



# Oaklands School

“The best for all, the best from all”

## Careers Policy

Date reviewed:	Review Cycle	Policy Review Date:
9 <sup>th</sup> Dec 25	Annually	Autumn 2026

# Careers Policy

**Staff Responsible:** Andrew Robinson, Careers Leader

## Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Oaklands School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, careers is delivered as a standalone subject as part of the Oaklands core offer while also promoted through other subject learning. This ensures there is a comprehensive and structured CEIAG provision for all students.

See the school's website careers page, in the Curriculum Tab to find what is covered in the curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

## Entitlement

All students are entitled to fully participate in an effective careers education, information, advice and guidance (CEIAG) programme. Students are encouraged to take an active role in their own career development and engage in activities focused on:

### Self-development

- Learning about careers and the world of work
- Developing career management and employability skills

During their time at Oaklands School, all students can expect:

- Support to make informed choices for Key Stage 4, post-16 and post-18 pathways
- Access to current and impartial information about courses, apprenticeships, training, employment and labour market information
- Support to develop self-awareness, independence and employability skills
- A meaningful encounter with an employer every year, including work experience, visits, projects and guest speakers
- Opportunities to hear from a wide range of education and training providers, in line with the Provider Access Legislation (PAL)
- Chances to link learning in lessons to life beyond school
- Opportunities to discuss their future choices with staff and the careers team
- Access to one-to-one impartial guidance with a qualified careers adviser

## **Aims and Objectives**

The careers curriculum is designed to meet the needs of all learners at Oaklands School. Activities are tailored to each student's stage of development and personal aspirations.

The objectives of the careers programme are to:

- Help students understand the changing world of work
- Provide meaningful encounters with employers
- Support positive post-16 transitions
- Equip students with research skills to explore opportunities independently
- Develop attitudes and qualities needed for a successful working life
- Encourage further learning through FE, HE or apprenticeships
- Promote equality of opportunity and challenge stereotypes
- Contribute to raising achievement and motivation

## **Main Aims**

- To encourage ambition, broaden horizons and raise aspirations
- To ensure students are fully prepared and ready for their next steps

## **Legal Framework**

This policy is aligned with the following statutory guidance and legislation:

- DfE 'Careers guidance and access for education and training providers' (updated 2023)
- 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

## **Roles and responsibilities**

Oaklands School is committed to meeting the strengthened provider access requirements. We will provide at least six encounters with approved providers of apprenticeships, technical education and further education during Years 8–13, as required by statutory guidance.

### **The Headteacher and governing body is responsible for:**

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. The provider access policy will set out these arrangements.
- 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 school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

### **The careers leader is responsible for:**

- Managing the provision of careers information.
- Liaising with the Head Teacher and SLT to implement and maintain effective careers guidance.
- Liaising with subject leaders to plan careers education in the curriculum.
- Establishing, maintaining and developing links with FE colleges, apprenticeship providers and employers.
- Supporting teachers of careers education providing initial information and advice.
- 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 school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and 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.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

### **Teaching and support staff are responsible for:**

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **Parental involvement**

Parents and carers play a vital role in supporting young people with career decisions. Oaklands School is committed to working in partnership with families through communication, events, meetings and updates about career pathways.

### **External providers**

Oaklands School works with a range of external partners including local colleges, training providers, apprenticeship organisations, employers and alumni. All providers are vetted for suitability.

Careers guidance will focus on each learner's aspirations and the pathways most likely to support meaningful future employment or education.

### **References**

#### ***The Gatsby Benchmarks***

[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

#### ***The Career Development Institute Careers Framework***

<https://www.thecdi.net/Careers-Framework>

### **Monitoring, Evaluation and Review**

This policy was formally approved by the Governing Body on: