



# Oakgrove School

**Careers Information, Education and Guidance Policy**

**ADOPTION AND AMENDMENTS TO CIEG POLICY**

Written 2008, Rewritten 2018, Rewritten Jan 2022

<b>Section</b>	<b>Governors Meeting or Committee</b>	<b>Page and Year of Minute</b>
Whole Document	Curriculum 26 April 2006	Curriculum, no page number available – April 06
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Whole Document	Outcomes & Curriculum – 9 May 2012	O&C, page 9 / May 2012
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**Careers Information, Education and Guidance Policy**

**Part 1 - INTRODUCTION AND RATIONALE**

The DfE issued guidance (updated July 2021) that places clear duties relating to independent careers guidance and provider access to schools. The Government’s strategy sets out a long-term plan to build a world class careers system aimed at helping young people and adults choose the career that is right for them.

The careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation’s benchmarks to develop and improve their careers provision. These benchmarks (see below) are not statutory but define all elements of an excellent careers programme:

<b>Benchmark</b>	<b>Summary</b>
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 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 the 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. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.
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 opportunities including visiting speakers, mentoring and enterprise schemes.
6 EXPERIENCE 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 Careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

We recognise that effective careers education, information, advice and guidance (CEIAG) contributes to raising aspirations, improving motivation and overcoming barriers to success. Oakgrove School has a critical role to play in preparing our young people for the next stage of their education or training and beyond.

Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning that employer's value. This will help every young person to realise their potential and enhance their employability. Oakgrove School is committed to not just fulfilling its statutory requirements in this area but to providing students with exceptional support and guidance throughout their time at school. Students have access to careers information, advice and guidance from the time they start at Oakgrove School in Year 7 through to Year 13 and beyond through a range of opportunities including access to the online Careers platform Unifrog.

## **Part 2. AIMS OF THE CAREERS PROGRAMME**

Oakgrove School is committed to providing students with a planned and progressive programme of careers education, information, advice and guidance that will increase their knowledge and understanding of the world of work and the qualification pathways suitable for their individual needs. The programme is based on the Careers, Employability and Enterprise Framework, CDI March 2020 in addition to the Gatsby Benchmarks.

The broad aims of the programme are for our students to:

- Develop themselves through careers, employability and enterprise
- Learn about careers and the world of work
- Develop their career, employability and enterprise skills

### **Part 3. THE CAREERS PROGRAMME**

The careers programme includes careers education sessions delivered through Assemblies, Lifeskills lessons (Year 7 to 10), Private study (Year 11) and Tutorials (6<sup>th</sup> form). The careers programme also includes inputs from, and visits to, universities, apprenticeship providers, further education colleges and employers for students in Year 7 to 13, employability events, work experience in Year 10 and trips to National Apprenticeship show for students in Year 10 to 13, What Career? What Uni? Careers fair for students in Year 13. In addition, individual or small group career guidance meetings are arranged for all pupils at key transition points in Year 9, 10, 11 and 12. This service is also available on request to pupils in all other year groups). A comprehensive overview of the Careers programme is available on the school's website.

Learner entitlement:

#### **By the end of year 7 students will have:**

- completed a successful transition from primary school
- Received a login and account for Unifrog, started to explore the platform and completed the Unifrog Personality and Interests quizzes to help identify how these link to possible future careers.
- Met a variety of employers and had discussions with them about the world of work

#### **By the end of Year 8 students will have:**

- been introduced to careers that link to different subjects
- met a 2<sup>nd</sup> group of employers and had discussions with them about the world of work
- taken part in activities that incorporate enterprise and employability skills
- considered stereotypes and discrimination linked to the world of work
- considered how to set goals and make decisions that are relevant for future choices

#### **By the end of year 9 students will have:**

- taken part in talks about university, Post 16 pathways and apprenticeships
- had the opportunity to take part in small group careers guidance sessions to find out more about pathways into different career areas
- taken part in activities that help them choose their GCSE subjects and been introduced to careers that link to their chosen GCSE subjects via activities on the Unifrog platform
- met a 3<sup>rd</sup> group of employers and had the opportunity to ask them about their route into their current role

#### **By the end of the year 10 students will have:**

- continued to use the Unifrog platform to research into careers and future pathways that might suit their skills and interests
- participated in information events and activities to support their work experience placement  
participated in at least 1 week work experience in person and/or virtually  
had the opportunity to speak with Post -16 providers including local colleges and apprenticeship providers

- met a 4<sup>th</sup> group of employers and had the opportunity to find out what employers are looking for when they recruit

**By the end of year 11 students will have:**

- had a one to one meeting with a qualified careers adviser
- made applications to sixth form, college and apprenticeships
- had the opportunity to take part in an apprenticeship application workshop including mock interviews.
- met a 5<sup>th</sup> group of employers to ask about the different routes available into that particular career area/organisation
- attended sixth form and college open days
- a Plan A and Plan B in place for their progression

**By the end of year 12 students will have:**

- completed a successful transition to Year 12
- had the opportunity to participate in employer and university tasters and programmes, visits, trips and talks.
- had a further 1:1 career guidance meeting with a qualified careers adviser
- participated in a Post 18 progression day
- Met a further group of employers to ask about possible work experience opportunities and to start developing their network of contacts

**By the end of year 13 students will have:**

- been supported through the UCAS application process and/or applications to school leaver, Higher/Degree apprenticeships or employment opportunities
- attended university open days
- had the opportunity to take part in an apprenticeship application workshop including mock interviews.

**Careers resources:**

Careers information resources are available to all students in the Careers Hub (room C04) and 6<sup>th</sup> form study centre and via the careers google website on the student portal. All students and parents/carers have access to the Unifrog careers platform.

Resources are managed by the Careers Leader and Careers Assistant. All resources are up to date, impartial and selected from a wide variety of publishers and developers by the Careers Leader. An annual budget is available for careers and work-related learning activities.

**Destinations data:**

Student destinations data is collected annually and made available to all on the school website as well as students via the student portal.

### **Advice and Guidance:**

All students have access to an appropriately qualified Level 6 career adviser, registered with the Career Development Institute's register of professionals.

Students can request a careers meeting at any point during their time at Oakgrove, but all will have a careers meeting in Year 11, a careers meeting summary (or action plan) is drawn up following each meeting.

In addition, students with additional needs will have a 1:1 career meeting with a qualified adviser annually from year 9, again a careers meeting summary (or action plan) is drawn up following each meeting.

All Year 12 students receive a 1:1 career meeting with a qualified adviser, a careers meeting summary (or action plan) is drawn up following each meeting and Year 13 students can request a further meeting.

### **Assessment, recording and reporting:**

Student careers learning and activities are recorded using the Unifrog platform. Careers action plans are drawn up following each one to one career meeting and a copy is sent to the student, their Tutor and their parent or carer.

### **Staff development:**

Staff development needs are identified to support their contribution to student career planning and personal development.

Staff training and briefings are delivered to relevant staff prior to curriculum delivery. The Careers Leader, careers adviser and careers assistant participate in a range of CPD activity including occupational and employer updates, university and college visits.

## **Part 4. ROLES AND STAFFING**

Oakgrove School has appointed a member of the senior leadership team as the Careers leader. The CEIAG programme is planned, monitored and evaluated by the Careers leader in consultation with the Careers adviser and the subject lead for the Life-skills programme. The Careers Leader has responsibility for coordinating the careers provision at Oakgrove supported by the Careers adviser and Careers administrator. The Careers Leader is appropriately qualified, the careers adviser is Level 6 qualified and on the register of careers professionals and offers independent and impartial advice provided either 1:1 or in small group sessions as appropriate and focused whenever significant study or career choices are being made. The Careers Adviser is a full-time member of staff and the Careers Administrator works 5 days a week term time only.

All teaching staff contribute to CEIAG through their roles as tutors and subject teachers. Tutors have an important role to play in signposting students to where they can get further information, advice and guidance.

## **Part 5. PARTNERSHIP WORKING**

We work with a range of partners to deliver our programme including Worktree, Milton Keynes College, ASK Apprenticeships, other local colleges and training providers, universities, volunteers from the business community and the LEP. We work closely with our Enterprise Co-ordinator and Enterprise Adviser to achieve the Gatsby Benchmarks.

Oakgrove School has strong links with local learning provider Milton Keynes College, local enterprise and employability charity Worktree, local employers such as Niftylift, apprenticeship and training providers and HE institutions including MK:U and De Montfort University and University of Bedfordshire.

Oakgrove School also works in partnership with ASK to raise awareness of apprenticeships offered at all levels.

## **Part 6. WORK WITH PARENTS AND CARERS**

Parents and carers are encouraged to support their child with their career development and we welcome parental involvement.

Regular communications home signpost parents and carers to appropriate resources and information designed to enable them to support their child.

Parents/carers views on careers provision at Oakgrove School is regularly obtained in order to improve future provision.

Parents/carers of students in Year 9 upwards can request an appointment with the Careers adviser as part of parents evening.

Parents/carers receive a copy of their child's Careers action plan.

The careers adviser attends relevant parent information events and is available to parents/carers via Email throughout the year.

## **Part 7. MONITORING REVIEWING AND EVALUATION**

The Careers Leader will be responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result.

The programme will continue to be evaluated formally and informally by discussion with key stakeholders, including teachers delivering the programme, students, and parents. This will include:

- Use of the Compass tool reviewing our provision against the Gatsby Benchmarks
- Student, Staff and Parent/carer careers surveys and focus groups
- completion of evaluation forms by students at the end of careers activities



**Part 8. PROVIDER ACCESS POLICY**

Our policy statement on provider access (available on the school's website) sets out our arrangements for managing the access of providers to pupils at Oakgrove for the purposes 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.

The Governing Body will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout Oakgrove School.

Headteacher Signature:



Chair of Outcomes & Curriculum Committee:



Date of Adoption: 07/02/2022

Next Review: December 2023.