HAILEY HALL SCHOOL

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CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG) Policy (2026 – 2027)

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Responsible Committee: Board of Trustees

Responsible staff member: Mr Peter Gregory – Careers Lead

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1) **Introduction and purpose of the policy**

At Hailey Hall, we seek to inspire all pupils to have the highest expectations about the careers they may enter and prepare them for their future career pathways. Careers education and guidance programs make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. Careers information, advice and guidance are a central part of the whole school ethos. Our ultimate goal is to provide pupils with the qualifications, skills, and confidence to achieve life-long aspirations for success in their careers.

Our vision:

"Prepare pupils for a changing world by building lifelong skills learned through dynamic and effective Careers Education."

Hailey Hall School complies with the terms of the Education Act 2011 and endeavours to follow best practice guidance in publications such as the DfE's "Careers guidance and Inspiration in schools" (April 2017). In the last year, we have audited our provision using the Gatsby benchmarks Compass Career Benchmark tool in conjunction with the Careers and Enterprise Company (CEC) Hertfordshire, using their Investors in Careers standards.

The eight Gatsby Benchmarks are:

1. A stable career programme
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

This policy is communicated to:

- Trustees
- The staff through the Policy folder and staff meetings
- Pupils via tutors in form time, PHSE, Life Skills and Careers Surgery
- Parents/carers via website.

2) **Aims**

The Aims of Career Education Information Advice and Guidance (CEIAG) provision at Hailey Hall are:

- To thoroughly prepare all pupils for the next stage in their education or training
- To promote a culture of high expectations in pupils and inspire pupils at Hailey Hall School to think independently and ambitiously about their future career options.
- To expose pupils to a range of interactions with employers

- To liaise with and secure access for pupils to all relevant other sources of CEIAG provision, including local employers from the Careers and Enterprise database
- To support inclusion, challenge stereotyping, and promote equality of opportunity.
- To encourage participation in continued learning, including Further Education and Higher Education
- To deliver CEIAG during pastoral time, Life Skills lessons, and extracurricular sessions through enrichment time. Maximise the effectiveness of our provision.
- To focus pupils on their future aspirations.

3) **Roles / Responsibilities and Accountability**

All members of staff contribute to career information, advice, and guidance through their roles as tutors or subject teachers. Specialist sessions are delivered by trained staff or approved agencies. The Headteacher has overall responsibility for the provision of career education, with the day-to-day running of the provision managed by the Deputy Headteacher.

4) **Provision**

The CEIAG programme is designed to deliver our vision statement to meet the needs of all pupils at different stages of their learning journey through school. It is differentiated to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. Consideration for SEN learners is taken into account, and activities are differentiated to ensure an inclusive approach and equality of access.

All pupils receive information, advice, and guidance at key times in their secondary education to make informed decisions about their options. Years 9 - 11 are catered to on a one-to-one basis, giving tailored information and guidance to the pupil's individual needs. This service is provided through Personal Advisors from both Herts and Essex, Visits to colleges / Universities / 6th Form, and a wide variety of potential employers with possible work experience placements, graduate schemes, traineeships, or apprenticeships.

The whole school has signed up for **COMPASS PLUS**, our online platform. The platform is an educational platform that will help families as well as pupils with future career decisions. The platform will help identify skills whilst giving free information and advice. Audits are completed termly and published on the school website.

Key Stage 3 provision:

Personal, Social, Health and Economic Education (PSHE) (Delivered through Life Skills).

- Introduction to the Careers **resources from Life Skills lessons, Careers 121 (with PAs from Herts and Essex), Years 9 – 11**

- Year 9 Public / Private sector, obsolete careers in the future, Employment rights, Trade Unions & Tribunals, Discrimination in the workplace
- Form tutor time to raise awareness of academic and vocational pathways.
- Year 9 GCSE Options Information
- Year 9 one-to-one options guidance with SLT, Form tutor, and/or Subject lead
- Jobcentre Plus (Works and Pensions, JCP), various workshops.

By the end of Key Stage 3, all pupils will have:

- A better understanding of the full range of 14 - 19 opportunities for progression
- A better understanding of their strengths and areas for development and support to evaluate how these might inform future choices in learning and work
- Been given direct access to employers and colleges/universities
- An understanding of some of the qualities, attitudes, and skills needed for employability.
- Understand where to find useful and reliable online careers resources to research information about opportunities and apply their findings to help make informed choices for Key Stage 4 Options
- Received appropriate advice and guidance on Key Stage 4 options.

Key Stage 4 provision:

- Year 10 work experience week, focused on the world of work (family participation)
- **New guidance re work experiences to be implemented from September 2025, guidance is to follow shortly with support for all careers leads from Careers and the Enterprise company**
- PSHE lessons (Life Skills)
- Year 10 CV covering letter writing, CV writing, and revision skills.
- Year 11: the changing job market, Employability skills, Mock interviews training, both face-to-face and virtual
- Form tutor time to raise awareness of careers, and information on college open dates.
- Transition support into College life**. (Bespoke visits re Post 16)**
- Herts and Essex Personal Advisor one-to-one sessions.
- Travel training for appropriate Year 11 with County advisors.

By the end of Key Stage 4, all pupils will have:

- Enhanced their self-knowledge, career management and employability skills
- Used online resources and other sources of advice to investigate and explore future choices and progression routes
- **Experienced the world of work through a work placement and visits to various employment pathways, and the option of an extended work placement following exams.**
- Been given direct access to **employers, colleges, and training providers., Through** visits and guest speakers
- Been given guidance to help identify a range of post-16 options and career

advice and support networks that they can use to plan and negotiate their career pathways.

- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, **and preparation for an interview. With personal bespoke advice if required**
- To be able to produce at least one personal career action plan.
- Completed a CV by Year 11 with support from **Job Centre Plus, JCP**
- Effectively apply for the next stage of their education/employment
- Be able to access a variety of sources of information about careers.
- Completed Work Experience or other work-related activities.
- Outlined their rights and responsibilities at work, including Health and Safety and Equality
- Gained interview skills in Year 11 **with Job Centre Plus (JCP**)
- Be able to explain the options open to them Post-16, decide upon a course of action and justify their choices.

5) Further Information

- Careers information, advice, and guidance are delivered through the curriculum and 121 sessions with Herts (Services for young people) and Essex (Preparing for adulthood) Advisors.
- Career assemblies allow pupils to listen to motivational speakers from a variety of career backgrounds.
- External Life Skills mentors assist our most needed pupils with impartial general life guidance. Delivered by various speakers through the school SENDCo.
- Parents' Work Experience evening and 121 careers advice and guidance signposts pupils and families with information on further education, along with family post-16 supported services to advise on finance options
- Local College visit to HRC Turnford and then, as appropriate, various other colleges for their Post-16 applications
- Visit John Warner (Hoddesdon) 6th Form to discuss possible options and speak with the Head of faculty and pupils.
- Visit to Hertfordshire University, Hatfield, regarding Post 18 options**. (Pathfinder Day)**

Individual career guidance reports are sent to all parents with the latest information, highlighting important dates for events locally and informing them of different career pathways.

Many individual department subject areas organise trips/workshops for pupils in Years 7-11 that provide insight into careers within that subject and allow pupils to work with professionals.

6) Links with other Policies and Procedures

This Policy supports and is underpinned by key school policies and procedures, including those for Teaching and Learning, Assessment and British Values. Through our school ethos and learning, both within and beyond the classroom, we provide opportunities for pupils to develop the skills, knowledge, understanding, characteristics, and attitudes they need to be active and employable citizens.

Equality and Diversity

Careers information, advice and guidance are provided to all pupils, and provision is made to allow all pupils to access the program on offer. Pupils are encouraged to follow career paths that suit their interests, skills, and strengths in the absence of stereotypes. All pupils are provided with the same opportunities, and diversity is celebrated.

7) **Implementation**

Leadership and Management:

A member of the Senior Leadership Team has lead responsibility for CEIAG. The SLT Lead Co-ordinator of CEIAG liaises in particular with the Head of PSHE (Life Skills) and the Careers Advisor, to affect the delivery of CEIAG in the school.

Staffing:

All staff contribute to CEIAG through their roles as teachers and form tutors. Specialist provision is also provided by Herts, “Services for young people “and Essex Preparing for adulthood”. The Careers Programme is planned, monitored, and evaluated by the SLT Careers Lead in consultation with senior colleagues.

Staff training needs for planning and delivering the CEIAG program are identified through Personal and Professional reviews and activities planned to meet them. Funding is accessed from the CPD budget held by the Headteacher with responsibility for professional learning. The Careers Lead regularly attends careers meetings/networking events, as well as industry-specific events, to ensure they are up to date with all industry and labour market information.

8) **Partnerships**

The school has an annual agreement with Herts and Essex for the provision of independent guidance, information, and curriculum support. The school meets with both Herts and Essex support services in advance of each academic year to plan for the effective delivery of support to pupils and meets regularly throughout each year to monitor and evaluate the provision.

The Annual Y10 work experience guidance parent meeting, either in person / Virtual or by phone call where appropriate, engaging several alumni in providing information about careers and the pathways to them to pupils and parents. The school seeks to actively engage parents/carers in the formulation and development of careers provision, with feedback requests on events and the provision of work shadowing placements and experience. The careers updates are passed to parents/carers during information evenings, in the school newsletter, in emails and on other social media.

9) **Curriculum**

The CEIAG curriculum includes career education lessons, group and individual mentoring opportunities, online resources, work-related learning, and events. There are aspects of the curriculum which are delivered to all pupils and opportunities which are provided where individual pupils' needs have been identified, or where pupils opt to be included.

10)**Evaluation and Review**

The school's CEIAG provision will be reviewed regularly by the school's Senior Leader Team and Trustees. The CEIAG policy will be reviewed on an annual basis, but it will only be revised if it is no longer considered fit for purpose. The school also has independent external reviews/audits of its CEIAG provision every year.

An Annual Action Plan will be guided by curriculum reviews and the Gatsby Compass benchmark tool to further develop the comprehensive careers programme that is embedded in the school.

11) **Work Experience Rationale**

Hailey Hall School recognises the importance of creating opportunities for pupils to learn about the world of work. Work experience placements, in particular, have great value in providing a pupil with the opportunity to gain insights into the world of work and to develop the skills that further Education pathways or employers look for.

Although work placement 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 a pupil 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. The work experience scheme should seek ways to improve and develop quality links with local industry and commerce, and to be able to share ideas on the changing nature of work and how it affects the local economy and labour market.

In line with DfE guidance for Post-16 Programmes of Study, every Year 10 pupil will have the opportunity to participate in one week of work experience. **New DFE guidelines are coming into force regarding Work experience for both KS3 and KS4 students from September 2025**

The Careers leader will oversee the arrangement of Year 10 work placements.

12) **Work Experience Aims**

- Work experience should be an integral part of a young person's development and should prepare them for the transition from life at school to work and adult life

- It will enable pupils to experience the demands and expectations of the adult world of work and provide the opportunity to put into practice and see the relevance of skills learned at school
- It will promote the development of the 'whole person by providing an insight into nature and discipline associated with the working environment.
- It will stimulate a more mature and positive attitude to learning and education and enhance academic achievement.
- It will build confidence by enabling pupils to experience success in an environment other than that at school.
- It will enable the pupils to make more realistic and enlightened job choices by allowing them to try out a vocational preference before committing themselves.

During work experience, pupils will:

- Complete the Work Experience Diary, which includes a final evaluation meeting with the employer.
- Make realistic, informed choices about future qualifications and possible career pathways based on the skills, knowledge and experience gained whilst out on placement.
- Build confidence in mock interviews.
- Placement interview, letters of application, writing a CV, communication skills, dealing with adults, and debriefing sessions with the Employer and Tutor
- Learning the soft skills needed for the working environment.
- Being part of a team whilst following policies related to that industry.
- Health and Safety and why it is their responsibility to follow procedures.,
- Teaches the pupils accountability.

13) **Legal Requirements and Recommended 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 placement. The main areas to be aware of are:

13.1. "Health and Safety at Work"
The Health and Safety (Training and Employment) Regulations 1990 state that all those receiving training or work experience from an employer in the workplace are deemed to be employees under Health and Safety legislation. This legislation imposes responsibilities on the employer but also on the pupil as an 'employee':

- To take responsibility for their health and safety and that of others who may be affected by what they do or do not do
- To cooperate with the employer and 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 and Safety Policy and that they will go through the relevant sections with the pupil at the start of the placement. This must be confirmed.

Risk assessments are considered, and the necessary safety precautions are implemented.

13.2. – Working Time Regulations
Under the Working Time Regulations 1998, there are stringent daily and weekly working time limits for young workers (those who are over compulsory school age but under 18). Young workers may not work for more than 8 hours on any one day and 40 hours on any one week. Young workers are also entitled to a daily rest of 12 consecutive hours, a weekly rest of 48 hours and a rest break of 30 minutes where daily work time is more than 4½ hours. The employer should comply with the Working Time Regulations and should not require the pupil to work more than the limits set out above.

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

13.4. Disclosure and Barring Service (DBS)
For Post-16 work experience, DBS checks are not required. Paragraph 99 of the DfE's statutory safeguarding guidance states: Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience. This is reiterated in a DfE advice document about post-16 work experience, published in March 2015. It explains, on page 13, that as of July 2012, work experience providers are no longer required to carry out enhanced DBS checks on staff supervising young people aged 16 to 17. However, we would advise a pupil against a placement where they will have substantial unsupervised contact with an employee or supervisor on a 1:1 basis, particularly if located in an isolated environment, or whilst travelling.

13.5 Motor Vehicle Insurance
If a pupil is travelling with an employee or their supervisor during the placement, the vehicle must be insured appropriately to cover the work experience pupil for business travel.

13.6. Child Protection:
The employer is responsible for the welfare of the pupil during work placement and is aware of child protection issues, particularly responsibility under the Criminal Justice and Court Service Act 2000 to disclose the names of individuals who are disqualified from working with children, where known to them.

Please Note:
As placements are organised by the pupils and parents, parents need to be aware of these matters and should reassure them that they are happy with the employers' arrangements for the pupil's work experience.

14) **Work Experience Template Letter to Employers**

Dear

Work Experience Placement

Thank you for offering a work experience placement to (name of pupil) from (Monday to Friday).

At Hailey Hall School, we are aware of the enormous amount of time and support that is provided to our pupils whilst at your place of work. We are extremely grateful to all the companies providing the pupils with this invaluable opportunity.

Our main aim for pupils is to give them an insight into working life and to allow them to work alongside adults, undertake new tasks and develop their self-confidence in an area that is relevant to their future career aspirations. In addition, pupils have been given a list of employability skills on which to focus. Along with other things, these include:

• Personal presentation
• Enthusiasm and commitment
• Communication and literacy
• Time management and organisational skills
• Ability to be part of a team.

Whilst on their placement, pupils will record their learning in a work experience log, and we would appreciate your support in helping them to complete this. Towards the end of the log is an 'Employer Assessment' form, and it would be very helpful to the pupil and us if you could complete this with them at the end of the placement.

Staff from the school will telephone during the placement, ensuring that everything is going well. We will carry out a work placement site visit.

We would also value any feedback about the administrative arrangements which would help us in future planning.

Please can I ask that you now complete the attached 'Placement Request Form' and return it electronically, or by post, to the school address.

Thank you again for your help and support in helping our pupils.

Yours sincerely

Mr P Gregory
Careers Lead