



## Careers Policy & Provider Access Statement 2023-24

<b>SCOPE:</b>	Academy Policy
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<b>APPROVING COMMITTEE:</b>	Sector Director
<b>STATUTORY BASIS:</b>	Statutory Policy
<b>REQUIREMENT TO PUBLISH ON WEBSITE:</b>	Yes
<b>DATE RATIFIED:</b>	17/10/2023
<b>DATE DISTRIBUTED TO STAFF:</b>	03/01/2024

**Outstanding Achievement for All**

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## 1. Statement of intent

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Oak Academy seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

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.

Links with other policies: The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, equal opportunities and diversity, looked after children and SEND.

## 2. Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Oak Academy to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance (CEG) programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at Oak Academy aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the Careers Development Institute (CDI) framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1)

### **3. Assessment**

Through evaluation following career-related events we assess whether students have met the above learning outcomes.

### **4. Implementation: Management**

Responsibilities are spread between the Assistant Vice Principal and the Careers Coordinator. They plan, co-ordinate and evaluate the careers programme as well as plan work experience for Y10. Subject leaders and tutors are consulted to ensure appropriate coverage of careers themes in the tutor and personal development programme as well as in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Coordinator, overseen by Assistant Vice Principal and prioritised through the Raising Achievement Plan.

### **5. Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. Heads of Specialism at Key Stage 4, deliver and coordinate specialist sessions which enhance students' vocational training. Staff liaise with the relevant Assistant Vice Principal and the Careers Coordinator to address needs of all students, including support from teachers and external agencies, including the local IAG provider.

### **6. Implementation: The CEG Programme**

The CEG programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 2 weeks of work experience in key stages 4) and individual learning planning/portfolio activities. Other focused events, e.g. a higher education fair are provided at Key Stage 4 and Mentor Days at Key Stage 4. Work experience takes place at the end of Year 10 whereby students prepare for work experience in KS4 tutor and PDBW sessions. Students are actively involved in the evaluation of activities including work experience through lessons and in written feedback.

All students receive at least one careers interview with the Careers Advisor during KS4; additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements and applying to Further Education providers particularly challenging. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11, are given further support in groups or as individuals to provide the best possible guidance.

The Careers Coordinator also provides an important contribution to the planning, design and delivery of all aspects of our careers education allowing for current labour market intelligence to inform these processes. Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

## 7. Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Principal is responsible for the effective deployment of resources in coordination. SUN (Southern University Network) provides funding for identified students who would benefit from additional CEIAG support.

Monitoring, review, evaluation and development of CEG - Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Coordinator and the Assistant Vice Principal with oversight of CEIAG:-

- Annual review of partnership with SUN.
- Lesson and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups and parent questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the Bournemouth, Dorset and Poole Employment and Education Partnership Charter 4 Star Award.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.

## **Appendix 1: Employability Learning and Careers Education, Information and Guidance Statement of Entitlement**

As a student at Oak Academy School, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

### **At all Key Stages you can expect ...**

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser for personalised advice and guidance
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- to be well prepared for different transitions
- help to develop financial capability skills
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice

Also, not to have limitations imposed on your aspirations based upon your social, economic or ethnic background.

### **All students will:**

#### **By the end of Key Stage 4:**

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through the Personal Development programme and within subject areas.
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have taken part in an enterprise activity
- Have listened to talks on different careers

- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have produced and reviewed a Curriculum Vitae
- Have written a formal letter, e.g. covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills
- Be able to access careers information and resources via the school website
- Be offered the opportunity to take part in taster days/ sessions
- Have visited or spoken to representatives of further or higher education institutions, such as universities
- Have opportunities to evaluate individual achievements e.g. rewards assemblies, enterprise activities
- Be given the opportunity to take part in work experience

## **Appendix 2: The Eight Gatsby benchmarks**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



## **Appendix 3: Provider Access Policy Statement**

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in years 8-13 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.

### **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 which 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, for example, 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

### **Who handles our access requests?**

Any provider wishing to request access should contact our careers leader, Mr Michael Garza, [Michael.garza@oak-academy.co.uk](mailto:Michael.garza@oak-academy.co.uk)

### **What opportunities are provided to allow access to pupils?**

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. See below for the calendar of events, which is subject to change.

### **Who should providers contact to discuss events and options?**

Providers can speak to our careers leader, Mr Michael Garza, to discuss possible attendance at relevant events.

### **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.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

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

### **Can providers leave prospectuses for pupils to read?**

Providers are welcome to leave a copy of their prospectus and other relevant course literature with Ms K Speed.

Careers Calendar 2023-2024	T1	T2	T3	T4	T5	T6
Year 7	Leadership Academy	Equality Act and Protected Characteristics in L4L	Identifying goals, employment and learning from mistakes in L4L  National Apprenticeship Week Presentations in Tutor Time	Stress and Anxiety in Mental Health IN L4L  National Careers Week presentations in curriculum areas	Assertiveness and relationships on the workplace	Self-esteem and self-image in L4L
Year 8	Leadership Academy  Protected Characteristics in L4L	Positive Behaviour Affects feeling of wellbeing, social injustice and inequality in L4L	Enact Solutions Careers Presentation  Long-term goals, skills in qualifications, careers, money, budgeting in L4L  National Apprenticeship Week Presentations in Tutor Time	National Careers Week presentations in curriculum areas	Mini Careers Fair@ OA  Coercion and unhealthy balance in relationships in L4L	Benefits of mental health and stress in the workplace and in school
Year 9	Leadership Academy	Protected Characteristics and Equality Act in L4L  Bullying in the workplace L4L  Discrimination and prejudice in L4L	Personal Strengths , SMART planning, the world of work, mental health in L4L  National Apprenticeship Week Presentations in Tutor Time	Army Careers Workshop  National Careers Week presentations in curriculum areas	Mini Careers Fair @ OA	

Year 10	<p>Careers Fair</p> <p>Navy Careers Workshop</p> <p>Relationships in the work place in L4L</p> <p>Leadership Academy</p>	<p>Equality in the workplace in L4L</p> <p>Workplace expectations in L4L</p> <p>Rights and Responsibilities in the workplace in L4L</p> <p>Power and control in relationships in L4L</p> <p>Equity and equality in L4L</p>	<p>Reaching goals and resilience, work/life balance, online profile and impact on employability in L4L</p> <p>CV writing practice in L4L</p> <p>National Apprenticeship Week Presentations in Tutor Time</p>	<p>Speakers Trust Public Speaking Workshop</p> <p>Army Careers Workshop</p> <p>National Careers Week presentations in curriculum areas</p>	Mock Interviews	Work Experience
Year 11	<p>The Equality Act of 2010 in L4L</p>	<p>Visits from Brockenhurst and Bourne 6<sup>th</sup> Forms</p> <p>Visits from BPC and Magna</p>	<p>Aspiration on careers, finances, budgeting, skills identification, debt, dream jobs, resilience in L4L</p> <p>National Apprenticeship Week Presentations in Tutor Time</p>	<p>Managing anxiety and stress, exam pressure, work-life balance</p> <p>National Careers Week presentations in curriculum areas</p>	Rights of Protected Characteristics in the law L4L	