



Oaklands School

"The best for all, the best from all"

Careers Policy

Date reviewed:	Review Cycle	Policy Review Date:
10 th Dec 24	Annually	Autumn 2025

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 be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- The support they need to make the right choices for Key Stage 4, after Y11 and after Y12
- Access up-to-date and unbiased information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- A meaningful encounter with a representative from the world of work each school year; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits
- To hear from a range of education and training providers, including colleges, and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers team

- Access to one-to-one guidance with a trained, impartial careers adviser

Aims and Objectives

The careers education curriculum is designed to meet the needs of each and every learner at Oaklands School.

It is designed to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development.

The objectives for the careers programme are as follows:

- Helping students to understand the changing world of work.
- Facilitating meaningful encounters with employers for all students.
- Supporting positive transitions post-16.
- Enabling students to develop the research skills to find out about opportunities.
- Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work.
- Encouraging participation in continued learning, including further and higher education and apprenticeships.
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Contributing to strategies for raising achievement, particularly by increasing motivation.

The main aims of the careers provision at Oaklands School are to:

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.
- Ensure students' readiness to take their next step in their learning or career.

Legal framework

This strategy 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' 2018
- 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

The Headteacher and governing body are 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 school's 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 policy.
- 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

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

External providers

A range of external providers work with the school to support the careers programme. These might include local colleges, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

Careers guidance will focus on a learners career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE.

References

The Gatsby Benchmarks

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: