

# THORPE HALL SCHOOL

## Careers, Education, Information, Advice and Guidance (CEIAG) Policy

### 1. Vision and purpose

Promoting a career development culture is essential to the ambition of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy, as well as raising the aspirations and achievements of all concerned.

We aim to meet 8 Gatsby benchmarks, including:

Careers education across the curriculum, integrated into subject teaching and learning opportunities as well as providing specific and distinct Careers Education 'moments' throughout Year 7 to 11 e.g. Careers Advisor and Work Experience.

### 2. Aims:

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills.
- Provide experience and a clear understanding of the working world.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them.
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training.
- Promote a culture of high aspirations and equality of opportunity.

### 3. Statutory requirements:

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

## **4. Roles and Responsibilities**

### **4.1. Careers leaders**

Our careers leaders are Joshua Leach and Christian Keil, and they can be contacted by email: [careers@thorpehallschool.co.uk](mailto:careers@thorpehallschool.co.uk). Our careers leaders work closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme.
- Plan and manage careers activities.
- Manage the budget for the careers programme.
- Support teachers to build careers education and guidance into subjects across the curriculum.
- Establish and develop links with employers, education and training providers, and careers organisations.
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- Work with our school's designated teacher for vulnerable children to:
  - Make sure they know which pupils are vulnerable.
  - Understand their additional support needs.
  - Make sure that their personal education plan can help inform careers advice.
- Review our school's provider access policy statement at least annually, in agreement with our governing board.

### **4.2. Senior leadership team (SLT)**

Our SLT will:

- Support the careers programme.
- Support the careers leader in developing their strategic careers plan.
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard.
- Allow training providers access to talk to pupils in years 7 to 11 about technical education qualifications and apprenticeships and set out arrangements for this in our school's provider access policy statement.
- Network with employers, education and training providers, and other careers organisations

### **4.3. The governing body**

The governing body will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11- to 16-year-olds) and that the information is presented impartially,

includes a range of educational or training options and promotes the best interests of pupils.

- Make sure that a range of education and training providers can access pupils in years 7 to 11 to inform them of approved technical education qualifications and apprenticeships.
- Make sure that details of our school's careers programme and the name of the careers leaders are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements.

## **5. Our careers programme.**

**5.1.** Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the 8 Gatsby Benchmarks:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Subject lessons, PSHE, Tutor-time, Displays, Events e.g. Careers Week, aspirational trips and guest speakers.

## **5.2. Preparatory school (ages 4-11)**

Primary schools play a crucial role in helping pupils raise aspirations, broaden horizons, challenge stereotypes, and develop skills and a sense of self to reach their full potential. Our career-related learning includes activities that provide pupils with a wide range of experiences related to education, transitions, and the world of work.

- Career-related learning encompasses various activities:
- Employers contribute by raising aspirations and broadening children's horizons through events like careers insights and "what's my job" sessions.

- Curriculum-based activities focus on motivating children, building self-belief, and connecting learning to real life. These activities can be topic-based, discrete lessons, or part of themed weeks.
- Additionally, children learn to improve non-academic skills, such as enterprise skills, financial awareness, and socioemotional skills.

### **5.3. Senior School (ages 11-16)**

Secondary schools offer a vital role in opening the different routes into careers, driving aspiration. The career-related learning includes a wide range of activities building awareness of future career opportunities and guidance towards pathways to achieve these ambitions.

### **5.4. Years 7 to 9**

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

- Linking subjects to career paths, PSHRE lessons, displays, assemblies and tutor time activities.

### **5.5. Years 10 to 11**

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Linking subjects to career paths, PSHRE lessons, displays, assemblies, careers advisor meetings and tutor time activities.

### **5.6. Pupils with special educational needs or disabilities (SEND)**

We expect that pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with reasonable adjustments and additional support when required.

Our careers leader will work with the SENCO and professionals from relevant organisations, to put in place personalised support and transition plans when needed. This may include meetings with pupils and their parents/carers to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers programme is inclusive and leaders will always proactively and resourcefully endeavour to secure the best careers advice and support for our leavers.

### **5.7. Access to our careers programme information**

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mr J Leach or Mr C Keil.

All documents will be uploaded to a pupils' access area: Public/Careers

All pupils will have access to a Morrisby Careers Platform showing progress according to the 8 Gatsby Benchmarks

### **5.8. Assessing the impact on pupils**

Our career programme is designed so pupils can give feedback, and their progress measured as they progress through school. We measure and assess the impact of the programme's initiatives by:

- Monitoring opportunities gained through the Morrisby Platform according to the 8 Gatsby Benchmarks

### **5.9. National and local expectations**

We aim to meet statutory expectations in relation to careers by:

- Providing impartial careers guidance for Year 7 – Year 11 as required by the 2022 Education Act (Careers & Careers Guidance) While independent schools are not obligated to observe the guidance, we aim to deliver at least equivalent provision.
- In implementing this duty, we will pay particular regard to the DfE's principles of good practice, ISI inspection criteria and the CDI framework with regard to fulfilling CEIAG duties. We are developing our provision for pupils in years 7 & 8 both as stand-alone 'moments' as well as Careers-related provision inter-woven through the curriculum.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations amongst all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Having a named Careers Leaders for Thorpe Hall School, with contact details on the school website

### **5.10. Current priorities**

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, thereby improving engagement, independent learning and attainment and ensuring positive destinations
- meeting the needs of specific groups including our EAL, vulnerable and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working sustainably
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, education, community and business partners to meet students' career and higher education development needs

### **5.11. Strategy**

- To achieve the objectives of this policy, we will:
- ensure that the school governors and SLT are actively involved in shaping careers policy and strategy
- to work alongside the senior leadership team and governors on curriculum and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision. The Careers Leader will liaise with the prep school team regularly to ensure that the CEIAG provision is updated and consistent across the whole school.
- develop and maintain a regularly reviewed careers strategic plan for achieving current priorities including delivering the planned programme, linked to an education strategy and related CPD costs, and monitoring, reviewing, and evaluating the strategic plan and strategy/ Schemes of Work on an annual basis
- aim to meet the Gatsby Benchmarking standards
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision with partners, including local community and organisations and engage them in coordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

### **5.12. Provider Access**

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education, employment or training offer.

### **5.13. Student entitlement**

All pupils in years 7-11 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- hear from a range of providers about the opportunities they offer through events, presentations and taster events
- understand how to make applications for the full range of academic and technical courses and employment and apprenticeship opportunities

### **5.14. Opportunities for access**

Several events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Details of events and the Careers Education Programme are provided on the website and in the school newsletter.

## **6. Work Experience**

Thorpe Hall School recognises the importance of creating opportunities for students to learn about, through and for the world of work. Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

Work experience has great value in providing a student with the opportunity to gain insights into the world of work and to develop the skills which university selectors and employers look for and want to be evidenced.

### **6.1. What are the aims of Work Experience?**

- To allow students to see first-hand a possible future career and to encourage them to start thinking about their future options.
- To allow students to experience the 'world of work' and to gain an insight into commerce, industry and the professions.
- To encourage students' self-confidence, communication, presentation and interpersonal skills.
- To give the school an insight into a student's performance in a non-academic environment.
- To develop and foster links between the school, commerce and industry
- To give placement providers an insight into the current ways young people perceive the 'world of work'.

### **6.2. Year 10 Work Experience**

Year 10 students are encouraged to arrange work experience for themselves for the Work Experience week.

In some cases, it may be possible for the school to help a student find work experience through the Changing Education and other sources if they are having difficulties sourcing their own.

Students need to record their work experience placement via the Morrisby Platform Work Experience tool, which then enables contact with pupil, school and employer, documentation upload, consent to be given and attendance to be recorded.

Parents and pupils will be advised of the requirements and processes for work experience placements.

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|-------------------------|----------------------|
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| <b>Policy approved</b>  | <b>February 2024</b> |
| <b>Next review date</b> | <b>February 2025</b> |

## Appendix

### Legal requirements and best practice

There are certain legal requirements and recommended best practices that are in place to ensure the safety of all parties involved in a work experience placement.

The main areas to be aware of are:

#### 1. "Health and Safety at Work"

Those receiving training or work experience from an employer in the workplace are deemed to be 'employees' for the purposes of Health and Safety legislation.

This legislation imposes responsibilities on the employer but also on the student as an 'employee':

- to take responsibility for their own health and safety and that of others who may be affected by what they do or do not do
- to co-operate with the employer and to follow instructions on Health and Safety
- not to interfere with or misuse anything provided for their health, safety or welfare.

The employer should be asked to confirm that they have a current Health & Safety Policy and that they will go through the relevant sections with the student at the start of the placement.

#### 2. Working Time Regulations

Under the Working Time Regulations 1998 there are stringent daily and weekly working time limits for young workers under 18.

The employer should comply with the Working Time Regulations and should not require the student to work in excess of the set time limits.

#### 3. Risk Assessment

The employer will be asked to upload a risk assessment will be completed for the duties being undertaken by the student, considering the age and limited experience of the young person and that the key findings will be communicated to the student before the commencement of the placement. The employer should be informed of any medical conditions the student has, which could result in an increased risk to the student or an employee's health and safety during the placement. The employer will then be able to identify any significant risks and the necessary control measures put in place to ensure the safety of the student.

#### 4. Disclosure and Barring Service (DBS)

Schools are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience. Barred list checks by the DBS may be required on some people who supervise a child under the age of 16 on a work experience placement. The school will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. If the work is likely to be regulated activity, the school will ask the



employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college or in the early years or health care sector, this may itself be considered to be regulated activity. In these cases, and where the child is 16 years of age or over, the work experience provider is expected to consider whether a DBS enhanced check should be requested for the pupil in question. DBS checks cannot be requested for children/young people under the age of 16.

## **5. Employer's & Public Liability Insurance**

Employer's Liability Insurance covers the firm's legal liability for injuries sustained by employees (including students on work experience) whilst at work. Confirmation should be requested and received that the prospective 'employer' does have both Employer's and Public Liability Insurances in force, and that the latter does not exclude abuse. The employer must notify their insurers that they participate in work experience placements. If the employer does not confirm that these Insurances are in place, students should not attend such establishments.

It should be noted that Sole Traders have no requirement for Employers' Liability Insurance and a student would not have the protection available under such insurance. Placements with Sole Traders should therefore be avoided unless such insurance was confirmed as being in place.

Crown Exempt Concerns: Normally such concerns e.g. Health Authorities and Ministry of Defence Establishments will require the school or student to sign a Form of Indemnity. Any forms of Indemnity should be referred to the School's Careers Team for vetting prior to signature.

Work Experience Abroad: In most European countries the equivalent of Employer's Liability Insurance is not available to persons on work experience. Each case should be referred to the Careers Team as very different criteria apply.

## **6. Motor Vehicle Insurance**

If the student will travel with an employee or their supervisor during the placement, it is essential that the vehicle is insured appropriately to cover the work experience student for business travel.

### **Note**

When a placement is organised by the student and their parents, parents will be advised of these matters and should satisfy themselves that they are happy with the employer's arrangements for the work experience. The student should complete the placement information on the Morrisby Platform in order to inform the school of the placement and enable any checks to be carried out.