in their future working lives -a mixture of skills, attitudes, knowledge and understanding that will need to be maintained and refreshed throughout.

Work-related experiences benefit young people by helping them to:

- Develop an understanding of the purpose of work in life for themselves and society
- Become increasingly aware of the range of opportunities available to them
- Develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- Explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- Develop resilience and the ability to be adaptable in response to challenges, choices and responsibilities of work and life

## **INTRODUCTION**

The key aims of work experience programmes for learners are:

### **INDIVIDUAL:**

- To enable learners to develop self-awareness and self-esteem.
- To develop determination, self-confidence and resilience.
- To bring them to acquire a sense of social and moral responsibility.
- To explore possible careers.
- To promote in them an open, motivated attitude to education.
- To provide a work-related experience to help further develop their transferable skills, knowledge and understanding of the world of work.

### **RELATIONSHIPS**

- To encourage learners to develop positive relationships with peers and adults in formal situations.
- To encourage tolerance, respect and sensitivity to the needs and values of others.

### **ACHIEVEMENT**

Young People:

To enable learners to gain experience in the work place, to have access to careers advice and to ensure they have a clear route of progression into further education, training or employment. Work experience can improve all round motivation, giving learners a new appetite for their examination courses at Greenfields School. We have seen many learners develop maturity, as well as particular skills, through work experience: some encounters are unexpectedly supportive, some very sobering. If a placement breaks down, for whatever reason, issues are always discussed with the learner before an attempt is made at an alternative placement. Work experience gives greater meaning to careers advice and helps learners to decide upon their way forward. At Greenfields School, we believe that a well-managed work experience is of particular importance to our learners, and that it is given appropriate weight in our overall careers programme for learners.

Greenfields School takes its safeguarding responsibilities very seriously and follows the stringent guidelines set out by South East Wales Safeguarding Children Board (SEWSCB), as well as its own school procedures, to enable a safe working environment for its young people. As detailed in Greenfields School Safeguarding Policy, personnel receive regular training on all aspects pertaining to young people, including work related learning and child protection.

All CWRE activities—including external visits, employer encounters, FE visits and work-experience placements—are risk assessed and delivered in line with the school's Safeguarding Policy, Child Protection procedures and Keeping Learners Safe (2021). Staff follow safer recruitment expectations when engaging external partners.

### **EMPLOYERS**

Employers involved in work experience have reported numerous benefits which include:

- raising their profile in the community as a caring employer-and with their own staff.
- helping to create a positive image of the industry in the minds of young people.
- increase the motivation of staff and providing opportunities for staff development, particularly supervisory, support and training skills.
- access to learners as future employees and developing possible recruitment links with schools and colleges.
- tightening up working practices, especially reinforcing health and safety practices.

The Senior Leadership Team will consider all Year 10 and Year 11 learners attending Greenfields School to be eligible to attend Work Experience; depending on the date of the learners' enrolment and individual risk assessment. \*1

## **PURPOSE**

- Obtain a wider awareness of careers and work-related experiences as part of their general education.
- Learn skills outside the classroom.
- Increase their economic and labour market Information (LMI) understanding.
- Relate their studies to the world of work and training.
- Self-esteem, self-confidence building and resilience.
- All round improvement in motivation.
- To become fully aware of all aspects of Health & Safety in the work place.
- To appreciate the benefits of work experience.
- Broaden their career aspirations
- Give learner more responsibility and build on using their own initiative.
- Encourage punctuality and independence.
- Improve communication skills.
- Offer CSCS H&S training

## **PROCEDURES**

- Prepare learners in learning about safe working practices, environments and behavior management issues before they start work experience.
- Approach employers to explain and inform about the nature of the learners we wish to place, what is involved and to set up the work experience programme.
- Ensure a Greenfields School individual risk assessment for each learner being placed is forwarded to the agreed work experience provider.
- Learners attend an informal meeting with employer.
- Arrange a taster-day.
- Commence placement once a week increasing the number of days if it is in the learner's interest.

## **MONITORING**

Forms to be completed:

- Medical information form
- Employers' information form
- Risk assessments
- Daily phone calls
- Visits (dependent on whether placement is block or extended)
- Attendance register
- Update for staff, parent(s)/guardian(s) and learners

## **End of placement:**

- Pupil/parent/carer/employer de-brief and evaluation

The aim is to make work experience a pleasant and valuable experience for both the employer and learner. The strict monitoring of placements is aimed at ensuring that learners are given every chance of succeeding while on work experience. If the placement breaks down the learners are immediately withdrawn and after debrief an alternative place found if requested.

## **POSITIVE OUTCOMES FROM WORK EXPERIENCE**

- Employment, apprenticeship or training offered by employer to the young person
- Attend relevant college courses as a result of work experience
- Employer references
- Positive relationship between employer and school

## **CONTINUING AIMS FOR THE CAREERS COORDINATORS**

- To continue the good practice already established.
- To provide the opportunity of work experience to all Key Stage 4 learners at Greenfields School

## **Xello**

The school uses Xello as its primary online career's education and planning platform. Xello supports learners in developing self-awareness, exploring career pathways, and making informed decisions about their future education, training, and employment.

### **Aims of using Xello:**

To provide an engaging, learner-centred digital platform that enhances careers education from Year 10 to Year 11.

To enable learners to build a personal careers profile, record achievements, and explore labour market information.

To support learners in identifying their skills, interests, and aspirations through interactive assessments.

To ensure learners have access to impartial, high-quality careers information at any time, both in school and at home.

### **Implementation:**

Learners are provided secure logins and introduced to the platform during timetabled careers lessons, form time, or PSHE sessions.

Careers staff and pastoral teams monitor engagement and progress recorded within Xello, including completed assessments, saved careers, and learning activities.

Xello is integrated into key careers events (e.g., options process, work experience preparation, post-16 planning).

Teachers may direct learners to relevant Xello modules as part of curriculum-linked careers learning (Gatsby Benchmark 4).

### **Data Protection & Safeguarding:**

Xello is used in accordance with the school's Data Protection Policy and GDPR requirements.

Learners' information within Xello is monitored by authorised careers staff only.

Any concerns identified through learner self-reflection activities are escalated following safeguarding procedures.

### **Review:**

The careers lead reviews Xello usage annually to ensure it remains effective, up-to-date, and aligned with the school's Community and Careers engagement plan and the Gatsby Benchmarks.

### **Related policies**

CWRE policy links with and supports other policies including 14-19 Learning pathways, teaching and learning, equal opportunities, health and safety, Personal and Social education and work experience.

### **Impartiality in Careers Guidance**

All CWRE guidance is impartial, inclusive and free from bias, ensuring pupils receive balanced information about all relevant post-16 pathways, including vocational, academic and work-based routes, in accordance with ISS(W)R 2024 expectations.

### **Information for Parents and Carers**

Key information about the CWRE programme—including work experience, Gatsby Benchmarks, careers events and transition arrangements—is shared with parents/carers through meetings, newsletters, the website and review processes. Parents/carers are partners in planning transition and post-16 pathways.

### **Review procedure**

The CWRE policy will be reviewed annually and forms part of the annual leadership and management audit completed by Regional Lead, Rob McConomy. The results of the review and audit will be communicated to line managers.

This CWRE policy must be read alongside the Greenfields Curriculum Policy to ensure full alignment across all areas of provision.

## **APPENDIX A**

### **Work Experience**

#### **Definition**

This policy provides a framework for preparing all learners for the opportunities, responsibilities and experiences of adult life through work experience.

#### **Aims and Objectives**

The policy seeks to achieve the aim of learners experiencing work at first hand and in doing so meeting the following objectives:

- Providing learners with careers education and guidance by giving learners a better understanding of changes in the world of work and the implications these have for their own careers.
- Understand how an employing organisation function.
- Experience the social relationships at work and in doing so develop a sense of increased maturity, with improvements in aspects such as motivation, self- confidence, interpersonal and transferable skills.
- Assess how they will adapt to working patterns and relationships outside school.
- Gain the self-confidence needed in an adult world.
- Develop practice and demonstrate both employability and wider skills and knowledge for adult life.
- To record and evaluate their time whilst on work experience placement.

When an agreed placement has been secured The Careers Coordinators at Greenfields School will:

- Arrange a meeting with the employer and learner to discuss their roles and responsibilities etc...
- With permission of the learner and residential care home, disclosure of relevant information i.e. medical conditions or other personal information will be passed to the placement if required (special arrangements may be needed for medical problems, such as asthma, colour blindness, epilepsy or hearing/vision impairment).
- A health and safety check will be completed and confirmation that the placement has Employer's Liability and Public Liability Insurance (proof of certificate)
- Request employer/employee DBS for adults who will be in contact with pupils.
- Employer Risk Assessments and Risk Management arrangements are in place
- When the relevant documentation is received from the work experience placement, the Careers Coordinators will make the necessary arrangements for the placement to begin.

### **Safeguarding learners on Work Experience**

A briefing is undertaken at Greenfields School with all learners to give learners a basic understanding of their responsibilities for health and safety as well as personal welfare. This includes:

- The importance of participation of a health and safety induction when they initially arrive at placement, to ensure their safety and safety of others.
- Appointed First Aiders
- Fire emergency procedures
- To whom they will be responsible at the work experience placement (Foreman, Manager etc...)
- Emergency contact (Care Worker, Careers Coordinators, school)
- Travel arrangements
- Protective clothing and footwear (PPE)
- Break/lunchtime destination (to be agreed with the supervisor)

It is essential that the work experience placement is provided with emergency contact details and informed of any relevant information that may put the learner or other people at risk. It is also necessary to provide support from Care Staff for the learner whilst on placement if required.

With reference to those learners who access alternative providers of education for part of their timetable, those establishments are asked to provide:

- Proof of DBS checks.
- A copy of their current risk assessments that cover those learners working on their premises or, if applicable, satellite sites.
- Employers/Public Liability Insurance certificate

### **Block Placements**

- Telephone call to the placement will take place every morning to monitor attendance and progress.
- Liaise with Care Staff and school.

### **Extended Placement**

- If the placement is required for an extended period, daily telephone calls and regular work experience/vocational reviews with the employer will take place.

### **Equal Opportunities**

- No Learner is denied a placement for reason of race, disability, religion or gender. All applications are considered on availability, risk management and merit.

### **Special Needs**

All learners' special needs are taken into consideration when placements are allocated, and, where necessary employers are informed of their specific needs and provision discussed between the work experience coordinators and the employer.

CWRE is accessible to all learners, including those with ALN, SEMH needs, communication difficulties and sensory differences. Adjustments include supported visits, differentiated materials, pre-teaching of concepts, therapeutic preparation, communication passports and personalised careers guidance linked to IDPs.

|                     |               |              |                               |
|---------------------|---------------|--------------|-------------------------------|
| <b>Headteacher:</b> | Creslyn Singh | <b>Date:</b> | 22 <sup>nd</sup> October 2025 |
| <b>Proprietor:</b>  | Rob McConomy  | <b>Date:</b> | 22 <sup>nd</sup> October 2025 |