

Skills, Employment and Education (see) Policy

Fortel recognises the ongoing need to ensure that the UK has people with the right skills and competencies to deliver its infrastructure programme. There are challenges attracting people representatively across society to work in the infrastructure sector, ensuring that school children are aware of the sector opportunities when selecting their subject options, and maintaining career trajectories within a programme of workload peaks and troughs.

Through the implementation of its Skills, Employment and Education Policy, Fortel undertakes to deliver initiatives that will positively address the diversity and attraction of people into infrastructure jobs, drive awareness of sector opportunities, particularly within harder-to-reach communities and under-represented demography's, support programmes in schools and colleges that promote STEM subjects (Science, Technology, Engineering and Maths) selection, provide apprenticeship placements and specific site skills training through our own Training Academy and support people through career development programmes.

SEE Programme: Fortel will gather infrastructure programme data to derive skills and labour forecasts on a geographical basis by:-

- Deriving demands from the Fortel labour forecasts on our contracts
- Gathering industry data regarding future works programmes (next jobs, contract wins)
- Engaging with customers and assimilating their resourced project pipeline data
- Collaborating with other suppliers to ensure initiatives are connected and complementary, rather than duplicated, counteractive or wasteful
- Share and collaborate with employment trusts and agencies, including Job Centre Plus at a national level, to identify mismatches in the supply and demand of skilled people or trainees.
- Engaging with national and professional learned organisations, such as The Institution of Civil Engineers, Supply Chain Sustainability School and the National Infrastructure Commission to share and learn from best practice. We will develop our SEE strategy in response to this learning and in alliance with national initiatives
- We will strive to achieve 'better than' standards across our customer-contracted KPIs with respect to promoting, recruiting and developing people working within the infrastructure sector

Delivering our SEE commitments:-

- Organise 'local' job fairs and assessment centres to promote our opportunities. Work with local Job Centre Plus offices and employment trusts to advertise the events. Ensure that we understand the local demography and, by asking local JCP/trusts, how we advertise opportunities and events to more socially remote and challenged communities. We will ensure the provision of entry-level job opportunities at these events so that they are accessible to low skilled or disadvantaged people.
- Attend local Authority careers events and recruitment fairs to promote opportunities for both training and employment in alignment with our geographical skills and labour forecasts.
- Where possible in collaboration with our clients we may employ apprentices at a minimum rate of 5% for our major infrastructure projects (>£500k) and minimum rate 3% (up to £500k), facilitating their classroom training through our Training Academy and work placements in line with their specific profession or trade with our customer base.
- We will assess the specific skills, experience and technical qualifications needed for future infrastructure works, reflecting the requirements in our apprentice and training curriculums. We will ensure that our competency matrix reflects the immediate current and future skills requirements. As new technology emerges and is deployed within our sectors, we will adapt our training and experience curriculums to ensure our people are ready with the right skillsets.
- Working with employment agencies and trusts in the direct vicinities of our projects, we may seek to support placing workless or long-term unemployed people into work. We may build networks with local employment agencies and trusts as part of our project mobilisation phase, assessing how we can provide employment and training support for workless people.
- We may work with schools local to our projects (particularly in deprived areas) in the promotion of STEM subjects. Visiting schools with initiatives (such as the Maths in Action programme) and general presentations about the

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opportunities on offer in our sector including both pre-construction and construction activities, trades and professions.

- We may support the development of our candidates through the development of careers plans (where appropriate and as managed by the candidate) and provision of vocational qualifications. We may encourage candidates to identify their next role and support them in the steps to take them there in terms of experience, training and work shadowing.
- We may collaborate with other labour suppliers and recruitment organisations to face the sector skills shortages, lack of diversity, challenging sector image and other blockers to entry together. We advocate the combined 'heavy lifting' capability of alliance working to make real change to the sector's intake of new diverse talent.
- Fortel is a member of The 5% Club, where we remain committed in our journey to achieve 5% of our workforce in earn and learn positions (including apprentices, sponsored students and graduates on formalised training schemes).

Driving our SEE commitments

- Our commitment to SEE is embedded in our business culture; our desire is to see people from all societies and backgrounds welcomed into our sectors, finding support, nurture, development, satisfaction and excitement in their careers. Our Skills and Training Manager is our SEE Champion and is personally delivering some of the training at our Training Academy.
- We may develop a SEE plan for each of our major infrastructure projects (workforce >100) that aligns with these commitments, but is bespoke to the particular project, its local demography and the contractual hard measures/KPIs.

Satvinder Nijjer

Mr S. Nijjer
Chief Executive Officer

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