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THE CAREERS DEPARTMENT HANDBOOK

Preface:

All staff who teach some aspect of careers education have had the opportunity to discuss and suggest ideas for the 'Department Handbook'. The discussion has proved a very valuable vehicle for sharing our experiences and aspirations. The documents and departmental operation are regularly reviewed, particularly as legislation changes, new initiatives are taken on and OFSTED/OHMC1 summary reports are published. The Handbook is word-processed and held in a ring file to allow for easy amendment and continual development. One copy is held centrally by the Head of Department and another by the Headteacher - this one will be available for visiting OFSTED inspectors, pupils, governors, parents, etc. Another copy should be kept in the Staffroom for staff reference. The Handbook should also be provided for each member of staff in the Department. The following contents list forms a framework for the Handbook:

Section A - Introduction.

a) Aims and objectives of:

(i) School and (ii) the Careers Department.

b) Description of the Departmental Curriculum, e.g. percentage time allocations, timetable slots including any lessons conducted in extra-curricular time.

c) Description of the departmental organisation - management, staffing and pupils.

d) Links with other departments and involvement in cross-curricular themes/events.

e) Involvement of the Careers Department in extra-curricular activities, clubs, etc.

f) Liaison with other schools - including upper schools/colleges, further education, etc.

g) Communications with Parents/Guardians.

h) Links with businesses, the Community and other local resources.

i) Work with Outside agencies.

Section B - Staff.

a) Department structure.

b) Staff lists (teachers and support staff) to include job descriptions and responsibilities.

c) Special needs support - to include a timetable showing their allocation.

d) The current year's timetable for each member of staff (teachers and support staff).

e) Policy for covering absent staff.

Section C - Policies.

a) Work experience/placements - to include a comprehensive list of the most recent work placements and the current education/employment status of the last cohort of school leavers.

b) Cross curricular skills.

c) Policy on pupil discipline.

d) Inclusion Policy:

(i) general (ii) gender

(iii) multicultural (iv) differentiation - including SEN.

e) Policy on the organisation of educational visits.

f) Cross-curricular policies, e.g. spelling, presentation, etc.

g) The use and assessment of Information Communication Technology (ICT)

h) Policy on displays.

i) Communications with Parents/Guardians.

j) Links with businesses, the Community and any use of local resources

k) Cross-curricular policies, e.g. policy on spelling, handwriting, presentation, numeracy (including drawing graphs), literacy (including Direct Activities Related To Text), etc.

l) Health and Safety.

m) Policy on Spiritual, Moral, Social and Cultural development. *

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Careers Policies (Ver. 8.0)

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SCHOOL - CAREERS DEPARTMENT. AIMS AND OBJECTIVES

Specific Aims For Careers Education:

- To develop in pupils:
 - an awareness of the available range of educational, vocational, leisure, training and re-training opportunities;
 - an awareness of the routes and levels of entry into educational, vocational, training and re-training opportunities;
 - an awareness of the impact of technological and economic changes on work and occupational patterns in a fast changing world and how this might affect future employment;
 - the ability to manage transitions and change within and between education, training and occupations. To this end pupils should appreciate and understand the differences between school and work and the potential problems of starting work;
 - the ability to challenge those traditional attitudes which encourage stereotyping and prevent the promotion of equal opportunities.
- To appreciate and understand where, how and from whom careers information can be obtained and the range of services offered by the various support agencies.
- To develop in pupils and parents an awareness of the requirements and routes, both academic and experiential, for certain careers and further education. This can lead to pupils setting targets and developing a purpose to their studies.
- All pupils should have the opportunity to participate in a Work Experience or Placement within their last twelve months of compulsory education. The Work Experience or Placement should last between 1 - 3 weeks. It is also our intention that this is seen as developmental and pupils should expect to be offered further opportunities post 16.
- To develop both the quality and quantity of dialogue and links between the School and local businesses and the general community.
- To contribute to the PSE programme by developing resources concerned with:
 - money matters, i.e. salaries, savings and benefits;
 - using spare/leisure time effectively;
 - citizen's rights and responsibilities.
- To seek to facilitate a greater dialogue and links with local businesses and the community.
- To contribute to the advice and guidance given to local businesses with respect to changes that occur within both the national and the School Curriculum, e.g. G.N.V.Q. courses and qualifications, AS Levels, Key Skills qualification.

Non Specific Aims For Careers Education:

- To reinforce and develop positive attitudes and values in the pupils and thereby enhance their personal and social development, e.g.
 - to recognise and appreciate individual values, priorities, strengths, weaknesses, interests, and abilities in oneself and others;
 - to develop a realisation of their own potential and prospects;
 - to raise awareness and understanding of ethnic and cultural differences.

SCHOOL - CAREERS DEPARTMENT. WORK EXPERIENCE AND PLACEMENTS

The following extract is taken from the Department's Aims and Objectives;

"The School recognises that all pupils are entitled to experience the world of work at first hand during the last twelve months of compulsory education."

Before the 'Work Experience or Placement' takes place:

- The pupils should be made to realise and exploit the relevance of the 'Work Experience or Placement' to their studies - often in a manner as detailed as linking to specific aspects of a programme of study and attainment targets.
- The pupils should be properly prepared, briefed and debriefed. The briefing should include reference to:
 - the relevance of the 'Work Experience or Placement' to the curriculum;
 - the supervision of pupils during the 'Work Experience or Placement', i.e. who is their line manager in the place of work. Specific reference should be made to supervision during the lunch break, etc.;
 - aspects of Health and Safety. Reference must be made to the 1974 Health and Safety at Work Act and personal hygiene and safety. The School Health and Safety Rep. may be the best person to do this;
 - the pupils' responsibilities and rights with respect to all aspects of equal opportunities.
- The 'Work Experience or Placements' offered should:
 - be determined on a basis of individual pupil need - consideration needs to be given to issues such as asthma and colourblindness;
 - consider and conform to different aspects of equal opportunities, i.e. gender or ethnic origin should not normally be a factor in determining the nature of the 'Work Experience or Placement';
 - reflect the local economy;
 - consist of businesses of varying sizes. Some should be public sector and some private sector;
 - consider the rights and opinions of trade unions;
 - conform to the requirements of the 1974 Health and Safety at Work Act. An appropriate member of the staff/careers service/local authority should visit the business before any 'Work Experience or Placements' take place. This is one way in which the School can discharge its responsibilities with respect to the 1974 Act. It should be noted that once the pupil has taken up the 'Work Experience or Placement' the responsibility for a pupil's safety, when in the workplace, is taken on by the 'employer';
 - be co-ordinated. This is a role suitable for the careers service or a committee representing a local cluster of schools.
- Parents should be fully informed as to the purpose of and arrangements for 'Work Experience or Placements' - this should be done by a special parents evening and by a detailed letter. Parents and pupils are all briefed prior to any placements

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SCHOOL - CAREERS DEPARTMENT. LOCAL COMMUNITY LINKS

The School community is part of a larger community. Links between the School and the larger local community enhance both the quality of life and learning experienced by both communities. The following extracts are taken from the School Aims and can all be fostered by close links with the community:

Pupils

- To develop in pupils a positive attitude towards themselves and others with a strong sense of self respect.
- To appreciate human achievements, failures and aspirations.

Curriculum

- To offer a broad based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society.

Community

- To foster close relationships between the School, the pupils' homes and the local community.

The most important community link that we have is the local 'Business Club'. The Club consists of our family of schools and over 100 local businesses. The 'Business Club' is the central focus for the links between the School and local businesses and has benefited both businesses and educational establishments. Businesses within the 'Business Club' offer local schools the following:

- employers who are willing to conduct mock interviews for the pupils;
- employers who are willing to offer work experience or placements to the pupils;
- facilities and catering for the activities of the 'Business Club';
- a source of willing advertisers for the school magazine and programmes for events such as drama productions and the annual school fete;
- professionals willing to participate in extra-curricular activities, e.g. a local engineering company run an engineering club after school until 5.00 p.m. The same company also uses the school hall, one night a week, for their badminton club.
- a supply of low cost/free surplus materials.

In return the School offers the members of the 'Business Club':

- a well educated local workforce with appropriate skills;
- conference facilities at favourable rates;
- training facilities for ICT skills;
- a large hall for hire;
- sports facilities - three local businesses have badminton clubs based at the School.

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SCHOOL - CAREERS DEPARTMENT. HEALTH & SAFETY POLICY

Introduction:

The Careers Department's policy for 'Health & Safety' is consistent with, and so reinforces, the 'Health & Safety' policies of the School and LEA, which seek to promote safe and healthy working conditions, behaviour and procedures. All members of the Department recognise their duty:

- to take care of their own 'Health & Safety' and the 'Health & Safety' of others who may be affected by their actions;
- to be familiar with this policy and that of the School;
- to co-operate with the School Management in promoting 'Health & Safety';
- to report damaged equipment/hardware or ineffective safety systems as soon as possible to the Head of Department;
- to be responsible for 'Health & Safety' matters within their normal teaching areas.

Work Experience or Placements.

In addition to the Health and Safety considerations of the day to day running of the Careers Department, staff have specific responsibilities to undertake related to the provision of 'Work Experience or Placements'. Before pupils attend a Work Experience or Placement they should be properly prepared, briefed and debriefed. The briefing should include reference to aspects of Health and Safety. Reference must be made to the 1974 Health and Safety at Work Act and personal hygiene and safety. The School Health and Safety Rep. may be the best person to do this. The 'Work Experience or Placements' themselves should conform to the requirements of the 1974 Health and Safety at Work Act. An appropriate member of the staff/careers service/local authority should visit the business before any 'Work Experience or Placements' take place. This is one way in which the School can discharge its responsibilities with respect to the 1974 Act. It should be noted that once the pupil has taken up the 'Work Experience or Placement' the responsibility for a pupil's safety, when in the workplace, is taken on by the 'employer'. It is now a requirement that employers provide parents of Pre 16 pupils with a 'risk assessment' for the particular placement they are to undertake. All necessary insurance must be arranged.

The effective management of Health and Safety for the Careers Department can be seen as having four major components:

- Risk assessment and planning before a lesson.**
- Organisation of routines during and between lessons** to include:
 - reporting breakages and dealing with broken glass;
 - reporting and dealing with accidents;
 - tidying up after the lesson.
- Control** to include:
 - where to find safety information, e.g. COSHH file, risk assessments, etc.
 - regular safety checks;
 - safety training - to include all relevant staff and pupils. For further details of staff training see separate policy on INSET;
 - policy statement on 'the use of classrooms rooms by non-careers specialists' to be included in the staff handbook and staff induction programme - see separate policy at the end of this document;

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SCHOOL - CAREERS DEPARTMENT. INFORMATION COMMUNICATION TECHNOLOGY

Category 4 - Reviewing, modifying and evaluating work as it progresses Pupils should be:

- able to judge when to use ICT to collect, handle and investigate scientific information.
- aware of the many possible applications of ICT.
- aware of how ICT can be used to do things which can also be done in other ways.
- share their views and experiences of ICT with their peers and others using relevant terminology.
- critical of their own work and that of others so as to review what they have done and to help them develop their own ideas.
- able to describe the effects of their own actions.
- able to consider and discuss how they might improve their own ICT work and capabilities.

Much of the work in the Department is subject specific but where appropriate pupils are encouraged to use the skills and knowledge acquired in other areas of the Curriculum to enhance their work. The Department supports the skills based ICT lessons by offering pupils the opportunity to reinforce and consolidate their skills in short tasks throughout a course of study. The following brief examples show how ICT is integrated into our schemes of work for pupils in Key Stages 3 & 4:

The Department supports the ICT Department's 'skills based' lessons with consolidation and reinforcement tasks but also assesses some ICT skills.

- **Level 3:** Pupils are asked to present their work using a word-processor. The work involves formatting (fonts, headings, margins, paper orientation), printing, saving and opening a file or files.
Example: How can I improve this application? A basic exercise in editing a piece of prepared text to indicate where the commas should be placed, etc.
- **Level 4:** Pupils begin to combine text and graphics. A piece of work which includes a picture or whose headings are boxed. They are expected to use some of the tools available to them such as the print preview, spell-checker, thesaurus, headers and footers. They would be expected to save their work using relevant file names.
Example: A letter of application written on a personalised letterhead. The letterhead would have been produced as a homework and saved in readiness for the next lesson. It would involve the use of print preview, graphics (borders) and a footer. The letter would then be added and placed to appear balanced.
- **Level 4:** Within their database work they would need to be able to add, amend and interrogate data. They would be required to question the accuracy of data based on their findings and begin to associate 'poor' information with 'poor quality answers'.
Example: Which Career? A database prepared in advance that the pupils are to interrogate to find which pieces of information are obvious errors, to solve some set queries with respect to the careers and some general questions set by the teacher. The pupils correct the errors in the data and re-save the file. Their findings are then used to write a summary, using a word-processor, based on criteria set by the teacher.

SCHOOL - CAREERS DEPARTMENT. INTERVIEW AND COMMUNICATION SKILLS

The purpose of this policy is to encourage interviewers and interviewees to recognise those skills that they already use (many of which are used in their general teaching role or personal lives), to identify new skills that need to be developed, and to consider the most appropriate use of such skills. The list of skills (although comprehensive) cannot indicate the complexity of the interaction between an interviewer and interviewee, and the list should be looked upon as being purely descriptive and not prescriptive. All of the following skills are also common to good teaching and tutoring. Many of these tutoring and communication skills are also suitable to enhance the clarity of communication between parents and teachers, etc.

(i) Attention

This is perhaps the most fundamental set of skills in guidance and tutoring. By practising attentive skills the tutor can go a long way towards making the pupil feel accepted and respected by the tutor.

(a) Eye-contact

The tutor looks at the pupil in a supportive way which indicates that the pupil has the tutor's full attention. The pupil may avert eye contact as he/she takes time to search for the right words or expression, but when he/she looks back to the tutor, there is nothing more disconcerting than to find the tutor's gaze is fixed on something else and not the pupil. Caution should be exercised with eye contact as in some cultures it is a sign of respect to avert one's gaze.

(b) Posture

A tutor indicates that the pupil is the centre of attention by:

- facing the pupil but at a slight angle which allows for the pupil to temporarily relax by averting eye contact;
- sitting or standing in a relaxed way;
- maintaining a posture that is open and relaxed and that does not use crossed arms and/or legs - which can signify less attention and involvement.

(c) Head movements and facial expression

A smile and a hand shake at the start of the meeting can help to create a relaxed friendly atmosphere. Facial expressions or head movements can convey attentiveness and assimilation of the pupil's statements without interrupting the pupil, e.g. nodding when relevant and at regular intervals indicates that the tutor recognises the importance of the occasion and is paying attention.

(d) Suspending value judgements

First impressions are difficult to adjust in the light of experience and knowledge. A tutor should suspend any preconceptions and avoid making value judgements on the appearance or reputation of the pupil.

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SCHOOL - CAREERS DEPARTMENT. POLICY FOR IN-SERVICE TRAINING (INSET)

Introduction:

The Department's policy for INSET respectively incorporates policies concerned with the induction of a newly-qualified teacher (NQT) and with INSET provision generally, and in both cases, wherever appropriate, follows the overall policy of the School. When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual, Departmental and Curricular needs. There are three groups of people that need to be involved:

- the Department Staff;
- those involved in staff development and training;
- those responsible for school management including the Governing body.

Five areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

- Are the School and Department Aims and Development plans being implemented?**
- Are staff allowed to consider their role as described in the School Handbook and relevant policies?** All staff need to be prepared to evaluate their own performance and skill, putting themselves in the position that their pupils are in as learners. By doing so the staff will become increasingly aware of their role and the ways in which that role can be made more effective.
- Are staff allowed the chance to develop the required skills?** A useful approach to helping staff develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating checklist.
- Are staff given enough time and opportunities to prepare adequately for their role?**
- Are staff trained sufficiently to ensure that appropriate provision is maintained in the absence of certain staff?** Each member of the Department participates in the decision making process but in addition is able to take on organisational roles, if they wish, to help in the development towards a Head of Department role in the future.

The essence to successful careers INSET is flexibility and timing. Flexibility is needed to allow the teachers to utilise the ever decreasing funds available for INSET. The School therefore offers formal INSET and support to create a comprehensive INSET policy. Timing is to offer INSET when the need is imminent in the classroom or for resource development to allow reinforcement to follow. INSET is practical and usually takes place in the careers library. In-school INSET is usually for a minimum of 1 hour but may be extended if linked to a department or pastoral meeting. The 1 hour is in the afternoon and makes use of the 'INSET team'. The said team is made up of 3 members of staff with the last lesson on Wednesday as designated INSET time. This is used to relieve staff from lessons to enable them to attend the INSET. It is generally in departments to allow the work to link directly to their needs in terms of their scheme of work.

The INSET may be run by the careers teachers or a member of staff with specific skills or interest, or personnel from the careers office. The latter tends to be used when the need is for a large number of staff, e.g. all Year 11 form tutors to be released together for at least 2 hours to make the course viable and cost effective.

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SCHOOL - CAREERS DEPARTMENT. CROSS-CURRICULAR SKILLS

The teacher's role is a demanding one, for ultimately the aim is to enable learners to achieve their full potential, and for learning to become autonomous as responsibility for learning is accepted. There is a need for focusing a considerable amount of a teachers time to showing pupils how to learn (i.e. the skills) rather than just on assimilating factual information. It is widely accepted that in the near future skills, together with flexibility and adaptability will be a major attribute for an individual. Careers education is in an enviable position to deliver opportunities for the development of the necessary basic skills. Basic skills are defined as those which are used widely across subjects and curricular areas, i.e.

- Communication (language);
- Numeracy;
- Problem solving;
- Personal and social;
- Study and research;
- Information Communication Technology capability - see separate policy.

All staff within the School have responsibility for the teaching of these skills. Staff and pupils will find that certain skills may well develop indirectly and evolve as a natural part of the learning process. For example, when pupils are discussing and then working on a database task such skills as interpersonal relationships, development of self-confidence, negotiation, justification of arguments and problem solving are naturally being exercised and developed.

Good use of language and numeracy are essential skills to develop. In addition to the more formal methods of teaching, basic skills should be taught within a variety of curricular contexts by meaningful and relevant activities. Only then can we ensure pupils enjoy language and numeracy in all their forms.

Language and numerical cognitive development should be a continuous learning process, and not be confined to any one particular Key Stage. It can be assessed across a broad range of activities. Certain skills can be revised continuously in order to refine pupils' language development.

Children will come to school with very different experiences of language and numeracy and very different capabilities and basic skills. It is important that teachers use a child's experiences/skills in order to develop and improve their capabilities. The School's schemes of work should reflect this.

Basic skills are developed and enhanced in all curricular areas when:-

- there is continuity;
- the activities integrate the different aspects of language and numeracy;
- the activities have a flexible route or task order;
- the activities contain tasks which develop knowledge and understanding and others which develop problem solving skills;
- the activities have a balance between pure language and numeracy and their applications;

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SCHOOL - CAREERS DEPARTMENT. WORKING WITH OUTSIDE AGENCIES

INTRODUCTION

Many support services and agencies are able to support the provision of Careers Education at the School. Such support services and agencies include a wide variety of specialist teachers and other professionals. Before contacting an outside support service or agency the relevant teacher and the Head of Careers should liaise in order to avoid duplication of effort. Once a strategy for procuring support has been agreed all parties should be kept well informed of developments as is appropriate. The Head of Careers is the School's in house expert on how best to access the local, regional and national support services and agencies. The LEA provides all schools with a booklet that details the range of services that are available and how they can be accessed. The Head of Careers works primarily with the following support services and agencies:

- careers education and guidance services;
- the education business partnership (EBP);
- the training and enterprise council;
- the rotary club.

Co-operation between the School, the LEA, and the support services and other agencies is vital if we are to secure the most effective Careers Education for our pupils.

CAREERS EDUCATION AND GUIDANCE SERVICES:

The C.E.G. Service provides an invaluable service to schools. The school is allocated 3 Careers Advisers to provide individual and group advice and guidance. In order to ensure that pupils receive their statutory entitlement a 'Partnership Agreement' between the school and the service will be drawn up, agreed, implemented and regularly reviewed.

All year 11 pupils are entitled to an individual careers interview; it will involve the drawing up of an Individual Action Plan with the original held by the pupil, the provision of essential or helpful literature, information for parents and a copy of the agreed IAP given to the C.E.G. co-ordinator/tutor. Parents will be given the opportunity to attend the interview with their child. Pupils may also request or be asked to attend a follow up interview in order to monitor progress. A major area of support will be with the 'disaffected client' group. The C.E.G. service will also offer interviews and support for Post 16 students at the school. Careers Advisers will also support:

- Curriculum Planning and Development
- Group Careers and Work Experience preparation sessions.
- Parents Evenings and activities involving work with parents.
- Careers Events - Mock Interviews, Careers Conventions etc.
- Work Experience (see Footnote 1)
- Bids for additional funding (see Footnote 2)
- Teacher Inset (see Footnote 3)

Footnotes:

1. Your C.E.G. service could be the managing agent for Work Experience in your area holding a comprehensive database of employers and looking after both the provision of placements and the insurance and health and safety vetting process.

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