

CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY

Last Review:	March 2025
Committee:	CC
Date Ratified:	March 2025

1. Rationale/Introduction

- 1.1. Oldfield School is committed to providing Careers Education, Information, Advice and Guidance to students through the curriculum and through organised activities.
- 1.2. Oldfield School works with the West of England Combined Authority (WECA) to ensure its careers provision is regularly reviewed and evaluated.
- 1.3. The school promotes work-related learning as part of the entitlement for each student and as a means for learning 'about work', 'through work' and 'for work'.
- 1.4. High quality careers guidance and opportunities are important for our pupils' futures and our provision aims to:
 - Promote a culture of high aspirations, equality and equitable opportunity;
 - Provide experiences and a clear understanding of the working world;
 - Develop pupils' awareness of the variety of education, training and careers opportunities available to them;
 - Help pupils prepare for the workplace by building self-development and career management skills;
 - Help pupils understand routes to careers in which they are interested, and to make informed choices about their next steps in education or training.

2. Commitment

- 2.1. Oldfield School is committed to fulfilling its statutory duty to secure independent and impartial Careers Education, Information, Advice and Guidance (CEIAG) for young people in Years 8-13 in keeping with the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).
- 2.2. This policy is also in line with the [Skills and Post-16 Act 2022](#) that explains that the school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.
- 2.3. This policy is also in line with the Education (Careers Guidance in Schools) Act 2022.

- 2.4. A programme of careers education is delivered through Personal, Social, Health, Educational and Economic Education (PSHEE). The programme is designed to build upon previous knowledge through activities that are appropriate to the student's stages of career learning, planning and development.
- 2.5. The school has a designated member of the Senior Leadership team who is in charge of ensuring the careers programme is high quality and meets the statutory requirements.
- 2.6. The school complies with the Baker Clause and publishes our provider access policy statement on our website. The provider access policy statement is also available in Appendix 1.
- 2.7. Work-related learning (WRL) is planned activity that uses the context of work to develop knowledge, skills and understanding that would be useful in work. This includes learning through the experience of work, learning about work and working practices, and learning the skills for work.
- 2.8. Work-related learning is education for work, about work and through work. Within a broad and balanced education, all young people need work-related learning. Oldfield School recognises WRL is an essential part of fully preparing for an adult life in which students can contribute to the economic well-being of the country and is committed in the delivery of work-related learning.
- 2.9. Work-related learning develops student's employability and helps to prepare them for life in the increasingly complex and changing world of work. It improves motivation by helping students see how their schoolwork relates to the world of work. It also prepares students for further education and training, assisting them to make informed decisions about careers and courses. Work-related learning is as important for students who are going on to higher education or apprenticeships, as those going straight into the world of work.
- 2.10. The school has a section of its website that outlines the CEIAG and Work-Related Learning provision, and parents and students are made aware of its content. The website is also used to share important events and Labour Market Information.
- 2.11. The principles of Oldfield School's provision are based on the eight Gatsby Benchmarks: a stable careers programme; learning from career and labour market information; addressing the needs of each pupil; linking curriculum learning to careers; encounters with employers and employees; experiences of workplaces; encounters with Further and Higher Education and Personal Guidance.
- 2.12. The Gatsby Benchmarks are used in order to evaluate and monitor Oldfield School's careers provision, and the school uses the Compass evaluation tool on a termly basis to evaluate the provision.
- 2.13. Oldfield School actively ensures students and parents/carers have access to information throughout the year, through events such as Information Evenings.
- 2.14. Oldfield School endeavours to follow best practice guidance from the careers profession and from other extended bodies such as Ofsted, Department for Education, GOV UK, Bath Education Trust and the West of England Combined Authority outreach programme.
- 2.15. Oldfield School uses destination data, both at KS4 and KS5, in order to assess how successfully students make the transition into the next stage of education, training or employment.

- 2.16. The Assistant Headteacher- Careers presents an annual report to the Curriculum Committee of the Governing Body on CEIAG and Work Related Provision, and CEIAG forms a specific part of the School Improvement Plan.

3. Aims

- 3.1. Oldfield School aims to promote Careers Education, Information, Advice and Guidance to all students in order for them to progress in their learning and work.
- 3.2. It is part of the vision and mission of Oldfield School that all learners have a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives.
- 3.3. CEIAG and Work Related Learning provides students with an excellent all-round education developing the whole person, which will serve as a basis for a successful and fulfilled future as students, employees and employers and helps raise motivation and attainment in all students.
- 3.4. The school aims to develop continually students' understanding of the world of work and its' demands by regularly updating the quality and provision of careers information, education and guidance and ensuring that students follow courses that are appropriate to their long-term aspirations and needs.
- 3.5. The school aims to assist students in the transition from school to adult and working life.

4. Partnerships

- 4.1. Oldfield School works in partnership with the West of England Combined Authority, including access to an Enterprise Advisor.
- 4.2. The aim is to improve the educational experience of children and young people in our schools and colleges, prepare them for the opportunities, responsibilities and experiences of later life, and ensure that all students develop the knowledge and skills for successful progression in education and employment.
- 4.3. Oldfield School also works with the University of West of England, Bristol University and Bath University as well as Oxbridge outreach programmes in order to provide a range of workshops on pathway guidance, and provides students with 1:1 career advice interviews.
- 4.4. Oldfield School has an established programme that ensures students have a wide variety of encounters with a range of employment sectors, apprenticeship providers, FE and HE representatives.
- 4.5. All curriculum work related learning is audited annually.

5. Entitlement

- 5.1. All students are entitled to CEIAG that is impartial and confidential.
- 5.2. Careers Education and Work Related Learning is provided to all students from Year 7 to Year 13. It is integrated into their experience of PSHEE, enrichment activities and the whole curriculum. It is delivered and supported by tutors and subject teachers.

- 5.3. High quality, impartial careers guidance is provided through an in-house careers advisor who works three days a week.
- 5.4. Students are encouraged to follow career paths that suit their interests, skills and personal qualities with the absence of stereotypes. The programme has equality of opportunity, diversity and inclusion, whilst promoting the best interests of the student to whom it is given.
- 5.5. Students in receipt of Pupil Premium funding, students with disadvantaged backgrounds and students with special educational needs, learning difficulties or disabilities are given additional assistance where necessary.
- 5.6. Students are aware that if they do not achieve a grade C or better in GCSE Maths or English they will be required to carry on studying these subjects. Careers advice interventions are put into place for all students at risk of not achieving a C grade or better in GCSE Maths or English.
- 5.7. Oldfield School works in close partnership with local authorities through Youth Connect and Assistant Headteacher (AHT) Safeguarding, AHT in charge of CEIAG, Careers Advisor, Heads of Year and Tutors work to identify any student at risk of not being in education, employment or training (NEET) and intervene to support them.
- 5.8. Oldfield School is aware of the need to engage with local employers and the professional community, and works with our partners to provide those opportunities for our students.
- 5.9. Oldfield School is committed to ensuring that work-related learning has a high profile throughout the curriculum and encourages all curriculum areas to make links to the world of work, especially in English, Maths and STEM subjects.

6. Provision at KS3 and KS4

- 6.1. The following key areas are promoted throughout KS3 and KS4:
 - Self-development – assessing student's strengths and weaknesses to inform future learning and work choices to develop positive self-esteem and confidence;
 - Supporting inclusion, challenging stereotyping and promoting equality of opportunity;
 - Developing enterprise and employment skills;
 - Meeting the needs of all students through appropriate differentiation;
 - For students to focus on their future aspirations;
 - Involvement of parents and carers.
 - Employer engagement so that students' attitudes and employability skills can be developed
- 6.2. All Year 10 students have the opportunity to participate in a week of work experience.
- 6.3. All Careers Information provided includes the full range of post-16 education or training options, including Apprenticeships.
- 6.4. Students are able to explore Career choices through the Careers PSHE units; CIAG websites such as The National Careers Service, UCAS, Apprenticeships, GOV.UK and Career-pilot; books, leaflets and prospectuses in the Careers Library, posters and access to impartial careers advice from the Careers Adviser.
- 6.5. Oldfield School ensures that all students are aware of out of school opportunities that can help them with their career aspirations. The school runs a Duke of Edinburgh programme

- 6.6. CIAG is integrated into Oldfield School's PSHE programme with specific units in each year focusing on employability skills, career options and labour market information.
- 6.7. The school hosts an annual careers fair in Term 6 where students can meet and discuss employability, training and academic pathways with representatives from Further Education, Higher Education, Apprenticeship Pathways and Employers.
- 6.8. Through tutor times and PSHE days, each year group has a specific set of focuses.
- 6.9. Year 7 students focus on:
- Learning about the world of work
 - Identifying their own skills and qualities and relating them to a range of careers
 - Developing employability skills
 - Equality in the workplace
- 6.10. Year 8 students focus on:
- Financial management and the importance of money
 - Job interview and job applications
 - Equality in the workplace
 - Using Careerpilot and researching their options.
- 6.11. Year 9 students focus on:
- Making informed Options choices for KS4
 - Employability and developing research skills - e.g. using websites such as Careerpilot and National Careers Service
 - Job interview and application processes and skills
 - Leadership skills and values
- 6.12. Year 10 students focus on:
- Preparing for voluntary/part-time/full-time work
 - Interview techniques
 - Completing application forms / CVs / covering letters
 - Organising/completing a week of work experience
 - Exploring post-16 opportunities including UCAS
 - Enterprise and economic education including health and safety
- 6.13. Year 11 focus on:
- Post-16 options including applications for Sixth Form, College and Apprenticeship.
 - Information and the benefit of different Post-16 pathways
 - Exploring stereotypes, local jobs market and economic education.
- 6.14. Every Year 11 student completes an Intention and a Destination survey to ensure they have a placement post-16. Additional assistance is offered to any Year 11 student if required.
- 6.15. The school uses the on-line careers platform GroFar to monitor and target CEIAG opportunities for students. Tutors are expected to use tutorial activities to encourage student engagement with the platform and to identify where provision may be best targeted.
- 6.16. The school encourages all students to register on Careerpilot and this forms an important part in their PSHE programme. Staff, especially tutors, are encouraged to access the Reporting Zone in order to monitor student engagement and identify pathway advice.

- 6.17. The Assistant Head with responsibility for Careers monitors the range of activities that promote Work Related Learning across the curriculum, in subject areas as well as in the PSHE programme.
- 6.18. There is a annual audit of the cross-curricular provision for Work Related Learning.

7. Provision in the Sixth Form

- 7.1. Year 12 focus on:
- Learning effectively, managing stress, enrichment, finance, preparing for interviews.
 - UCAS course search, preparation for UCAS process and UCAS launch.
- 7.2. The school has a programme of guest speakers who talk about various aspects of career and educational advice. These include student finances, apprenticeships, work experience and a variety of employment sectors.
- 7.3. All Year 12 students attend a trip to the UCAS Conference and a university open day.
- 7.4. The Head of Sixth Form and the tutor team access information on each student's career and HE pathway through the GroFar platform. We run an advisory programme throughout the year, through a partnership with the University of the West of England and Bath University where students are given impartial advice. This consists of seven whole-group sections on various aspects of careers and HE advice, as well as three opportunities for students to have a 1:1 meeting with an impartial advisor.
- 7.5. Opportunities for appropriate work experience are targeted to specific students by the Head of Year 12 and the Head of Sixth Form. Work experience at this level must be a facilitating opportunity in terms of applying for HE or future career plans. All students are encouraged, with support, to research and arrange their own work experience placements.
- 7.6. The Head of Sixth form is responsible for promoting other opportunities, such as bursaries, open days and other career and HE opportunities.
- 7.7. Year 13 students focus on:
- Writing personal statements, UCAS applications, gap years
 - Financial preparation for University and independent living
 - Examination technique.
- 7.8. Through our partnership with the University of the West of England, all students are offered impartial 1:1 advice sessions to help support them with UCAS applications or other post-18 pathways. Students work closely with their tutor in researching and applying for HE or for other career or apprenticeship pathways.
- 7.9. Students take part in the On Track to Bath, Access To Bristol, Pathways To Law and UNIQ programmes
- 7.10. The 16 to 19 Bursary offering financial support to help students stay in education post-16 is available and all students are made aware of this support and the process through which they can apply for the bursary.

8. Provider Access

- 8.1. The school has 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.
- 8.2. Our provider access policy statement is published on our website and forms appendix 1 of this policy.
- 8.3. All pupils in years 8-13 are entitled to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- 8.4. All pupils in year 8-13 are entitled to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies and group discussions and taster events, and to understand how to make applications for the full range of academic and technical courses.
- 8.5. A provider wishing to request access should contact Assistant Head teacher- Careers Leader. Information is available on the school website to facilitate this process.
- 8.6. The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.
- 8.7. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

9. Further Advice

- 9.1. Students/staff can request a Careers Interview with the independent Careers Adviser by contacting the Careers Advisor or AHT-Careers or by requesting an interview via their tutor or Head of Year.
- 9.2. There is a careers area on the school website which includes details about:
 - An overview of our programme
 - Information for parents
 - An opportunity for other providers to contact the school.
 - Useful websites including UCAS and Apprenticeships.
- 9.3. The Careers Adviser should interview all Year 11 and Year 13 students at least once in a school year. Students can also request appointments.

10. Monitoring, Evaluation and Review

- 10.1. All work related learning is audited annually in consultation with Learning Areas.

- 10.2. Careers PSHE is updated at least once annually by the member of staff responsible for the PSHE programme.
- 10.3. The AHT Careers, in conjunction with the Careers Advisor, evaluates the programme and staff, parent and student views on the programme form part of that process.
- 10.4. The AHT Careers submits an annual report to the Curriculum Committee of the Governing Body with details on progress towards meeting the Gatsby Benchmarks.



Provider Access Policy Statement

1. Aims

This policy statement aims to set out Oldfield School's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Academies are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Academy's must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997.

This statement shows how our Academy complies with these requirements.

3. Student entitlement

All students in years 8 to 13 at Knowle DGE Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Graham Nash, Assistant Head- Careers Leader

Telephone: 01225 423582

Email: g.nash@oldfieldschool.com

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into Oldfield School to speak to students and/or their parents/carers. We have parent events, option evenings and are also able to cater for presenters in our lesson timetable. Please speak to our Careers Leader, to identify the most suitable opportunity for you.

4.3 Granting and refusing access

When making enquires about accessing our students, please clearly identify or provide:

- Name of your establishment.
- Written material you will share with our students.
- Outline of your presentation and topics you will cover.
- The age group you would like to access.
- Copy of your organisation identification.
- Please advise us in advance what facilities, how much time and any other requirements.
- Only material and prospectus' that has been approved by the Careers Leader can be distributed to students.

We reserve the right to refuse access to our students if your opportunity and/or topics discussed contradict our school ethos or risk our student's wellbeing.

4.4 Safeguarding

Our safeguarding/child protection policy outlines the academy's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

5. Monitoring Arrangements

The Academy's arrangements for managing the access of education and training providers to students is monitored by Graham Nash, Careers Leader.