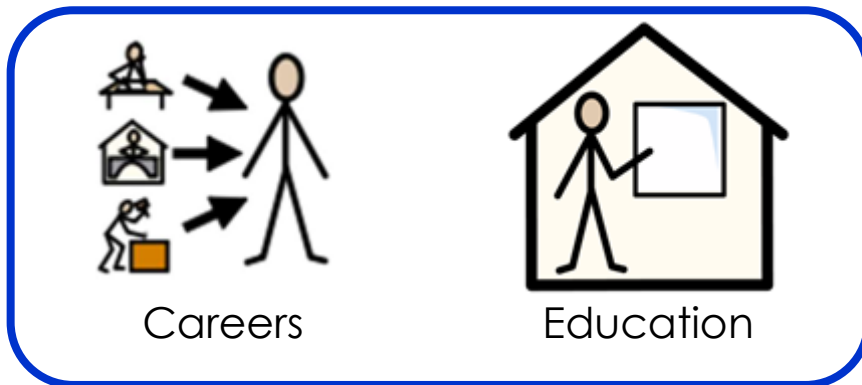




Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School Careers Education, Information, Advice and Guidance Policy



Review due	May 2024
Issued in	May 2023
Prepared by	Matthew Read Deputy Head of Education
Approved by	Julie Smith Chair of the Board

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Introduction

Fountain Head House School is committed to providing Careers Education, Information, Advice and Guidance to pupils through the curriculum and through organised activities. The School is committed to fulfilling its statutory duty to secure independent and impartial Careers Education, Information, Advice and Guidance (CEIAG) for young people in Years 8-13 under Section 29 of the Education Act 2011 (Section 45A of part VII of the Education Act 1997).

This policy also reflects the Careers guidance and inspiration in schools Statutory guidance for governing bodies, school leaders and school staff, March 2015 and January 2018.

The importance of Careers Education and Guidance

At Fountain Head House School we believe that high quality careers education and guidance is critical to our young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and work/career management skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

We are dedicated to providing each of our pupils in Years 8 to 11 with an individualised careers education programme, information, advice and guidance designed to ensure that pupils' move onto the next phase of their education with the right tools and values to help prepare them for adulthood.

All of our pupils have Education, Health, and Care Plans (EHCPs) and each presents with a range of Special Educational Needs and so we carefully tailor the programme to each pupil taking into account their strengths, interests and needs and thus provides them each with a personalised structured careers programme.

- We work with our pupils and their parents and carers, to consider their future options, in order to realise their potential and decide how their skills and experiences fit with opportunities in the local job market.
- We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently.
- We have a person-centred approach to pupil outcomes through our EHCP annual reviews process where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps.
- We are fully committed to our statutory and moral obligation to provide a holistic careers service for pupils in Year 8 onwards, highlighting the vocational and academic routes to their preferred career path and underpin our programme with the Gatsby Benchmarks.
- The Gatsby Benchmarks outline all the standards of an excellent careers programme and help to ensure pupils have access to good quality careers education, information, advice and guidance (CEIAG) to develop the knowledge and skills they need to make informed choices about their future and maximise their potential.

Due to the vulnerable nature of our pupils, we work closely with our two local authorities and our local careers partners to ensure access to the services and support that are available for them. We engage with the local community to create work links and opportunities for our pupils.

Aims

All pupils, parent carers and teachers have access to up-to-date careers information, advice and guidance.

All pupils have access to an engaging, enriched, meaningful and developmental careers programme designed to help them choose the 14-19 pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives.

All pupils are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available.

All pupils transition to a variety of sustained positive destinations.

Pupils are encouraged to explore and follow career paths that suit their interests, skills and personal qualities with the absence of stereotypes. The programme has equality of opportunity, diversity and inclusion, whilst promoting the best interests of the pupil to whom it is given.

Fountain Head House School actively ensures pupils and parents/carers have access to information throughout the year through events such as target setting meetings.

Our aim is to offer, throughout the years pupils spend in school, a range of opportunities suitable to their individual circumstances and aspirations.

Statutory Requirements

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

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008
- This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which can be found on page 11 of this policy.
- This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:
- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, which can be found on page 11 of this policy.

Roles and Responsibilities

Careers Lead

Our Careers and Enterprise programme is overseen by our Careers Lead.

The responsibilities of the Careers Lead can be summarised under four main headings

1. **Leadership** – responsible for developing, running and reporting on the school's work experience and Careers programme.
2. **Management** – plan Careers activities, manages the Careers budget and other staff involved in the delivery of the programme.
3. **Coordination** – coordinate staff from across the school and from outside.
4. **Networking** – establish and develop links with employers, education and training providers and Careers organisations.

Headteacher

The Headteacher is responsible for

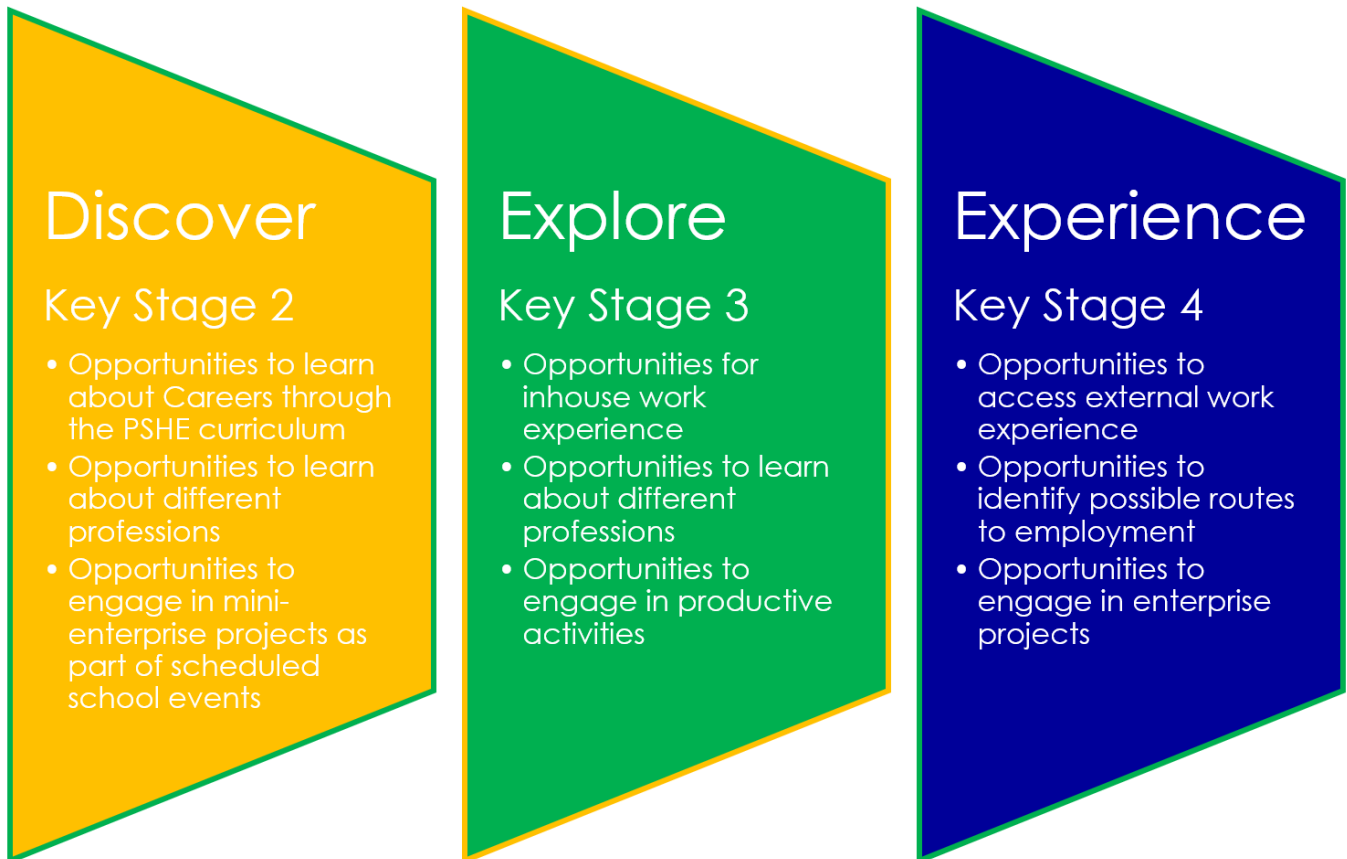
- Overseeing the Careers Programme
- Supporting the Careers Lead in developing their Strategic Careers Plan
- Making sure the Careers Lead is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Supporting the Careers Lead in networking with employers, education and training providers, and other careers organisations
- Allowing training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in the school's Policy Statement on Provider Access
- Ensuring that all members of the Senior Leadership Team, Middle Leaders, Teachers and teaching support staff know, understand and support the Careers Programme under the guidance of the Careers Lead

School Board

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12 to 13 year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000).

Our School Board is aware of its statutory duty to ensure

- careers guidance is presented in an impartial manner
- careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways
- careers guidance given promotes the best interests of the pupils to whom it is given
- they provide clear advice to the headteacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements
- they are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' government paper dated January 2018



In Key Stage 2 Careers Education is delivered through PSHE and Life Skills Lessons with opportunities for the pupils to EXPLORE. In Key Stages 3 and 4 Careers Education becomes more formalised and discreet. As part of our sequential approach to careers we seek to offer opportunities for each pupil to DISCOVER (Key Stage 3) and EXPERIENCE (Key Stage 4) work opportunities offering sequential learning at an appropriate level (adapted and differentiated) for each pupil.

In Key Stage 3 careers education is taught as a discreet subject delivered in tandem with our Personal, Social, Health, Education Programme (PSHE) and our Life Skills Programme. Our Carers Education Programme is designed to build upon previous knowledge through activities that are appropriate to the pupil's stages of career learning, planning and development and has been developed taking into consideration the CDI Careers Education Framework and the Preparation for Adulthood agenda.

We initially start the formal discussions about life after school during EHCP annual reviews starting in Year 9.

Careers Education is very much intended as work related learning and work element of Preparing for Adulthood. We use EHCP reviews to track individual's aspirations, we use forms provided by CSW or use a Vocational Profile Form (this document is typically used with Supported Employment).

In Key Stage 4 our careers education is delivered through the **ASDAN: Careers and Experiencing Work Short Course** leading.

Key Stage 3 - Discover	
Careers Focus	Measurable Outcomes
Explore	<ul style="list-style-type: none"> • Explore the source of help and support available in school – WOW Co-Ordinator and Connexions
	<ul style="list-style-type: none"> • Explore that knowledge, skills and qualifications are important for a job
	<ul style="list-style-type: none"> • Explore how to collate achievements
	<ul style="list-style-type: none"> • Explore new things and respond positively to change and feedback
	<ul style="list-style-type: none"> • Explore the range of possible jobs
	<ul style="list-style-type: none"> • Explore your values, hobbies and interests, and skills and aspirations
	<ul style="list-style-type: none"> • Explore the future (Transition into KS4 and GCSE, college and university)
	<ul style="list-style-type: none"> • Explore friendships and relationships with others
	<ul style="list-style-type: none"> • Explore how work is good for our physical and mental wellbeing
	<ul style="list-style-type: none"> • Explore money and how it can be spent
	<ul style="list-style-type: none"> • Explore job roles and responsibilities in the classroom
	<ul style="list-style-type: none"> • Explore how you can be involved in your family and community (balance life and work)
	<ul style="list-style-type: none"> • Explore, write and share information on your personal details

Key Stage 4 - Explore	
Careers Focus	Measurable Outcomes
Experience	<ul style="list-style-type: none"> • Experience jobs and roles interested in
	<ul style="list-style-type: none"> • Experience the labour market and the education system
	<ul style="list-style-type: none"> • Experience the learning and qualification requirements for jobs and Careers interested in
	<ul style="list-style-type: none"> • Experience the range of workplaces and what it is like to work there
	<ul style="list-style-type: none"> • Experience how recruitment and selection processes work and what need doing to be successful
	<ul style="list-style-type: none"> • Experience how to deal with and learn from challenges and setbacks
	<ul style="list-style-type: none"> • Experience entrepreneurialism and self-employment
	<ul style="list-style-type: none"> • Experience balancing work life and home
	<ul style="list-style-type: none"> • Experience physical and mental wellbeing and considering how they can improve these
	<ul style="list-style-type: none"> • Experience local and national labour market trends
	<ul style="list-style-type: none"> • Experience trends in technology and science
	<ul style="list-style-type: none"> • Experience the relationship between career, community and society

Independent Careers education, information, advice, and guidance (CEIAG)

In line with our statutory duty to provide access to independent, impartial careers guidance for pupils, we commission the services of Careers Southwest, an external provider registered with the CDI, trained and qualified to give advice to pupils with special education needs and disabilities.

Their objective is to provide high-quality and impartial information and guidance to help our pupils get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to study programmes that will support pupils transition into paid employment.

This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher levels of education, where appropriate. We ensure that parent carers play an active part in this process to ensure a collaborative approach.

To support CEIAG we plan a range of enrichment experiences including work experience, enterprise activities, careers fairs, assemblies, workplace visits and talks. CEIAG is delivered in a cross-curricular way throughout the academic year with both a naturally occurring and planned opportunities throughout. Some of these opportunities include:

- **Visits from external speakers**– Where appropriate, we encourage teachers to enhance teaching and learning by inviting employers, employees and parent carers to share skills, knowledge and provide workshops to enrich our curriculum offer.
- **Linking classroom learning to the real world** - Class teachers make links within the curriculum content to careers and the world of work. Teachers highlight how specific skills and knowledge (such as communication or teamwork) are transferrable and useful to the world of work.
- **Referring to local, regional and national labour market information (LMI)** – Teachers working with pupils in Upper School use LMI to help guide young people making decisions about possible pathways.
- **Offsite visits** - Offsite visits (whether specifically to learn about a job sector or as part of the wider curriculum offer) provide a good opportunity to explore different job roles and sectors.
- **Enterprise activities and competitions** – Supporting pupils to apply and transfer their skills, knowledge and experience whilst gaining experience of work.
- **CV writing, applications, networking, and interviewing workshops** - Pupils approaching post-16 or post-19 participate in workshops targeting specific career readiness skills including application workshops, CV writing, and interviewing technique.
- **National Careers Week** - From March 2023. This allows us to raise aspirations and knowledge amongst our pupils and parent carers. This is a great opportunity for our pupils to focus on their future whilst engaging with a range of organisations and training providers. In Early Years and Lower School, pupils engage in what we call Careers Day.
- **Work Related Learning and Work Experience** - We are aware that there is no longer a statutory duty to provide work-related learning at Key Stage 4; alternatively, the Government has moved this statutory requirement to 16 to 19-year olds to be “offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education” but where or when appropriate we do allow younger pupils this opportunity through volunteering schemes or participating in the Duke of Edinburgh Award Scheme.
- **Community Work Experience** – As part of the preparation for real life we encourage pupils to contribute positively to the local community and develop their social and employability skills by undertaking real-life supported work experience placement within the local community. E.g. in local charity shops, libraries, cafes and

retail shops. This allows pupils to enhance the skills developed within the school environment and move pupils forward to becoming work ready; achieving paid employment, apprenticeships and internships. Pupils are encouraged to reflect on their work experience and keep a learning log. Once ready, community work experience becomes more tailored to our pupils' future aspirations. These opportunities are built in both, within the school (e.g. maintenance, gardening, cooking, office, reception.....etc) and within our local community by engaging with local businesses. And link with our involvement with the DofE programme.

For those learners with more complex support needs, "work" might be seen not necessarily as a job, but rather as activities aimed to increase independence and integration within their own community.

For those pupils aspiring to paid work (at some point through adulthood), exploring local opportunities and look at pathways to access those, would be increasingly important as they prepare for transition to post 16.

We use The Skills Builder Partnership framework to help develop key employability skills.

Evaluation

We keep our Careers Programme under constant review and evaluate our careers education Provision against The Gatsby Benchmarks using the Compass evaluation tool on a termly basis. The Gatsby Benchmarks outline all the standards expected of an excellent careers programme and help to ensure pupils have access to high quality Careers education, information, advice, and guidance (CEIAG) to develop the knowledge and skills they need to make informed choices about their future and maximise their potential.

How do we evaluate the effectiveness of its Careers programme?

- Destinations data is used as an indicator of the long term impact of the Careers provision at FOUNTAIN HEAD HOUSE SCHOOL.
- Each Careers event is evaluated with pupils ranking the usefulness of the event on their future career decisions.
- We use Compass, Careers benchmark tool, to evaluate our Careers activity against the eight Gatsby Benchmarks of best practice.
- Our Careers programme is reviewed annually.

The Gatsby Benchmarks

1. A stable Careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

2. Learning from career and labour market information

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's Careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to Careers

All teachers should link curriculum learning with Careers . STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting

speakers, mentoring and enterprise schemes.

6. Experiences of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Feedback

- We welcome feedback from pupils, parents & carers, staff, employers and those wishing to comment on our Careers & programme.
- Should you require more detailed information on any of these activities, please contact our Careers Lead either by telephone or email.
- This document applies to the school year 2022 – 2023.
- This document is reviewed annually.

Resources

[Pupil Friendly Career & Enterprise Programme](#)

[Parent Carer Letter](#)

[Provider Access Policy](#)

[Local Labour Market Information \(LMI\)](#)

Useful links

[DCC SEND Local Offer – Education for young adults](#)

[National Careers Service](#)

[National Citizenship Service \(NCS\)](#)

[College and University Open Days](#)

[Find an apprenticeship](#)

[Amazing Apprenticeships](#)

[Preparation for Adulthood Website](#)

[Your Daughter's Future – A guide to help parents support daughters making career choices](#)

[Careerpilot](#)

[iCould](#)

Terminology

- Careers education is the delivery of learning about careers as part of the curriculum. Careers Education is often closely related to work experience and other forms of work-related learning.
- Work-related learning is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- Careers information is the provision of information and resources about courses, occupations and career paths.
- Careers advice is more in-depth explanation of information and how to access and use information.
- Careers guidance or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Fountain Head House School Policy Statement on Provider Access



Introduction

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

This complies with the school's legal obligations under Section 42B of the Education Act 1997, 'Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.'

Pupil entitlement

All pupils in years 8-11 are entitled:

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

Management of provider access requests Procedure:

A provider wishing to request access should contact:

Thereza de Lucca Headteacher Thereza.delucca@fhhschools.com	Matthew Read Deputy Headteacher Matthew.read@fhhschools.com	Margaret Butfield Business Manager Margaret.butfield@fhhschools.com
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In the first instance, the provider should provide details of:

- Their target audience (age, number of pupils, criteria for identifying pupils to approach);
- Their offering to pupils;
- Whether the activity is planned for onsite at school or offsite; and
- Their proposed date-range.

Opportunities for access

A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers as outlined in this Careers Strategy. Please speak to our Careers Lead to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meetings rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available audio, visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of their team.










Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead who will make this accessible to our pupils, parent carers and staff.

Grounds for Granting or Refusing Access

- If the provider is not an approved training provider, we retain the right to refuse access;
- Access will also be denied, if the provider fails to provide requested safeguarding-related documentation ahead of the visit. (Examples of possible documentation - proof of approved DBS check, copy of Public Liability Insurance Certificate);
- There may also be constraints on granting access due to the individual school's calendar and timetable.
- Providers should also provide copies of their promotional and presentation material to the individual school in advance.

Approved and reviewed as part of our Careers Education, Information, Advice and Guidance Policy

Appendix – Meeting the Gatsby Benchmarks

Gatsby	Resource	Notes / Description	Implementation
1, 4		<p>Each pupil will need a careers Education File with dividers. This file will follow them through KS 3 and 4 and will become a reference tool.</p> <p>Teachers are asked to review the provided lesson and extend the activity to create a mini unit of 3 to 5 lessons with related activities.</p> <p>For our pupils each lesson can be taught as a Unit of work covering 3 to 5 hours of lesson time over a half term.</p>	<p>27 Lessons in the folder.</p> <p>Approx 1 hour per week in KS3 (Years 7 to 9)</p>
1, 4		<p>ASDAN: Careers and Experiencing Work Short Course activities across seven modules:</p> <p>Self-development/ Career exploration/ Career management/ Considering higher education/ Considering apprenticeships/ Preparing for the workplace/ Being at work</p> <p>In addition to this pupils with an interest in a particular vocation can opt for either a ASDAN Vocational Short Course or an AQA Entry Level Qualification through the Unit Award Scheme in a relevant area.</p>	<p>60 Hour Course.</p> <p>Allow two hours per week in order to complete the course over Years 10 and 11.</p> <p>This will allow time to complete related assessment activities and to develop portfolios.</p>
1, 3		<p>Each pupil will need their own account linked to the master Staff Account.</p> <p>Skills builder provides a comprehensive computer-based programme.</p> <p>Pupils should be encouraged to work logically through the lesson sequences from Getting Started to Master over Key Stage 3 and 4. In Year 7, 8 and 9 these lessons should be closely supported. In Years 10 and 11 these should be increasingly independent. Use the skills builder Framework Tool to work through lessons and track progress.</p> <p>The lessons and learning can be consolidated using the activities in Launchpad.</p>	
1, 4		<p>Barclays Life Skills offer a comprehensive set of lessons and resources related to careers and work. The lessons have been selected to fit in with the overarching theme of the half term and can be found on the Barclays Life Skills website. These lessons are designed to reinforce and consolidate the lessons covered through ASDAN or the KS 3 Scheme of work. Please ensure you review the lesson ahead of time so that you are in a position to support.</p> <p>As with Complete careers the lessons will need to be adapted for a pupil – mainly by splitting each session down into two lessons. The lessons will need to be supported.</p>	<p>https://barclayslifeskills.com/</p>
3, 4		<p>Throughout the year multi age careers and enterprise projects will be run to provide practical, real life scenarios to practice and learn career related skills and attitudes.</p>	<p>These opportunities are being developed and will be built into this programme as they are finalised.</p>
8		<p>Careers Southwest have been commissioned to provide Independent Careers Advice and Guidance for all pupils in Years 8 to 11 individually and to provide generalised guidance to year 7. CSW also will be working with Year 10 and 11 to support post 16 transitions to further education, apprenticeships or careers/work-based training.</p>	
3		<p>We are a member of the Cornwall and isle of Scilly Careers Hub and particularly the SEND hub. The Hub provide CPD opportunities and support the school through careers fairs and providing information advice and guidance on apprenticeships.</p>	
2		<p>Through the units in other areas of the scheme make time to explore the key issues highlighted above in order to give pupils regular opportunities to explore and understand real world Labour Market Information.</p> <p>As part of this work through the units on Youth Employment UK.</p> <p>Please discuss this with MJR as to how we will meet this objective.</p>	 <p>https://www.youthemployment.org.uk/</p>
7	<p>Provider Access Legislation (PAL)</p>	<p>Schools must help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.</p> <p>The provider access legislation is new guidance that comes into force from January 2023 the updated provider access legislation (PAL) specifies schools must provide at least four encounters with approved providers of apprenticeships and technical education for all their students:</p> <ul style="list-style-type: none"> • Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend. • Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend. 	
6	<p>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES (EwEE)</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p> <ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>* A ‘meaningful’ encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	
5	<p>EXPERIENCES OF WORKPLACES (EoW)</p>	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p> <ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 	