

# **CEIAG Policy**

## **Careers Education Information, Advice and Guidance Policy**

## Policy document provenance

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Unless there are legislative or regulatory changes in the interim, this policy will be reviewed on an annual basis. Should no substantive changes be required at this point, the policy will move to the next review cycle.	
<b>Related policies:</b>	MARK Education Trust Complaints Policy and Procedures MARK Education Trust Child Protection and Safeguarding Policy

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## Statement of intent

Promoting a career development culture is an essential part of the vision and values of Hailsham Academy. 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.

## Aims and objectives

This policy is underpinned by Sections 42A, 42B and 45A of the Education Act 1997, Section 72 of the Education Skills Act 2008, Section 4 (15) of the School Information (England) Regulations 2008, the national Careers Development Framework (CDI April 2021) and has regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers' (July 2021).

The main aims of careers provision at Hailsham Academy are to:

- Prepare students for life post-education
- Develop an understanding of different career pathways and opportunities
- Develop an understanding of the differences between school and work
- Inspire students to raise aspirations regardless of background
- Help students to access information on the full range of post-14 options and support them to progress through to post 16 engaging with information and training opportunities
- Support students after leaving school
- Offer targeted support for vulnerable and disadvantaged young people
- Challenge stereotypes and develop a growth mindset
- Instil a healthy attitude to work
- Provide a stable careers programme that provides meaningful employer encounters
- Link curriculum learning to careers
- Provide experience of workplaces
- Provide encounters with further and higher education

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following academy policies:

- Complaints Policy and Procedures
- Child Protection and Safeguarding Policy and Procedure

## 2. Key roles and responsibilities

2.1 The board of trustees, in collaboration with its Quality of Education & Standards (QES) committee and the Hailsham Academy Local Governing committee (LGC) is responsible:

- For the implementation of the Careers Policy and provision at Hailsham Academy. The board also has a nominated link trustee, that has strategic interest in the trust's career provision
- For ensuring that the Careers Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- For handling complaints regarding this policy as outlined in the trust Complaints Policy
- For providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the academy's legal requirements
- For ensuring that all registered students are provided with independent careers guidance and of information in the primary and secondary phase to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships
- For ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option. That it includes information on the range of education or training options, including apprenticeships and technical education routes

2.2 The careers curriculum is managed by the Careers Lead. The Careers Lead will be responsible for:

- The day-to-day implementation and management of the Careers Policy at Hailsham Academy
- Managing the provision of careers information
- Taking responsibility for the development, management and reporting of the academy's careers programme
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance
- Establishing and developing links with employers, education and training providers, and careers organisations
- Liaising with the Head of School and the careers adviser to implement and maintain effective careers guidance.

- Liaising with the Personal Development Lead and other subject leaders to plan careers education in the curriculum
- Liaising with year teams, mentors, the Special Educational Needs Coordinator (SENCO) and Head of Sixth Form to identify students needing guidance
- Referring students to careers advisers
- Establishing, maintaining and developing links with Further Education (FE) colleges, universities, apprenticeship providers and employers
- Negotiating an annual service level agreement with the Local Authority (LA) for support for vulnerable and disadvantaged students
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people
- Supporting teachers of careers education and tutors providing initial information and advice
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- Preparing and implementing a development plan for CEIAG
- Reviewing and evaluating the programme of CEIAG
- Encouraging the training of academy staff to promote careers guidance to their students
- Using the [Gatsby Benchmarks](#) to improve the academy's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage
- Self-evaluating the careers provision the academy offers
- Publishing details of the academy's [careers programme](#) and a [policy statement on provider access](#) on its website
- Engaging with the designated teacher for Looked After Children (LAC) and previously LAC to ensure they know which students are in care/are care leavers (a young person aged 16 to 24 years' old who was previously in care), to understand their additional support needs and to ensure that any personal education plans can inform careers advice
- Working closely with the SENCO and other staff to identify the guidance needs of all students with Special Educational Needs and Disability (SEND) and implement personalised support
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals

### 2.3 The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the academy's career plan
- Providing a thorough, personalised career service throughout the academy
- Staying up-to-date with relevant continuing professional development (CPD) and developments in the CEIAG sector
- Producing careers information and guidance through online and hard copy literature, and visual displays in academy
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings

- Developing incentives and initiatives which actively encourage students to sign up to the academy's career service
- Attending regular meetings with the careers leader to discuss the academy's career plan
- Providing an open-door service for students once a week to drop in and discuss their options
- Arranging meetings and follow-up appointments with students who are interested in the careers service
- Offering services to past students for up to a year after their departure from compulsory education
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant Virtual School Head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved

#### 2.4 Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons
- Attending any relevant CPD or training to ensure they are up-to-date with the academy's careers plan
- Promoting careers guidance in the classroom through visual aids
- Being good role models for their particular area of work or specialism
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace

### 3. Developing a stable careers programme

- 3.1 Hailsham Academy has a careers program in place which meets the requirements of the eight Gatsby Benchmarks and statutory guidance. The programme will be reviewed against the benchmarks to ensure it remains on target.
- 3.2 Hailsham Academy will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.
- 3.3 Regular feedback from students, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the academy's careers programme to ensure it meets the needs of all students
- 3.4 The Careers Lead will ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled.
- 3.5 The following will be published on Hailsham Academy's website:
  - The name and contact details of the careers leader
  - A summary of the careers programme, including how information about the programme may be accessed
  - Details of how the academy measures and assesses the impact of the careers programme on students
  - The date and review schedule of the careers information published
- 3.6 Siobhan Murray, the careers leader, has completed her 'Careers Leader Training 'with the CDI. Siobhan has started her Level 6 qualification in careers guidance and development – completion January 2027 and has completed the Start Small, Dream Big Primary careers pilot project.
- 3.7 Year 11 1-1 meetings are being supported by Ryan Matthews from Thrive careers.

- 3.8 The academy will work towards the [Quality in Careers Standard](#) to support the development of its careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

### Primary Phase

- The primary phase works to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- Since the start of September 2023, Hailsham Primary Academy is a part of the Start Small; Dream Big project.
- Our careers leader is leading the project and has completed the Teach First qualification to support this.
- The project aims to raise aspirations, challenge stereotypes, and introduce meaningful employer encounters to the students.
- The project is part of a wider initiative in East Sussex supported by the Careers and Enterprise Company.
- The Primary phase engages with local employers, businesses and professional networks, inviting visiting speakers, as appropriate. There will be a focus on any visiting speakers not only passing over knowledge and experience to children but actively challenging stereotypes too.
- In KS2, the primary phase will use entrepreneurial projects to support career choices and aspirations. These encounters will include: creating and marketing products, running a school shop, organising fund raising events, etc.

## 4. Statutory duties

- 4.1 The academy will follow all legal obligations in relation to careers education, information and guidance.
- 4.2 Hailsham Academy ensures that all registered students are provided with independent careers advice and guidance from years 7 to 11
- 4.3 The academy's careers strategy is shaped by the needs of individual students so developing a strong dialogue with students is at the heart of the policy.
- 4.4 The academy will ensure that the independent careers advice provided:
- Is presented impartially
  - Is given in the best interest of the individual pupil receiving the guidance, taking into account their personal aspirations and needs
  - Consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways
  - Is with a Level 6 Careers Advisor
- 4.5 The academy must make it clear to students that they will be required to continue studying GCSE English Language and Maths post-16 if they do not achieve a Grade 4 or better at GCSE in these subjects.
- 4.6 The academy must make it clear to students that although they must remain in education or training beyond the age of 16, they are not required to stay in school.
- 4.7 The academy's duty also includes ensuring that students understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the STEM (Science, Technology, Engineering and Mathematics) subjects.

- 4.8 The academy will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female students, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.
- 4.9 There will be opportunities for students to develop an entrepreneurial spirit.
- 4.10 The academy will ensure that both high attaining students and those with special educational needs and disabilities (SEND) are supported to make an informed choice about whether to aim for university or an equally high calibre apprenticeship.

## **5. Using labour market information**

- 5.1 Hailsham Academy will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 5.2 Hailsham Academy will ensure every pupil, and their parents, has access to high-quality information about future study options and labour market opportunities. Students and their parents will be referred to an informed advisor to help them make best use of the information available.
- 5.3 The academy will ensure students and their parents understand the value of finding out about the labour market and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 5.4 The academy will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Students will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.
- 5.5 Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.
- 5.6 The academy will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 5.7 To support social mobility, the academy will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.
- 5.8 The academy will use labour market information, such as job roles, pay and vacancies, to inform students about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with students, including technical routes, to strengthen their capacity to make effective choices.

## **6. Addressing the needs of students**

- 6.1 Hailsham Academy will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 6.2 Hailsham Academy's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

- 6.3 Hailsham Academy will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.
- 6.4 All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students of all genders, backgrounds and abilities can consider the widest possible range of careers.
- 6.5 Hailsham Academy will tailor careers activities and educational goals to the needs of each student, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.
- 6.6 Comprehensive and accurate records will be kept to support the career development of individual students at all relevant stages of education, beginning from the first point of contact. These records will be stored securely. Access to this information will be permitted, should a pupil or their parent request it.
- 6.7 Destinations data will be retained by the academy for at least three years. This data, e.g. the percentage of students attending sixth form in the following term, will be published on the academy's website alongside the academy's careers programme.
- 6.8 Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.
- 6.9 The academy will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on a termly basis who can then base further development of the academy's career guidance plan on the results and areas of success or failure.

## **7. Providing targeted support**

- 7.1 The academy will work with the LA, children's social care and Virtual School Heads (VSHs) to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways.
- 7.2 Agreements will be made on how these students can be referred for support drawn from a range of education and training support services available locally. The academy will share the relevant data on these students with the LA and local education and training providers where support costs may be required, such as care leavers and students who are eligible for Free School Meals (FSM).
- 7.3 The academy will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the academy will work with the LA and local post-16 education or training providers to share pupil data and ensure these students receive such support.
- 7.4 Students will be made aware of the [16-19 Bursary Fund](#), which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

## **8. Supporting students with SEND**

- 8.1 The academy will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's Educational Health Care (EHC) plan will be informed by good careers guidance.

- 8.2 The careers leader and careers advisor will work closely with the SENCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The academy will work with families of students to help them understand what career options are available.
- 8.3 Surveys will be conducted to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students needs based on their own aspirations and abilities.
- 8.4 Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.
- 8.5 The academy will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 8.6 Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the academy's successful careers strategy.
- 8.7 When arranging work experience for students, the academy will work with the employer to determine any additional support that will be needed during the work placement.

## **9. Additional provision**

- 9.1 Students will be surveyed annually about their career aspirations and ambitions to help identify their strengths and to ensure that their aspirations are built on a solid foundation of understanding.
- 9.2 In addition to our statutory duties, Hailsham Academy provides a range of additional careers activities.
- 9.3 The academy has strong links to local employers which provide impartial and external Careers information.
- 9.4 The academy organises annual trips to the following:
- [iCan Careers Fair](#) specifically targeted at SEND/vulnerable/less confident students
  - Post-16 providers and Universities
  - [Open Doors Project](#)
- 9.5 The academy has links to the following local colleges:
- Plumpton College
  - East Sussex College
  - Bexhill
  - BACA
  - Plus other post 16 providers in East Sussex and out of county
- 9.6 Work Experience takes place throughout the year for subjects with a work experience element to them and for students in year 10. Hailsham Academy is committed to providing all students with the opportunity to take part in Work Experience; Year 10 work experience takes place between the months of May and July depending on availability.

## 10. Methods

10.1 Hailsham Academy will use the following methods to deliver a strong, well-rounded careers provision:

- Providing a range of opportunities that enhance the curriculum
- Promoting awareness of the world of work
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement, including those that are often portrayed as primarily for one or other of the sexes (e.g. encouraging girls to pursue STEM-related careers)
- Promoting awareness and understanding of work, industry, the economy and community
- Relating skills, attitudes and knowledge learned in school to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial guidance
- Enabling students to make considered decisions with regard to future choices
- For those learners identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the learner leaves college in partnership with Youth Employability Service.
- Maintaining and developing effective links with key partners, such as Youth Employment Service (YES)
- Preparing students for the transition to further education (FE) or employment with training
- Helping students with basic career management such as CV writing, CV building, job searches and job interviews
- Visiting open days at further and higher education institutes
- Providing access to online creative resources and labour market information

10.2 The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

10.3 The academy will deliver a careers curriculum at each key stage through targeted lessons within the PSHE curriculum at KS2, KS3, KS4 and KS5 and via our 'Career of the Fortnight' initiative during mentor time sessions throughout KS3 and KS4.

10.4 The academy will provide cross-curricular links to careers in other subjects.

10.5 Learners are entitled to appropriate guidance to meet their individual needs. All learners can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, and the current year 13s are more likely to use the service. Learners are identified for careers meetings based on need and through self-referral.

## 11. Curriculum

11.1 Each year group will cover a 'Living in the Wider World' term twice a year which features a scheme of work for Careers Education.

11.2 The academy will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

11.3 Students are expected to study the core academic subjects at GCSE, including English, maths, science, history or geography, and a language. Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

11.4 Hailsham Academy will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study.

## **12. Targeted support**

- 12.1 The academy will work closely with the LA to identify students who are in need of targeted support, or who are at risk of not participating in post-16 education/training.
- 12.2 In collaboration with the LA, the academy will establish ways of referring identified students for intensive support from a range of education and training support services available locally.
- 12.3 The academy will ensure that Sixth Form students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.
- 12.4 The academy will work closely with the LA and local post-16 education and training providers to support with post-16 participation costs, such as care leavers or those entitled to free school meals (FSM).
- 12.5 The academy supports the vision that all students with SEND are capable of paid employment, with the right preparation and support.
- 12.6 The academy will ensure that they support students with SEND in developing the skills, qualifications and experience needed to pursue their careers.
- 12.7 Independent and partial advice provided to students with SEND will include all the education, training and employment opportunities available to them.
- 12.8 The academy will provide advice on study programmes that will support a pupil with SEND in their transition into paid employment – this includes support internships for students with education, health and care (EHC) plans, traineeships and apprenticeships.
- 12.9 For students with EHC plans, the academy will ensure that these plans, from Year 9 at the latest, include a focus on preparing for adulthood, including employment, independent living and participation in society.

## **13. Enabling encounters with employers and alumni**

- 13.1 The school will ensure all requirements to meet ‘Benchmark 5: Encounters with employers and employees’ as outlined in the DfE’s [‘Careers guidance and access for education and training providers’](#).
- 13.2 Hailsham Academy will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to. Every pupil will be exposed to the world of work by the end of Year 8.
- 13.3 Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
- Careers events such as careers talks, careers carousels and careers fairs
  - Alumni activities
  - Transitions skills workshops such as CV workshops and mock interviews
  - Mentoring and e-mentoring
  - Employer delivered employability workshops
  - Employer encounters with parents
  - Employer involvement in the curriculum

- Business games and enterprise competitions

13.4 Hailsham Academy will develop strong links with local, regional and national employers across all sectors to help students obtain information on.

13.5 The careers programme will have a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. Students will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

#### **14. Enabling encounters with Further Education (FE) and Higher Education (HE)**

14.1 The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

14.2 Hailsham Academy will ensure all students understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. Hailsham Academy will ensure students are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider
- Undertake an apprenticeship, traineeship, or supported internship
- Work or volunteer 20 hours or more a week, combined with part-time accredited study

14.3 Hailsham Academy will provide students with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making.

14.4 Hailsham Academy will ensure that all students have at least 6 opportunities during school years 8 – 13 to meet a range of providers of approved technical education qualifications and apprenticeships, including sixth forms, colleges and universities. These opportunities will be evenly and regularly spaced across the year groups.

14.5 Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 8 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.

14.6 Hailsham Academy will ensure that there are opportunities for providers to visit the academy and speak to students in Years 8 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

#### **15. Providing personal guidance**

15.1 The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

15.2 Careers advice provided by Hailsham Academy will be unbiased and maintain the best interests of individual students at all times. The academy will not promote particular career or progression routes as better or more favourable than others; however, students will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

15.3 All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.

- 15.4 Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). Hailsham Academy will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.
- 15.5 Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

## **16. Auditing**

- 16.1 The Careers Lead will liaise with Heads of Department to evaluate and audit the academy's careers provision, having special consideration for the three aspects of quality assurance:
- The quality of the academy careers programme
  - The quality of independent careers providers
  - The quality of careers professionals working with the academy
- 16.2 The academy will take account of feedback from students, parents and link employers engaged in our careers activities, as well as data from the DfE's destination measures, as part of this evaluation.
- 16.3 The academy will use the outcomes of our audit to identify areas for improvement, with the ultimate aim of creating a careers programme sufficient to meet the standards necessary to achieve a Quality in Careers validated quality award.
- 16.4 All encounters are recorded on Compass+ to support an annual audit of our provision.

## **17. Information sharing**

- 17.1 The academy will provide our LA support services with relevant careers-related information about all our students, including:
- Students' names, addresses and dates of birth.
  - Other information that the LA requires in order to support the young person to participate in education or training and to track their progress, including information to help identify those at risk of not being in education, employment or training post-16.
- 17.2 The academy will notify our LA whenever a 16- or 17-year-old leaves our academy before they have completed their education or training programme, as per our local arrangements.

## **18. Work experience**

- 18.1 The school will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 18.2 Work experience placements are only permitted by law for students during Key Stage 4 and above.
- 18.3 Hailsham Academy will ensure that by the age of 16, every pupil should have had meaningful experiences of the workplace.
- A meaningful experience will have a clear purpose, which is shared with the employer and young person and be underpinned by learning outcomes
- 18.4 Hailsham Academy will ensure that, by the age of 18, or before the end of their programme of study, every pupil has had the opportunity to engage in at least one further first-hand experience of a workplace.
- 18.5 Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience.

- 18.6 Hailsham Academy will encourage students to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.
- 18.7 The Careers Lead is responsible for the overall planning and evaluation of the work experience programme in Y10 and is deemed the Work Experience Coordinator. This is done in accordance with the ESCC WEX Handbook and in liaison with the ESCC WEX team.
- 18.8 Work experience will be designed to meet the needs of individual students, with particular consideration for students with SEND. The academy will carefully match the placement to each pupil's ability, needs and aspirations. The academy will work with the employer to put in place additional support within the work placement for students with additional needs, where required, and help prepare the pupil for the work placement.
- 18.9 Experiences of the workplace by the time the pupil is aged 16 will include the following:
- Workplace visits
  - Job shadowing
  - Career-related volunteering and social action
- 18.10 Experiences of the workplace by the time the student is aged 18 will include the following:
- Internships and holiday placements
  - Workplace visits
  - Work experience that takes place during term time
  - Longer work placements
- 18.11 Alternative Provision: If it is the case that students from other year groups are undertaking Work Experience, or where there are cases that Work Experience forms part of an Alternative Provision, the Assistant Headteacher (Alternative Provision) oversees this, in liaison with the relevant Head of Year and the Careers Lead for our college.
- 18.12 Hailsham Academy purchase into the *ESCC Work Experience Service* as their work experience Placement Organiser. *ESCC Work Experience Service's* policy can be found [here](#).
- 18.13 All work experience placement documentation is collated via the Careers East Sussex/Prospectus website. This includes the following forms collated by *ESCC Work Experience Service* Team during the pre-placement visits they undertake with the employers: Health and Safety, Employers Liability Insurance, Employers Risk Assessment, and Safeguarding.
- It also includes agreement forms signed by students/parents: Student agreement, Parent agreement, Safeguarding Parent Agreement, and the Emergency Medical Contact (which is also sent to employers before placement commences).
- 18.14 All placements are checked by the *ESCC Work Experience Service* prior to students going out. Risk assessments should be undertaken by the *ESCC Work Experience Service* as soon as the placement details have been agreed in conjunction with the school and before the student takes up the work placement.
- 18.15 It is a requirement that all work experience placements are monitored via an in person visit or a phone call. These provide a useful opportunity to ask students if they have any health and safety concerns and to discuss the practical ways in which risks are controlled.
- 18.16 Staff on monitoring visits should ask the students about the tasks that they are performing and the level of supervision that they have received. If the level of supervision is believed to be insufficient, this should be raised with the employer, Careers Lead and the *ESCC Work Experience Service* so that remedial action can be taken.

- 18.17 Students understand the necessity for health and safety controls in the workplace. General principles are introduced as part of a compulsory pre-briefing by the school and/or at a recommended pre-placement visit by the student.
- 18.18 All students are sent an evaluation form after their placement has concluded.
- 18.19 Hailsham Academy will comply with the *ESCC Work Experience Service* incident reporting procedure (Appendix 1) and contact the *ESCC Work Experience Service* Team immediately if an accident occurs whilst a student is on placement.

## **19. Monitoring and review**

- 19.1 The LGC, in collaboration with the board's delegated link trustee, in conjunction with the Headteacher and Careers Lead, will review this policy every year, taking into account the success of supporting students in accessing post-16 education and training.
- 19.2 The Careers Lead will make any necessary changes to this policy and will communicate these to all members of staff.
- 19.3 The next review date for this policy is January 2027.



# Accident Procedure

## Procedures for reporting accidents and incidents in work placements

1. The **Student**, the student supervisor or any other member of staff must report the accident or incident to their senior supervisor or employer immediately.
2. The **Employer** (placement provider) must:
  - a) notify the parents as soon as is practicable
  - b) inform the school/college Work Experience Coordinator as soon as is practicable
  - c) feed information into the company's internal reporting system (i.e. fill out accident book, or report as a RIDDOR to HSE in serious cases)
3. The **school/college Work Experience Coordinator** shall (as soon as is practicable):
  - a) record in writing as many details as possible (stick to a discussion about **factual information** only)
  - b) complete the school/college Accident Book following normal school/college procedures
  - c) notify the headteacher/principal and/or appropriate senior manager
  - d) contact parents (even if already aware) and keep them informed
  - e) Inform Mark Likeman (Wex Team Leader) on 07876 037456. If not available, then Tracey Munday (Wex Officer) on 07710 088382 and/or Ryan Webber (Wex officer) on 07519 070312
  - f) remove the student / other students from the placement if necessary.
4. **ESCC Wex Team** will:
  - a) record details of the accident in writing
  - b) provide the school/college with guidance and support
  - c) notify ESCC Health & Safety Team. Kim Hicks (Lead Consultant) [kim.hicks@eastsussex.gov.uk](mailto:kim.hicks@eastsussex.gov.uk) and Debbie Leslie (Lead Consultant) [debbie.leslie@eastsussex.gov.uk](mailto:debbie.leslie@eastsussex.gov.uk)
  - d) contact the employer and organise a health and safety visit
  - e) supply the school with regular updates on progress

### NOTES

- The above may need to be adapted to take account of the actual sequence of events, but all stages should be covered.
- Schools should ensure that employers have the number of a dedicated mobile phone that can be contacted outside of school hours or if they are unable to get through via the switchboard.
- Please ensure that the school/college office is aware of this procedure.
- A contingency plan should be in place in schools/colleges and the Work Experience Team to avoid or reduce delay in the event of the main contact being unavailable.
- The definition of an 'accident' is "any unplanned event which causes, or has the potential to cause, injury, loss or damage". Therefore, a 'near-miss' should be reported in the same way "so far as is reasonably practicable".
- Details of accidents/incidents that come to light **at a later date** should also be reported, including any occupational diseases.