OASIS COMMUNITY LEARNING CAREERS GUIDANCE POLICY

CONTENTS

At a glance

We are committed to work in partnership with our communities to transform lives and create a culture of excellence for all. Oasis Community Learning (OCL) is part of the wider Oasis family with a shared vision for community, a place where everyone is included, making a contribution and reaching their God-given potential. We believe our children and young people are precious and we prioritise social inclusion.

To help achieve this, we make great learning the cornerstone of everything that we do. Through academic and vocational excellence, we look to achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives. Across our academies, we work, learn and develop together so that students and staff can share and benefit from everyone's best practice.

It is vital that every young person, no matter what their background, has a good understanding of both the technical and academic routes available to them once they have left one of our academies. Good career guidance will help young people to raise their aspirations and capitalise on the opportunities available within Oasis Academies.

Checklist

- ❑ Children are supported with effective careers guidance given in line with the inclusive Oasis ethos and nine habits.
- ❑ We will ensure that each secondary academy has a careers guidance offer that at least matches the DfE requirements. Academies provide at least six encounters with a provider of technical education or apprenticeships for year 8 to 13 pupils.
- ❑ Each academy will ensure that there is a member of the Academy Leadership Team with a strategic interest in careers education and guidance.
- ❑ Leaders will ensure that the careers guidance information on their academy website matches the guidance in this policy.
- ❑ Academy leaders will review the provider access policy statement on the academy website annually.
- ❑ Leaders will ensure that careers guidance and information is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- ❑ Impartial advice and guidance will be provided by a Level 6 Careers adviser either internally or externally.
- ❑ Leaders responsible for careers guidance will endeavour to ensure that guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- ❑ We will ensure that careers guidance consistently promotes the best interests of the students.
- ❑ We will track and record the destination of each student when they leave OCL.

❑ We will support students to secure the next steps in their education or career.
❑ We will develop alumni networks of students that have recently left school.

In brief

This policy summarises OCL's approach to careers guidance across the Trust, ensuring that there are opportunities for a range of providers to access students to inform them about technical education and apprenticeships during the secondary phase of their education.

Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. This, in turn, will reduce the proportion of students and young people who are not in education, employment or training (NEET).

Through our careers guidance we aim to:
- help students to understand the changing world of work
- facilitate meaningful encounters with employers for all students
- support positive transitions post-16 and post-18
- enable students to develop the research skills to find out about opportunities
- help students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encourage participation in continued learning, including further and higher education and apprenticeships
- support inclusion, challenging stereotyping and promoting equality of opportunity
- contribute to strategies for raising achievement, particularly by increasing motivation
- provide additional support for those groups at risk of being NEET identified above
- garner the very best practice from across the Trust and use this to shape our national strategy

It is key to the success of careers guidance that academy leadership teams view this aspect of the curriculum as a high priority.

Young people not in education, employment or training (NEET)

In November 2021 the percentage of young people not in sustained education, employment or training (NEET) across England was 5.9% (DfE National Figure 20/21). Nationally the percentage is highest in the North East and lowest in Outer

London. The most significant educational risk factor was low educational attainment at GCSE.

Other risks factors are where students have:
- health problems
- caring responsibilities
- difficult family circumstances (such as being in care or experiencing a breakdown in relationship with parents)

Structural risk factors were also identified which include:

- difficult labour market conditions post pandemic
- a lack of training and apprenticeship opportunities
- welfare support providing a higher income than potential wages

In OCL academies, it is clear from our analysis of NEET data that **disadvantaged students** are currently at a higher risk of being NEET than their peers.

Website requirements

For the current academic year, every secondary or all-through Academy must display on their Academy website the following details:

- the name, email address and telephone number of the Academy's Careers Leader
- the academy's Policy Statement on Provider Access
- a summary of the careers programme, including details of how students, parents, teachers and employers may access information about the careers programme (academies are required to use Appendix A as a template to display the required information on their website)
- how the Academy measures and assesses the impact of the careers programme on students
- the date of the Academy's next review of the information published
- destination data (see below)

Academies should publish information on the **destinations of their students** on their website, for example the percentage of students who go on to sixth form, sixth form college, further education college or an apprenticeship after key stage 4, and employment, an apprenticeship or higher education institution after 16-18 study. This will allow parents and others to see where students at that school progress to. This could sit alongside the careers programme on the academy website.

Gatsby Charitable Foundation's Benchmarks

Each academy should use the **Gatsby Charitable Foundation's Benchmarks** to develop and improve their careers provision, in line with Department for Education (DfE) expectations.

Compass is an online self-evaluation tool for academies to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Academies should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

The Careers & Enterprise Company will provide external support to academies. The Company supports and coordinates collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations to create high impact careers and enterprise support to young people (aged 11-18).

The National Careers Service provides free impartial information, advice and guidance on education, training and work to adults and young people aged 13 years and over. Individuals can access support through a website, telephone helpline and web chat service. Advisers can support young people to make informed choices by providing insights into all the different routes including apprenticeships, traineeships, other technical qualifications, and academic options. This can supplement support available to students through the academy, particularly outside of term time. Transition support after exam results is often critical in securing a successful destination for school leavers.

Careers Hub Providers based within an area that has a Careers Hub, will be able to access support from their local hub including access to local networks and information on existing complementary initiatives, sharing of best practice in maximising the value of encounters, and advice on contacting and maintaining visibility to schools. The Careers Hub will provide personalised advice to providers on request. Schools in a Careers Hub will have access to support from the hub itself as well as embedded networks such as Enterprise Advisers and Cornerstone employers. Hubs will be the link with local networks in order to share good practice and identify opportunities to align with other existing initiatives such as Local Skills Improvement Plans (LSIPs). Hubs will work in partnership with schools to identify relevant providers in their area and support schools to identify opportunities to tailor support based on local context and need.

Ofsted inspection

A successful careers guidance programme will also be reflected in higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all their students take qualifications that offer them the best opportunity to continue in education or training. This will be considered during an inspection. KS4 and 16-18 (KS5) education destinations are now published each year, meaning that they are now an established part of the accountability system.

Data analysis

Through the use of destination data (by group and sub group) academies should assess their success in supporting their students to take up education or training which offers good long-term prospects. Collection and analysis of destination data, by group and sub-group, will help Academies see how well they are doing in countering stereotypes and raising aspirations.

Academies should collect and maintain accurate data for each student for at least three years after they leave the school or from the end of key stage 4, whichever is the earlier.

Academies should also develop alumni networks of students that have recently left school.

For further support Academy leaders should use the DfE **destinations data good practice guide**.

Targeted support for vulnerable and disadvantaged young people

Academies should continue to work with local authorities, particularly children's social care, to identify young people who need targeted support or who are at risk of not participating post-16. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after). It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18. Schools will need to agree how these young people can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the young person, such as social workers.

Students in Alternative Provision

Students in Alternative Provision are some of the most vulnerable in the education sector who may require targeted and personalised support to help them achieve their full potential. Some of these students may lack confidence and need encouragement to broaden their horizons. Academy staff should help students to explore career options and understand the variety of pathways into work including degrees, technical education, traineeships and apprenticeships.

Looked after children

Looked after children and previously looked after children, and care leavers, may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated careers leader should engage with the school's designated teacher for looked after and previously looked after children to ensure they know which students are in care or who are care leavers; understand their additional support needs and ensure that, for looked after children, their personal education plan can help inform careers advice.

Students with special educational needs and disability

The overwhelming majority of young people with special educational needs and disability (SEND), including those with high levels of needs, are capable of sustainable paid employment with the right preparation and support.

The Careers Leader should work closely with the Special Educational Needs Coordinator and other teachers and professionals in the school to identify the guidance needs of all students with SEND and to put in place personalised support. This may include helping students with SEND to understand different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

Curriculum

The curriculum offers excellent opportunities for developing the knowledge and skills that employers need and subject teachers can be powerful role models to attract students towards their subject and the careers that flow from it. Academies should work towards weaving careers education and guidance in to subjects across the curriculum, including PSHE.

Academies should ensure that, as early as possible, students understand that good maths skills are a necessary element of citizenship, and that studying maths and science can lead to a wide range of career choices. Schools should ensure that, by the age of 14, every student is exposed to the world of work.

This should include meeting a range of professionals from occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs.

Academies should ensure that students have access to a knowledge-rich and ambitious academic, technical and vocational curriculum. The Trust is committed to meeting DfE targets for the EBacc in 2025 (i.e. 75%).

Schools should support students to understand that these are the subjects that provide a sound basis for a variety of careers beyond the age of 16.

Academies should make clear to students that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme.

Encounters with employers, employees and workplaces

Academies should help students gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.

Academies should engage fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of the careers strategy. Visiting speakers can include junior employees, or apprentices, particularly alumni, with whom students can readily identify.

Every year from the age of 11, students should participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years 7 to 13. Different encounters will work for different Academies and students, but it could mean in practice:

- alumni activity
- business games and enterprise competitions
- careers fairs
- employer encounters with parents
- employer involvement in the curriculum
- employer mentoring
- employer talks
- mock interviews
- CV workshops
- mock assessment centres
- speed networking/careers carousels

Students should have first-hand experience of the workplace. There is evidence that work experience gives students a more realistic idea of the expectations and realities

of the workplace. This is particularly valuable for students from disadvantaged backgrounds who may not have access to a diverse range of role models.

Academies should ensure that by the age of 16, every student has at least one experience of a workplace, and one further such experience by the age of 18.

STEM

Because of the high returns to STEM careers, and the increasing need for many jobs to have greater quantitative skills in future, Academies should make sure one of the encounters their students experience before year 11 is with a STEM employer or workplace, or one of their careers events is focused around STEM.

Encounters with further and higher education

It is important that young people realise that all their educational choices have implications for their longer-term career. Academies should encourage young people to consider what career options different educational choices open up and close down.

Academies should encourage students to use information tools such as websites and apps which display information about opportunities.

Access to providers of technical education and apprenticeships

All pupils are entitled to: Two encounters with providers of Apprenticeships and Technical Education for students during:
- 'first key phase' (year 8 to 9) - mandatory for all students to attend
- 'second key phase' (year 10 to 11) - mandatory for all students to attend
- 'third key phase' (year 12 to 13) - mandatory for the school to put on, optional for students to attend

The school will seek to identify and accommodate providers of apprenticeships and technical education to fulfil this requirement and will work with them in advance of the visit to ensure encounters include:
- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- information about the careers to which those technical education qualifications or apprenticeships might lead
- a description of what learning or training with the provider is like
- responses to questions from the students about the provider or approved technical education qualifications and apprenticeships

Visits

Academies should provide opportunities for visits from a range of providers of:
- T Level
- A level
- Applied General
- Higher Technical Qualifications
- Apprenticeships and technical options to inform key stage 4, key stage 5 and post-18 choices
- Independent Training Providers
- Further Education Colleges
- Studio Schools
- University Technical Colleges
- Institute of Technology
- A range of providers of apprenticeships and technical options.

Academies should also provide opportunities for the following to meet with students:
- sixth form
- tertiary colleges
- higher education institutions

Equality and Inclusion

Academies should not do anything that might limit the ability of students to attend any part of a careers programme. Unacceptable behaviour would include restricting invitations to selected groups of students or holding events outside of normal academy hours.

Academy careers provider access statement – for the Academy website

The purpose of the statement is to set out opportunities for providers to visit and to explain how requests from providers will be handled. This should be reviewed annually and must include:
- any procedural requirements in relation to requests for access e.g. the main point of contact at the Academy to whom requests should be directed;
- grounds for granting and refusing requests for access e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy;
- details of premises or facilities to be provided to a person who is given access e.g. rooms and resources to be made available in support of a provider visit
- how the academy will work with each visiting provider
- a list of providers that have previously been invited into the academy

- if the academy accepts live online encounters
- destinations of previous students; and information about how a provider can raise a complaint

Personal Guidance

Every student should have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. The Government's expectation is that every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. The Academy should integrate this guidance within the pastoral system. The personal guidance should be clearly connected with the wider careers programme.

Parental / Carer involvement

Parental awareness of the Careers programme is vital. Parents and carers are kept informed via the Academy's website, parent consultation sessions, regular newsletters and social media. The contact details of the Careers Leaders are on the Academy website.

Monitoring and evaluation of a careers programme

When monitoring the success of a careers programme, Academies should consider:
- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews, etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons
- student destination figures post-16

Policies

The following policies/papers should be read in conjunction with this:
- OCL Student Equality and Inclusion Policy
- The Trust Improvement Plan
- Our Trust Disadvantaged Strategy
- OCL Safeguarding and Child Protection Policy
- OCL Trips and Visits Policy
- Keeping Children Safe in Education – DfE

Responsibilities

Supported by the National Lead for Careers, Regional Directors will take a strategic interest in careers education and guidance and encourage employer engagement. The Principal has responsibility for ensuring that careers guidance is fully in place and in line with the DfE guidance and that academy websites have the right information.

The Principal and Regional Director will use the Gatsby Benchmarks and data provided by the Careers and Enterprise Company when reviewing the academies progress. Academies are also encouraged to seek formal accreditation for their work with Careers Advice and Guidance through the Quality in Careers Standard which is proven to drive up standards of a school's careers programme.

Careers leadership is crucial to improving careers provision. Academies are expected to appoint a Careers Leader who has the skills, commitment and backing from their academy leadership team, including protected time that enables the Careers Leader to carry out the role effectively. They must be strategically managed by a designated member of the academy leadership team. Academies must name the Careers Leader and publish their contact details on their website.

The Trust wide progress provided by the Careers and Enterprise Company will form a key part of the reporting process to the Board member designated responsible for Careers Enterprise and Education across the organisation.

Training requirements

OCL will endeavour to provide national CPD and guidance on best practice in careers guidance.

Statutory requirements

- DfE Careers guidance and access for education and training providers: January 2023
- Sections 42A, 42B 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

RACI Matrix

"R" for anyone who is "Responsible" for a task listed in the policy, an "A" for anyone who is "Accountable", a "C" for anyone who must be "Consulted" under the policy and "I" for anyone who must be "Informed" about aspects of the policy.

Policy Element		Leadership			Academy		
	Board	OCL CEO	OCL COO	Regional Director	Academy Principal	SENCO / Inclusion Lead	Career Guidance Leader
OCL Careers policy development	I	R					
OCL Careers policy on academy website				I	R		
Careers guidance for all year groups fully in place on academy website				I	R		
Policy is adhered to fully					R		
Students with SEND, LAC or AP					I	R	
Targeted support for disadvantaged students					I		R
Parents are given suitable guidance					I		R
Destination data is analysed and acted upon				I	R		
Monitoring of policy				R			

APPENDIX A – Template of policy statement on provider access that must be used to display the position of the academy on their website.

Academy Name: Provider Access Policy

Introduction

This policy statement sets out the Academy's arrangements for managing the access of providers to students at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the academy's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students 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;
- 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;
- to understand how to make applications for the full range of academic and technical courses

Management of provider access requests

Procedure

A provider wishing to request access should contact *[Name]*, Careers Leader

Telephone: *[Telephone Number]*; Email: *[Email address]*

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	Autumn term	Spring term	Summer term
Year 7			
Year 8			
Year 9			
Year 10			

Year 11			
Year 12			
Year 13			

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy 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.

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.

Complaints

Any complaints with regards to provider access can be raised following the academy complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Approval and review

Approved *[date]* by Regional Director

Next review: *[date]*

Destination data

These tables below can be used on Academy websites. The minimum expected group analysis is all students, disadvantaged and non-disadvantaged. Optional groups: SEND, EAL and HPA will be sourced from Academy internal data, as this is not yet published.

Year 11 leavers	All	Disadvantaged	Non-Dis	SEND	EAL	HPA
2019-20						

				SEND	EAL	HPA
2020-21			17			
2021-22 **2022-23**						

Year 13 leavers	All	Disadvantaged	Non-Dis	SEND	EAL	HPA
2019-20						
2020-21						
2021-22 **2022-23**						

The table shows the percentage of students continuing to a sustained education, apprenticeship or employment destination in the year after completing key stage 4 study (after year 11) or 16 to 18 study (after completing A levels or other level 3 qualifications).

Academies should use their own/internal data to report on the years not yet recorded on IDSR.

Notes for Guidance

Text contained on the appendix in italic and highlighted in yellow is for guidance and must be removed before the document is uploaded to the academy website.

Document Control

Changes History

Version	Date	Owned and amended by	Recipients	Purpose
1.0	Feb 2019	Chris Chamberlain	All OCL Principals	New Policy
1.1	September	Chris Chamberlain	All OCL Principals	Updated Policy
1.2	April 2023	Peter Knight	All OCL Principals	Updated Policy
1.3	May 2023	Peter Knight	All OCL Principals	Changes from directors' group

Policy Tier

☒ Tier 1
☐ Tier 2
☐ Tier 3
☐ Tier 4

Owner
Peter Knight, SW Secondary Regional Director

Contact in case of query
Peter.knight1@oasisuk.org

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Murphy	CEO, OCL	Feb 2019	1.0
John Murphy	CEO, OCL	Sept 2019	1.1
National Education Team	NET	Feb 2019	1.1
Directors Group	Directors Group	6 June 2023	1.3

Position with the Unions
Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?
☐ Yes
☒ No

If yes, the policy status is:
☐ Consulted with Unions and Approved

Careers Guidance Policy
V1.3 /
Peter Knight / June 2023

☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL

☐ Currently under Consultation with Unions

☐ Awaiting Consultation with Unions

Date & Record of Next Union Review
Not applicable / Insert

Location

Tick all that apply:

☒ OCL website

☒ Academy website

☒ Policy portal

☐ Other: state

Customisation

☐ OCL policy

☒ OCL with an attachment for each academy to complete regarding local arrangements

☐ Academy policy

☐ Policy is included in principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version
All OCL Principals	Principal	Sept 2019	1.1