

THE EDUCATION VILLAGE ACADEMY TRUST



**Careers Education, Information, Advice
And Guidance (CEIAG) Policy inc.
Provider Access Statement**

EVAT Version Control Document

Version:	Date:	Policy Owner:	Amendments made by:	Details of amendments made:	Reviewed by:	Approved by:
V0.1	March 2018	Caroline Larsen	-	Initial draft	-	-
V0.2	4 June 2018	Caroline Larsen (HA) Samantha Dawson (BHA)	Stephen Brown	Version Updated with School Bus Updates		ELT
V1.0	29 September 2018	Caroline Larsen (HA) Samantha Dawson (BHA)	Alana Mackenzie	Review and Trust Format	ELT	04.10.18
V1.1/V1.2	5 November 2021	Caroline Larsen (HA) Samantha Dawson (BHA)	Caroline Larsen (HA)			
V2.0	10 December 2021	Caroline Larsen (HA) Samantha Dawson (BHA)	Wendy Turpin	Final following approval	Board of Trustees	09.12.21
V2.1	January 2023	Suzanne Lyons	Suzanne Lyons	Review		
V3.0	10 February 2023	Suzanne Lyons	Wendy Turpin	Final following review	BoT	10.02.23
V3.1	5 Jan 2024	Suzanne Lyons	Stephanie Blake	Adjust review date to reflect recommended guidance		
V3.2	24 Jan 2024	Suzanne Lyons	Suzanne Lyons	Review	ELE 01.02.24	BoT 08.02.24

Monitoring and review

This policy is reviewed every **one year** by the Policy Owner: **Suzanne Lyons**

The scheduled review date for this policy is **February 2025**

Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
 - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **A**mbition and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **T**eamwork
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

This policy, and its associated procedures and protocols, are based on these key principles.

Contents

1. Statement of Intent	5
2. Legal Framework	5
3. Rationale.....	5
4. Scope	6
5. Aim	6
6. Roles and Responsibilities	7
a. The Board of Trustees is responsible for:	7
b. The Careers Leader is responsible for:	7
c. The Careers Adviser is responsible for:.....	8
d. Teaching Staff are responsible for:.....	8
e. Pupils are responsible for:.....	8
7. A Stable Careers programme.....	9
8. Labour Market Information.....	9
9. Addressing the needs of pupils	9
10. Providing targeted support.....	9
11. Pupils with SEND	10
12. Curriculum	10
13. Work Experience	11
b. Employers Liability Insurance.....	11
14. Personal Guidance.....	11
15. Information sharing.....	12
16. Monitoring and Review	12
17. Quality Outcomes	12
18. Provider Access Policy Statement.....	13
a. What are pupils entitled to?.....	13
b. Who handles the Trust's Access Requests?.....	13
c. What opportunities are provided to allow access to pupils?.....	13
d. There are rules for granting and refusing access requests to providers which are detailed in the Safeguarding and Child Protection Policy and the Visitors Policy.....	14
e. What can providers expect once a request has been accepted?	14
f. Can providers leave prospectuses for pupils to read?	14
19. Public Sector Equality Duty (Equality Act 2010)	14

Appendix 1: Pupil Self Arranged Placement Form	15
Appendix 2: TRUST WORK EXPERIENCE HEALTH & SAFETY ASSESSMENT	18
Appendix 3: Key Terms & Definitions.....	21

N.B. Where reference is made to an ‘Academy’ or a ‘School’ the intention is that the policy is universal and applies to both.

1. Statement of Intent

The main aims of careers provision at The Education Village Academy Trust are to:

- Prepare pupils for life post-education
- Develop an understanding of different career paths
- Develop an understanding of the differences between school and work
- Inspire pupils to chase and achieve their dreams
- Help pupils to access information on the full range of post-14,16 and 18 education and training opportunities
- Support pupils after leaving school
- Offer targeted support for vulnerable and disadvantaged young people
- Instil a healthy attitude towards work
- Outline the Education Village Academy Trust’s commitment to assisting all pupils to manage transitions and succeed in life
- Ensure all pupils have access to a planned programme of activities to develop their knowledge and skills to manage their careers
- Provide access to impartial careers information, advice and guidance to help them to make informed and effective careers decisions.

2. Legal Framework

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

- DfE Careers guidance and access for education and training providers 2022
- 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 Gatsby Benchmarks
- The School Information Regulations 2018

3. Rationale

CEIAG has a high priority in preparing pupils for the opportunities and challenges of adult and working life and is seen as playing an important role in motivating our pupils to maximise their academic and personal opportunities, goals and achievements.

All young people need to access a range of activities, including work-related learning opportunities, to help them choose the right options for them, to be able to manage their careers throughout their lives and to sustain employment.

The Education Village Academy Trust is committed to providing a planned programme of careers education and information, advice and guidance in years 7-14 in partnership with our stakeholders and further education providers.

4. Scope

This policy is to be used by all staff, pupils and our stakeholders.

5. Aim

Careers education, information, advice and guidance (CEIAG) at the Academy Trust is central to social inclusion, raising of aspirations and attainment, participation and retention.

We wish for all pupils at the Trust to understand their achievements, learning potential, and opportunities for progression, and above all to hold high aspirations and expectations of themselves. We aspire for all our young people to engage positively with their learning and development, and understand choices and pathways for progression through the 11-19 phase – particularly in important transition phases at 14+ and 16+.

We aim to provide:

- **Information:** For pupils to receive data on opportunities conveyed through a range of different media. Accurate up-to-date information on options in learning, progression routes, careers opportunities and sources of help and support. This may be mediated and unmediated and conveyed through different media.
- **Advice:** To help young people gather, understand and interpret information; to provide information and apply it to their own situation. It includes answering questions and clarifying misunderstandings; assistance to understand their abilities and targets; advice on options or how to proceed with a course of action; to identify needs, signpost and refer where more in-depth guidance and support is needed.
- **Guidance:** Support young people at the Trust to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems; to be able to assist them to better manage their lives and achieve their potential. To explore young people's circumstances – their ideas, values, needs, and beliefs, aspirations and influences on them and to make choices that are right for them. It includes helping to resolve issues and conflicts and assist with the development of new perspectives and solutions to problems, to be able to manage their lives and achieve potential, in relation to opportunities that are confronting or confusing them.

IAG includes careers but extends to other personal wellbeing issues that young people face, some of which may present obstacles to progression and achievement in learning and work e.g. health, welfare, financial issues.

CEIAG within the curriculum at the Education Village Academy Trust will be taught through a variety of careers sessions, CEIAG interviews, Enterprise, Applied Learning, sustainable activities, events and projects across the curriculum, assemblies, tutor time and visits to our CEIAG partners and further education providers.

6. Roles and Responsibilities

- A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the academy website.
- A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. In some cases, the Careers Lead and Careers Advisor will be one member of staff.
- Details of the academies careers plans will be published on the academy websites inviting pupils, parents, teachers, governors and employers to provide feedback.
- The Careers Lead will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

a. The Board of Trustees is responsible for:

- Ensuring this policy meets its statutory obligations, is in line with best practice and meets the requirements of the pupils, parents and the academies.
- Ensuring that all registered pupils at the academies are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils in this age range and inform them about approved technical education qualifications and apprenticeships.
- 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.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the Trust's Complaints Procedure Policy.
- Providing clear advice and guidance to the school Principals on which they can base a strategy for careers education and guidance which meets the Trust's legal duties.

b. The Careers Leader is responsible for:

- Managing the provision of careers information.
- Liaising with the school Principal and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with appropriate staff to identify pupils needing guidance, including LAC Co-Ordinator and SENDCo
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- 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 and reviewing and evaluating the programme.
- Encouraging the training of academy staff to promote careers guidance to their pupils.
- Ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils 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.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Providing an open-door service for pupils to drop in and discuss their options.

c. The Careers Adviser is responsible for:

- Reporting regularly to the careers leaders, regarding pupil progress and the effectiveness of the academy's career plan.
- Providing a thorough, personalised career service throughout the Trust.
- Staying up to date with relevant CPD and developments in the CEIAG sector.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives that actively encourage pupils to sign up to the academy's career service.
- Attending regular meetings with the careers leaders to discuss the academies career plans, where appropriate
- Providing an open-door service for pupils to drop in and discuss their options (HA).
- Providing monthly group sessions and 1:1 support (BHA)
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.

d. 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 aware of the role of other providers of IAG, to signpost pupils and make referrals for one-to-one support as appropriate.
- Promoting equality of opportunity, being aware of confidentiality issues, and dealing sensitively with information disclosed by pupils

e. Pupils are responsible for:

- Ensuring they actively engage in activities and take ownership for their career development and progression planning.
- Abiding by school expectations and other requirements, when engaging in CEIAG activities.

7. A Stable Careers programme

- 7.1 Trust secondary schools will have their own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed against the benchmarks to ensure it remains on target.
- 7.2 A careers adviser will be available to support the Careers Lead and to provide individual, tailored careers guidance to pupils where appropriate
- 7.3 Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.

8. Labour Market Information

The Trust will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.

Pupils and their parents will be referred to the National Careers Service that offers information and professional advice via a website, helpline and web chat.

The Trust will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils 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.

The Trust will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.

The Trust will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

The Trust will make use of local enterprise partnerships to provide pupils 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 academies.

To support social mobility, the Trust will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

9. Addressing the needs of pupils

The academy's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

10. Providing targeted support

The academy will work with the LA to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways.

Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.

The academy will work in partnership with their commissioning academies and LAs to provide support and advice on transitional pathways into further education or training.

The academy will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 further education.

To support pupils 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 pupils receive such support.

The academy will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.

11. Pupils with SEND

The Academy will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential.

The academy will work with families of pupils to help them understand what career options are available.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The academy will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a pupil's career aspirations and the post-16 options that are most likely to give the pupil a pathway into employment or higher education.

The SEND local offer will be utilised; annual reviews for a pupil's education, health and care plan (EHCP) will be informed by good careers guidance.

When arranging work experience for pupils, the academy will work with the employer to determine any additional support that will be needed during the work placement.

For pupils unable to access external work experience, sheltered places will be facilitated and supported by academy staff.

12. Curriculum

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.

The academy will ensure that every pupil is exposed to the world of work by the age of 14.

Pupils 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 as part of their 16-19 study programme. Pupils in Beaumont Hill Academy will be expected to study the core academic subjects of Maths, English and Science at an appropriate level.

The academy will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.

13. Work Experience

The Trust will ensure that all pupils have had at least one experience of a workplace by the age of 16, and one further such experience by the age of 18, where appropriate.

All pupils must submit a "Pupil Self Arranged Placement Form" to their academy Career Advisor prior to any work experience taking place or being approved.

16-19 study programmes will require high quality and meaningful work experience. A flexible approach will be adopted for younger pupils, such as the following:

- Workplace visits
- Work experience
- Job shadowing
- Career-related volunteering and social action Safeguarding Learners on Work Experience
- The Trust wants learners to be as safe as possible during any work experience.
- Under health and safety law, every employer has a general duty to ensure as far as is reasonably practicable, for the health, safety and welfare of all work experience pupils. The Trust will ask all employers to complete a "Trust Work Experience Health & Safety Assessment" form.
- Employers must review and complete any necessary risk assessments before the pupil/s commences any work experience placement. The Trust and Employers must discuss the placement in advance. Taking into account the pupil's physical and psychological capacity, of any particular needs, or from information provided by parents or carers, for example due to any health conditions or learning difficulties.

a. Disclosure and Barring Service (DBS)

- There is no specific requirement for employers who will be working with pupils to be DBS checked, but the Trust may ask for employees to be checked against the list of individuals who are barred from working with children ('List 99').
- The circumstances where a barred check might be considered include placements where the pupil will be with a very small number of employees or in a one-to-one environment; or the pupil is considered vulnerable for educational or medical reasons.

b. Employers Liability Insurance

- Employers taking Work Experience pupils must have employer liability insurance. This is because the pupil will be classed as working for their company.

14. Personal Guidance

- All pupils 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.

- Careers advisers will meet the professional standards outlined by the [Career Development Institute](#).
- Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHCP to focus discussions.
- Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

15. Information sharing

The academy will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.

Pupils with Education Health Care Plans (EHCP) will have Preparation for World of Work support from Y9.

The Trust's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a 16 or 17-year-old pupil leaves an education or training programme before completion. The academy will agree on local arrangements for ensuring these duties are met.

16. Monitoring and Review

The Governing Board, in conjunction with the Principal and Careers Leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.

The Policy owner will make any necessary changes to this policy, and will communicate these to all members of staff.

17. Quality Outcomes

- A smooth transition for pupils from the Education Village Academy Trust to further education, training and employment.
- Successful transition between year groups, significant stages and through key decision points
- Increased percentage participating in continued learning or employment post 16 & resulting in a reduction in NEET figures for the Education Village Academy Trust
- Learners will develop as active and independent learners, displaying a positive attitude, and skills in leadership, group work, problem solving, speaking and listening, research skills, decision- making.
- Increased achievement in learning by offering broad curriculum offer.
- All pupils will take control over the direction of their own lives, by making informed and autonomous decisions and choices.
- Pupils will gain maximum benefit from learning experiences.
- Pupils will hold high aspirations and expectations of themselves and other pupils
- Pupils will overcome barriers to progress and attainment in learning and work.

- Pupils will be challenged to think beyond occupational stereotypes.

18. Provider Access Policy Statement

Under Section 42A and 42B of the Education Act 1997, as of 2 January 2023, the Trust has a duty to provide pupils in Years 7-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

a. What are pupils entitled to?

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme that informs pupils of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

b. Who handles the Trust's Access Requests?

Any provider wishing to request access should contact the Academy's Careers Advisor:

- **Suzanne Lyons**
Careers Lead Haughton
Email: slyons@educationvillage.org.uk
Tel: 01325 254000
- **Louise Lumsden**
CEIAG Learning Mentor Beaumont Hill Academy
Email: llumsden@educationvillage.org.uk
Tel: 01325 254000
- Helen Hutchinson
Careers Lead BHA
Email : hhutchinson@educationvillage.org.uk
Tel: 01325 254000

c. What opportunities are provided to allow access to pupils?

Via our academy careers programme, we offer providers numerous opportunities throughout the academy year to speak to pupils and/or their parents.

In line with the updated Provider Access Legislation (January 2023), the Academy will ensure that we will provide at least 6 encounters (where appropriate) with approved providers of apprenticeships and technical education for all pupils.

- Two encounters for pupils during the "first key phase" (Year 8/9) that are mandatory for all pupils to attend
- Two encounters for pupils during the "second key phase" (Year 10/11) that are mandatory for all pupils to attend

- Two encounters for pupils during the “third key phase” (Year 12/13 – BHA Only) that are mandatory for the school to offer but optional for pupils to attend.

Providers can speak to the academy's careers leader to discuss possible attendance at relevant events.

The Trust Child Protection and Safeguarding Policy and Visitor Policy sets out the academies' approach to allowing providers into school to speak to pupils.

d. There are rules for granting and refusing access requests to providers which are detailed in the Safeguarding and Child Protection Policy and the Visitors Policy

e. What can providers expect once a request has been accepted?

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils.

Arrangements will be discussed in advance between our careers leaders and a nominated member of the provider's team.

f. Can providers leave prospectuses for pupils to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the Academy Careers Adviser.

19. Public Sector Equality Duty (Equality Act 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.



Pupil Self Arranged Placement Form

Medical Confidential – When Completed

Dates of Work Experience:

This form should only be completed once you have arranged your own work experience placement, and the employer has confirmed the placement is available to you.

PLEASE COMPLETE FORM IN BLOCK CAPITALS

Pupil Name..... Tutor Group.....

You MUST give all employers' details and attach a completed copy of the Trust work experience health and safety assessment form.

Placement Provider Information – Only to be filled in by representative from placement employer.

Name of company		
Company contact name		
Company address		
Company telephone number, and mobile contact		
Pupils job role		
Health and Safety induction to be undertaken in the first day? (Please tick or circle)	Yes	No
Name of person carrying out the induction		

For Pupil to Complete

When did you contact the employer?	
------------------------------------	--

How did you contact the employer? (Please tick or circle)	Letter	Telephone	In person	
Who arranged this placement?	I did	Parent	Friend	Other
Area of work (for example: admin, sales, construction, engineering etc.)				
Is the employer aware of any health condition/s or allergies you may have? (Please tick or circle)	Yes		No	
If yes, what have you informed them about?				

Parent/Guardian – I consent to this placement

Name:		Relationship to child:	
Signed:		Date:	

This form should be returned to your Academies Careers Adviser by the 17th of November 2023.

The use of this form does not imply that the placement will go ahead; all placements must meet Health and Safety standards and have any necessary insurance.

If you have any concerns prior to, or whilst your child is attending this placement, please remove your child immediately from the placement and contact the school on the number below.

Yours faithfully

Suzanne Lyons
 Careers Lead Haughton Academy
 Email: slyons@educationvillage.org.uk
 Tel: 01325 254000

Louise Lumsden
 Careers Advisor Beaumont Hill Academy
 Email: llumsden@educationvillage.org.uk
 Tel: 01325 254000

For School Official Use Only

Checked By	School Role	Date	Initials	Remarks/Comments
------------	-------------	------	----------	------------------

	Careers Adviser			Approved / Not Approved
	Trust Health & Safety and Premises Manager			Trust H&S Assessment form received: Y/N Approved / Not Approved



TRUST WORK EXPERIENCE HEALTH & SAFETY ASSESSMENT

Learners Name		Academy	
---------------	--	---------	--

Placement Provider Information – Only to be completed by the representative from placement employer

Employers Name		No of Employees	
Nature of Business			
Workplace Address		Health & Safety Contact Details	
Main Contact		Supervisor	
Main Contact Phone / Email			
Type of work carried out at workplace location			
Work Experience Dates	From		To

A	Health & Safety Policy	Yes/No	Evidence
1	Is there a Health & Safety Policy (Mandatory for 5 or more employees)		Date of Policy -
	Does the Health & Safety policy detail the organisations responsibilities and arrangements?		
2	Does the employer display the necessary signs and notices i.e Health & Safety Law poster, Emergency exits, etc		
3	Please confirm you have Employer Liability Insurance		Name - Policy No - Expiry Date -
4	Please confirm you have Public Liability Insurance		Name - Policy No - Expiry Date -

B	Risk Assessment & Control	Yes/No	Evidence/Comments
1	Has a young person's risk assessment been carried out?		

2	What significant risks affect the student?		
C	Accidents, Incidents and First Aid	Yes/No	Evidence/Comments
1	Does the employer have access to competent health & safety advice and assistance?		
2	Does the employer use an accident book / forms?		
3	Are all (RIDDOR) accidents/incidents formally logged and reported?		
5	Are there qualified/appointed first aiders?		
4	Are first aid kits available?		

D	Induction / Work Equipment & Machinery	Yes/No	Evidence/Comments
1	Initial Health and Safety Induction regarding workplace, welfare, fire etc. will be carried out on first day?		
2	Is all machinery and work equipment provided to the appropriate standards and other control measures in place?		
3	Is all machinery adequately maintained, inspected and guards in place where necessary?		
4	Are all electrical systems and equipment safe and PAT tested?		
5	Will the employer provide suitable and sufficient training, information, instruction and PPE where required?		

E	Safe & Healthy Working Environment	Yes/No	Evidence/Comments
1	Are premises (structure, fabric, fixtures and fittings) safe and suitably maintained?		
2	Is the working environment (temperature, lighting, space, ventilation, noise) appropriate and safe?		
3	Are welfare facilities (toilets, washing facilities, eating arrangements, changing) appropriate and maintained?		
4	Could the working environment, or any tasks likely to be carried out, be unsuitable for a student with any health or medical conditions?		

F	Fire	Yes/No	Evidence/Comments
1	Has a fire risk assessment been carried out?		Date Completed -
2	Is the system subject to regular inspection & servicing?		
3	Is the fire alarm system tested weekly?		
4	Are fire drills completed regularly?		

G	Supervision	Yes/No	Evidence/Comments
1	What supervision arrangements are in place for the student?		
2	Is the employer satisfied that there is no child protection issues connected with anyone involved in the supervision of the student?		
3	Will staff supervising the student be DBS checked?		Please provide Names, DBS numbers & issue date on a separate piece of paper -

H	Prohibitions and Restrictions	Yes/No	Evidence/Comments
1	What will the student be restricted from doing (equipment, activities, and areas?)		
2	Are there any relevant learning/behavioural difficulties, disabilities or medical/health issues requiring special consideration?		

I	Data Protection	Yes/No	
1	Please confirm that you agree to process all data concerning the student in accordance with your data protection obligations, including to keep the data secure.		

Signed: Name:

On behalf of (Company Name): Dated:

Appendix 3: Key Terms & Definitions

Career – is defined as an individual's lifelong progression through learning and work

Careers Education – refers to a planned programme of activities within the curriculum that helps young people to gain the knowledge and understanding, and develop the skills and confidence, to make successful choices, manage transitions in learning and move into work.

Information, Advice and Guidance (IAG) – enables individuals to use the knowledge and skills developed through careers education to make the decisions about learning and work that are right for them.