



# Policy

## Careers Education, Information, Advice and Guidance

### 1) Vision and values

The Oakham School Careers Department Policy is underpinned by the School's core values of care, courage, contribution and connection. As such, the Department's aim is to provide all Oakhamians with the knowledge, values and life skills to be prepared for the many, varied challenges and opportunities of life after school, to make well-informed, realistic decisions, to become autonomous, pro-active career planners and to successfully negotiate points of transition. A key element of this is a commitment to providing all students with high quality Careers Education, Information, Advice and Guidance (CEIAG). Whilst most students choose to apply to a university, individuals are encouraged to consider a range of options and think about the best path for them.

#### Aims:

- To provide a stable and progressive programme of high-quality information, advice and guidance that allows students to make fully informed choices about their future.
- To ensure teaching colleagues involved in the delivery of the Careers programme are trained and have up to date and appropriate teaching resources.
- To guide students successfully through the process of university applications, in the UK and abroad.
- To ensure the best transition for each student at 13+, 16+ and 18+
- To provide an open and helpful environment for students to seek relevant, up-to-date information and help about any aspect of careers or work experience.
- To manage a structured approach to work experience, providing students with meaningful workplace learning, and both students and parents with the information they require.

### 2) Statutory requirements and expectations

The School is committed to fulfilling its statutory duties in relation to pupil entitlement and CEIAG provision. Guidance material kept in the Library will be regularly reviewed and maintained in liaison with library staff (in line with the 1997 Education Act). In line with the 2010 Equality Act and the school's policies on EDI, SEND, protected characteristics and Gifted and Talented provision, impartial advice will be presented to students. The School recognises the guidelines for good practice inherent in the Gatsby Benchmarks as well as the diverse needs of pupils as members of an international school community. The School aims to maintain its accreditation of the Quality in Careers Standard.

### 3) Learner entitlement

All pupils and students at the School are entitled to high quality careers education, information, advice and guidance as part of their overall education.

Students in Forms 1 and 2 will undertake careers-related learning through relevant activities in PSHE, Citizenship and relevant Activities sessions.

Students in Form 3 will have access to a career guidance interview at the time of choosing Key Stage 4 study options. They will also complete the Morrisby Careers questionnaire and evaluate the effectiveness of using a 'matching' approach to career decision-making. Students in Form 4 will undertake the full Morrisby Profile questionnaire in the summer term.

Students in Form 5 will have a careers guidance interview with a member of staff in the autumn term, following the results of Morrisby Profiling. Those experiencing or presenting difficulties with planning for the future at this stage will be referred to the Head of Careers and Progression for a further interview; all Form 5 students will be offered this as an option. Students are encouraged to take part in the Work Experience programme during the summer break.

Across both Form 4 and Form 5, staff from the Careers Department deliver a range of sessions covering career areas, careers resources, CV and letter writing, the importance of work experience and researching courses as a means of informing 16+ subject choices.

Students in Form 6 will be encouraged to take part in Work Experience over the summer holiday. They will take part in activities, through specialised sessions, on post-secondary pathways, including the UK university application process, studying overseas, apprenticeships, beginning work, and making the most of gap years. They can also access the Head of Careers and Progression as a Level 7 qualified guidance practitioner. Students in Form 7 continue to receive support with the applications processes for their chosen pathway.

Students in Key Stages 4 and 5 also attend events such as the Careers Fair and the University Fair to broaden their knowledge of possible routes.

### 4) Management and delivery:

The School recognises the importance of putting in place effective arrangements for the planning, management, delivery and review of the CEIAG programme in order to enhance its efficacy.

#### i) Roles and responsibilities

The holistic nature of CEIAG and its focus on a person's overall, ongoing development (as recognised by the new CDI Framework, 2021) necessitates the involvement of a wide range of professional staff within the School setting.

The trustees/governing body are responsible for ensuring that the School's CEIAG programme presents information impartially, covers the many options available post-secondary and that guidance provided by the School is in the best interest of the learners. Further guidance can be found here: [Supporting Careers Education and Guidance – A Guide for School Governors \(the CDI Framework, 2021\)](https://www.the CDI Framework, 2021)

The Senior Leadership Team are responsible for maintaining a strategic overview of Careers provision in the School and for line-managing the Head of Careers and Progression (via the Deputy Head Co-curricular).

The Head of Careers and Progression is a middle leader in the school, responsible for line management of the Careers and UCAS Coordinator and the Work Experience Coordinator. They are responsible for the day-to-day leadership and management of CEIAG provision.

The Careers and UCAS Coordinator is responsible for advising and supporting students applying to UK universities and in the coordination of Key Stage 4 provision such as Morrisby testing and interviewing.

The Work Experience Coordinator is responsible for liaising with Keys Stage 4 and 5 students and local employers to promote and administer the work experience programme, and maintain links and contacts with employers.

Heads of Department and teaching staff are responsible for ensuring that their programmes of academic study highlight transferable skills gained and opportunities related to the study of their subjects: these should be embedded in schemes of work. Heads of Year and House tutors are responsible for supporting students in researching opportunities and devising career plans, for referring students to specialist staff as appropriate and with working with specialist Careers staff and the PSHE Coordinator to plan and deliver the CEAIG programme.

Staff involved in the delivery of CEIAG through the Activities programme are responsible for carrying out individual interviews following the completion of Morrisby Profile, for referring students to careers staff as appropriate and for the delivery of some career-related learning sessions.

ii) Staff development

All staff contribute to the delivery of CEIAG through subject teaching, pastoral oversight and specialist knowledge. To meet the training needs that arise from this, we will: ensure that staff have access to the CDI Code of Ethics (see Annexes); provide access to training for those involved in Morrisby profiling; provide guidance for subject staff and Heads of Department in recording dissemination of careers information in lessons and ensure that specialist careers staff maintain their qualifications and undertake regular CPD in order to keep knowledge up-to-date.

iii) Funding and resourcing

Funding for CEIAG will primarily be accounted for via an annual department budget, agreed between the Head of Careers and Progression and the nominated member of the Senior Management Team. There may also be some overlap with other departments, such as ICT, the Library, and some year group budgets. The School may also seek resources and input from providers who do not charge for their services.

iv) Teaching, learning and assessment

The School recognises the efficacy of a multi-strand approach in the delivery of CEAIG. Career learning will take place through three mediums: specialist lessons, via learning in timetabled subjects and through cocurricular events, trips and activities. Planned lessons will utilise methods appropriate to the subject and students' learning needs and styles, in line with the School's Teaching and Learning policy.

v) Information, advice and guidance

The School is committed to ensuring that pupils and students have access to career guidance provided by a career development professional qualified to level 6 or above and

who upholds the professional standards of the Career Development Institute (CDI). The current Head of Careers and Progression is qualified to Level 7 and all pupils and students will have access to contact details allowing them to make an appointment. Additionally, pupils and students may seek information from specialist post-16 staff, subject teachers and those in positions of pastoral authority. Careers interviews will be arranged for key points of transition: for example at the end of KS3 and Level 2 options are chosen, and again at the end of KS4.

vi) Monitoring, reviewing, evaluating and reporting

The CEIAG programme and its implementation will be regularly monitored and reviewed. Delivery of careers information across the curriculum and careers-based group sessions will be assessed as part of curriculum review. The individual interviews will be followed by a short report written by the guidance practitioner, subject to training from Careers staff and reviewed as a Quality Assurance exercise. Student feedback on the interview process will also be sought. It may be appropriate for the programme to be externally assessed, for example via the Quality in Careers Award process.

5) Stakeholders and partners

i) Parents/guardians/carers

The School recognises the importance of the role played by parents, guardians and carers as co-partners in developing the skills and attributes of pupils as explained in point 1 above. The School is committed to supporting this group in supporting pupils in planning and decision-making, for example by communicating regularly via a range of appropriate mediums and by facilitating parental access to software such as Unifrog.

ii) Careers support agencies

In order to support students with their post-secondary pathways, the School may work with specialist support providers as required. These may include, for example, apprenticeship organisations and organisations providing advice on applying to study abroad.

iii) Employers, learning providers and community partners

The School is committed to working collaboratively with employers, learning providers and community partners in order to provide students with a wide-ranging understanding of issues and concepts related to work, careers, planning and decision-making. We aim to work with local businesses, universities, apprenticeship providers and alumni in order to raise aspirations, broaden students' understanding of opportunities and Labour Market Information, and to provide opportunities through initiatives such as work experience in mentoring in order to better equip pupils and students for competitive job markets.

6) Date approved

RP, May 2021.

7) Date of next review

May 2023

8) Annexes

i) Glossary:

CDI – Career Development Institute

CEIAG – Careers Education, Information, Advice and Guidance

EDI – Equality, Diversity and Inclusion

KS – Key Stage

PSHE – Personal, Social and Health Education

SEND – Special Educational Needs and Disabilities

UCAS- Universities and Colleges Admission Service

ii) Statutory guidance

Statutory guidance for the provision of careers education and guidance in UK schools can be accessed here:

[MASTER schools statutory guidance - Sept18 updates \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/master-schools-statutory-guidance-sept-2018-updates.pdf)

The Careers Strategy can be found here: [Careers strategy: making the most of everyone's skills and talents \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/careers-strategy-making-the-most-of-everyones-skills-and-talents.pdf)

A report on Careers in the Curriculum can be found here: [Careers in the curriculum. What works? | The Careers & Enterprise Company \(careersandenterprise.co.uk\)](https://www.careersandenterprise.co.uk/reports/careers-in-the-curriculum-what-works/)

iii) Other relevant School policies and documents:

This policy is devised to align with the School's policies on PSHE and Citizenship; SEND and Gifted and Talented provision, and Equality, Diversity and Inclusion.