

**CAREERS EDUCATION,
INFORMATION, ADVICE AND
GUIDANCE POLICY,
INCORPORATING PROVIDER
ACCESS**

**COVERING BOTH SCHOOLS
INCLUDING EYFS AND BOARDING**

Governors' Committee normally reviewing:	Education Committee
Date last formally approved by the Governors:	Autumn 2022
Date policy became effective:	Autumn Term 2018

Period of Review:	Two yearly
Next Review Date:	Autumn 2024

Person responsible for implementation and monitoring:	Director of Professional Guidance
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The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Vision and purpose

Promoting a career development culture is essential and links to the mission and ethos 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 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 KS3,4,& 5.

National and local expectations

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

- Providing impartial careers guidance for Y 9 - 13 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 Leader for Felsted School, with contact details on the school website – The Director of Professional Guidance, Louise Scofield.

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 international students, looked after children, young carers, 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 in greener ways
- 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, Old Felstedians, and education, community and business partners to meet students' career and higher education development needs

Strategy

To achieve the objectives of this policy, we will:

- ensure that the school governors are actively involved in shaping careers policy and strategy
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. Assistant Head (Academic) SENDCO, HMs) and specialist careers staff. The senior member of staff is the Director of Professional Guidance who is a member of the senior management team. The Careers Leader will liaise with the prep school team regularly to ensure that the CEIAG provision is 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 annual education strategy detailing staffing 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 to our partners, including outreach schools, and engage them in coordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

PROVIDER ACCESS

Introduction

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.

Student entitlement

All pupils in years 7-13 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
- to hear from a range of providers about the opportunities they offer through events, presentations, tutorials and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses and employment and apprenticeship opportunities

Management of provider access requests

A provider wishing to request access should contact Louise Scofield, Director of Professional Guidance, lms@felsted.org or via careersadmin@felsted.org

Opportunities for access

A number of 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.

Please contact the Director of Professional Guidance to identify the most suitable opportunity for you.

Premises and facilities

The school will make facilities available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers Centre.

Related documents:

Professional Guidance Strategic Plan
Professional Guidance Careers Education Strategy
Schemes of Work
Work Experience Policy

WORK EXPERIENCE

Felsted School ('the 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 in particular 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.

Although work experience is the generally used term, it is important to recognise that it is not the same as a temporary job, as by definition it is a period of *unpaid* work. It is an arranged opportunity for the student to gain an insight into the variety of work carried out in any given enterprise, to see the way the enterprise is managed, and ideally to participate in some aspects of the work.

Work experience should be seen as an on-going process rather than a one-off event. Ideally the first placement should take place in the summer holidays after GCSEs, with further placements in the Sixth Form and thereafter until in full-time employment. Placements can be virtual if necessary.

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, particularly with Old Felstedians and current & former parents within the context of the Felsted Network
- To give placement providers an insight into the current ways young people perceive the 'world of work'.

Year 11 and Year 12

Year 11 (if over the age of 16) and Year 12 students are encouraged to arrange work experience for themselves for the summer holidays, based at home. To be meaningful, this work experience should be for at least one week and for two weeks if possible, and is by definition unpaid.

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

Students are encouraged to record their work experience placement in the Unifrog placements tool, which then enables the school to contact potential providers with further information.

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

APPENDIX 1

LEGAL REQUIREMENTS AND RECOMMENDED BEST PRACTICES

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 should be asked to confirm that a risk assessment will be completed for the duties being undertaken by the student, taking into account 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 Assistant Bursar 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 Assistant Bursar 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 placements tool on Unifrog in order to inform the school of the placement and enable any checks to be carried out.