



OASIS COMMUNITY LEARNING CAREERS EDUCATION & GUIDANCE POLICY

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At a glance

This policy is underpinned by the Oasis vision. Oasis Community Learning (OCL) is part of a wider family committed to building inclusive communities where everyone is valued, makes a contribution and is supported to reach their God-given potential.

We are committed to delivering inclusive, high-quality education that enables every young person to achieve success. Through academic and vocational excellence, we promote social mobility and widen opportunity for all.

High-quality careers education and guidance is central to this ambition. It ensures that every student understands the full range of pathways available and is supported to make informed decisions about their future. Alongside building this opportunity awareness, careers education and guidance also supports students to develop self-awareness, aspirations and character.

This is delivered in line with the Oasis ethos and contributes to the development of the Oasis Nine Habits, ensuring equitable access, raised aspirations and positive outcomes for all students.

Checklist

We will ensure that

- ✓ A stable, structured careers programme is in place and published on the academy website.
- ✓ The programme is aligned to the Gatsby Benchmarks and evaluated regularly using Compass+.
- ✓ All students (Years 7–13) access a planned careers education programme.
- ✓ Students receive meaningful encounters with employers, workplaces and providers, including a minimum of six provider encounters (Years 8–13).
- ✓ A trained Careers Leader is responsible for day-to-day coordination.
- ✓ A member of the Academy Leadership Team holds strategic responsibility.
- ✓ Careers information is accurate, up to date, and compliant with statutory guidance.
- ✓ The Provider Access Policy Statement is reviewed annually.
- ✓ Guidance is impartial and promotes academic, technical, vocational and apprenticeship pathways.
- ✓ Personal guidance is delivered by a qualified Level 6 Careers Adviser.
- ✓ Provision is inclusive, with targeted support for vulnerable and disadvantaged

students.

- ✓ Student destinations are accurately tracked, analysed and reported in line with Trust requirements to inform improvement.
- ✓ Students are supported to successfully transition to their next destination.

In brief

High-quality careers education and guidance across Oasis Community Learning ensures all students have access to impartial advice that broadens horizons, raises aspirations and equips them with the knowledge and skills to make successful transitions into further education, training or employment.

Careers education and guidance plays a critical role in promoting social mobility, particularly for disadvantaged students and those with special educational needs. It also contributes significantly to reducing the number of young people who are not in education, employment or training (NEET).

Strong leadership ensures that careers education is a strategic priority within every academy.

A Stable and Structured Careers Programme

Each academy should deliver a stable and structured careers programme aligned to the **Gatsby Benchmarks** and the **CDI Framework**.

The programme should:

- support understanding of the changing world of work;
- provide access to up-to-date Labour Market Information (LMI) at local and national levels;
- include meaningful encounters with employers and providers;
- support informed decision-making at key transition points (post 14, post 16 and post 18);
- promote equality of opportunity and challenge stereotyping; and
- build the skills, attitudes and confidence needed for future success.

Trust Wide Delivery and Consistency

Careers guidance across OCL academies should:

- promote a full range of pathways, including academic, technical, vocational and apprenticeship routes;
- provide targeted support for students at risk of becoming NEET;
- engage parents and carers in supporting decision-making;
- use student voice to inform and improve provision; and
- share best practice across the Trust to ensure consistency and quality.

Strong leadership should ensure that careers education is effectively prioritised and embedded within the curriculum.

Strategic Framework and Statutory Context

Gatsby Benchmarks

All careers programmes must be aligned to the Gatsby Benchmarks and the CDI Learning Aims Framework, which underpin design, delivery and evaluation.

Statutory Requirements

OCL academies must meet all statutory duties, including:

- provision of independent careers guidance;
- delivery of provider encounters;
- publication of required information; and
- delivering timely and meaningful experiences of the workplace.

Careers Programme Delivery

Curriculum

Careers education is a key component of the wider curriculum and is embedded within teaching subjects, enrichment and personal development. Academies should ensure that provision is coherent, well-planned and demonstrates clear impact on students' readiness for their next steps.

Employer and Workplace Encounters

Students benefit from meaningful encounters with employers and workplaces, developing knowledge of industries and careers. These should take place across all Key Stage provision.

Encounters with Education and Training Providers

Careers education must be impartial and must not promote any single pathway as the preferred option. Academies ensure that students are fully informed about the full range of post-16 and post-18 pathways, including higher education, further education, apprenticeships and technical routes, in line with statutory requirements.

Personal Guidance

All students must have access to independent and impartial careers guidance delivered by a qualified Level 6 (or above) Careers Adviser, who may be employed by the academy or externally. The Careers Adviser should be a member of, or affiliated to, the UK professional body for careers, the CDI, and must adhere to the CDI Code of Ethics in their professional practice.

Experience of the Workplace

Students must access structured and meaningful experiences of the workplace across all Key Stage provision, in line with statutory guidance. These experiences must support progression in line with Gatsby Benchmark 6 and provide opportunities for interaction with employers, skill development and reflection on learning. Virtual experiences should only be used where they are of high quality, aligned to CDI learning aims, include meaningful employer interaction and feedback, and allow time for student reflection on learning and achievements.

Inclusion and Equality

Oasis Community Learning is committed to ensuring careers provision is inclusive and accessible to all. Careers education promotes equality of opportunity and actively challenges stereotyping.

Targeted Support

In line with the Oasis commitment to inclusion and equity, academies will provide targeted support for students who may face additional barriers, including those who are disadvantaged, at risk of NEET, with SEND, looked after, or in alternative provision. Careers provision will be adapted to meet individual needs, ensuring all students can access opportunities and achieve positive progression outcomes.

NEET Prevention

Data-led approaches and targeted interventions should be used to reduce NEET risk. This includes collaboration between the Careers Leader, Careers Adviser and wider school staff, including safeguarding, SEND, pastoral and senior leadership teams, to identify and support students at risk. A coordinated, whole-school approach ensures that appropriate interventions are in place to secure positive and sustained destinations.

Monitoring, Evaluation and Impact

Careers provision must be regularly reviewed to ensure quality and continuous improvement across all areas. Academies must use Compass+ to evaluate their performance against the Gatsby Benchmarks as part of a robust and ongoing self-evaluation process. A range of data sources, including student voice, should be used to review provision, identify priorities and evaluate impact. Academies should use the Future Skills Questionnaire at key transition points to assess students' knowledge, skills and aspirations and to evaluate the impact of the careers programme over time.

Quality Assurance

Trust and academy leaders should monitor careers provision to ensure consistency and impact. This includes internal leadership reviews, peer reviews between academies and Trust-led quality assurance processes.

The Trust will undertake annual quality assurance reviews, including validation of Compass+ assessments and, where appropriate, observation of careers guidance sessions delivered by both internal and external Careers Advisers. This ensures consistency, accuracy and high standards across all academies. These processes ensure that provision is of a consistently high quality, impartial and aligned to statutory and professional standards. This also supports continuous improvement and the sharing of best practice.

Destinations

Local Authority destination reporting represents the statutory minimum. Oasis Community Learning requires academies to go beyond this by collecting and reporting more detailed destination data to the Trust. This includes granular analysis by key student groups and progression routes, enabling a deeper understanding of outcomes and supporting targeted intervention and continuous improvement. Data must be reported to OCL in a consistent format defined by the Trust.

Engagement and Partnerships

Academies should collaborate with employers, education and training providers, and external partners, including the local Careers Hub. This ensures learners benefit from meaningful encounters that support informed decision-making about their next steps. Parents and carers should be actively engaged as key partners in the careers programme and supported to guide learners in making informed choices.

Alumni contributions provide valuable, relatable insights into a wide range of career and education pathways. Academies should explore opportunities to engage alumni to support learners in understanding their options as part of a high quality careers programme.

Information, Advice and Compliance

Academies ensure that all statutory careers information is:

- published on the website;
- accurate and up to date; and
- reviewed annually.

This includes:

- the careers programme;
- destination data;
- the Provider Access Policy Statement included in the Appendix
- Careers Leader details.

Academies are required to use an appropriate digital platform to support the delivery, tracking and management of careers education and guidance. This platform must enable the recording of student careers activity, support reporting requirements and provide students with access to their individual careers records.

Responsibilities

Strong leadership underpins effective careers provision. Supported by the Strategic Careers Lead, Regional Directors will take a strategic interest in careers education and guidance and will provide appropriate oversight and challenge, in line with the responsibilities typically associated with governance.

The Principal of each academy is responsible for ensuring that high-quality careers education and guidance are fully in place, aligned with DfE guidance, and that academy websites publish all required careers information.

Each academy:

- appoints a trained Careers Leader responsible for the coordination, development and evaluation of the careers programme; and
- designates a member of the Academy Leadership Team with strategic oversight.

The Careers Leader should be provided with sufficient time, status and resources to fulfil their responsibilities effectively, ensuring the programme meets the needs of all learners and aligns with the Gatsby Benchmarks. The capacity allocated to this role will be reviewed regularly to reflect the size, context and strategic priorities of the academy.

Good careers education and guidance is delivered through a model of distributed leadership. Senior leaders, curriculum leaders, pastoral teams and wider staff should contribute to the planning and delivery of careers education, ensuring it is embedded across the curriculum and wider school experience. While the Careers Leader provides coordination and expertise, they do not hold sole responsibility for delivery.

The academy will ensure that appropriate support structures are in place, particularly where the Careers Leader holds additional responsibilities, so that the quality and impact of the careers programme is maintained.

Trust-wide support is provided by the Strategic Careers Lead, through strategic guidance, quality assurance, professional development and the sharing of best practice, ensuring consistent, high-quality careers provision across all academies.

Training requirements

OCL will provide access to national CPD and guidance on best practice in careers education and guidance. Staff involved in careers provision should engage with relevant training opportunities to support effective delivery.

Statutory requirements

- DfE Careers guidance and access for education and training providers: June 2026

- 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

Policy Element		Leadership			Academy			
	Board	OCL CEO	Regional Director	Strategic Careers Lead	Academy Principal	SLT Rep for Careers	Academy Careers Lead	All Staff
OCL Careers Policy Development	I	R	R	R	I	I	I	I
A Stable & Structured Careers Programme	I	I	C	C	A	R	R	I
Trust Wide Delivery & Consistency	I	I	I	C	A	R	R	I
Strategic Framework and Statutory Context	I	I	C	C	A	R	R	I
Careers Programme Delivery	I	I	R	R	R	R	R	I
Destinations	I	I	C	C	A	R	R	I
Engagement & Partnerships	I	I	I	C	A	R	R	I
Information, Advice and Compliance	I	I	R	C	A	R	R	I

Appendix 1 – Provider Access Legislation Statement. This must be on all secondary Academy websites within the Careers Education section

Provider Access Legislation (PAL) Policy Statement: For colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational, academic routes and apprenticeships as well as traineeships and supported internships.

Oasis Academy [Name]

Careers Leader: [Insert Name & Email]

Updated: September 2026

Our Commitment to Provider Access

At Oasis Academy [Name], we value strong partnerships with employers, training providers, colleges, sixth forms, universities, and apprenticeship organisations. We are committed to ensuring that all students from **Year 7 to (insert either Year 11 or 13 depending on Academy)** receive high quality, impartial information about the full range of post 16 and post 18 education and training options.

We are committed to fully meeting our statutory responsibilities under the [Provider Access Legislation \(PAL\)](#), applying to Year 8 and onwards. This includes the **Baker Clause (DfE, 2021)** and its **PAL enhancements (January 2023)**. This complies with the school's legal obligations under **Section 42B of the Education Act 1997**.

Student Entitlement

All students in **Years 8 to 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;
- Hear from a range of local and national providers about the opportunities they offer, including technical education and apprenticeships as well as academic and other vocational routes. This can be through options events, extended assemblies, workshops and enrichment events.
- Learn how to apply for a wide variety of **post 16 and post 18 options**, both academic and technical.

Minimum Provider Encounters (from January 2023)

Key Phase	Year Groups	Number of Encounters	Attendance Requirement
Phase 1	Year 8 or 9	2	Mandatory for students
Phase 2	Year 10 or 11	2	Mandatory for students

Key Phase	Year Groups	Number of Encounters	Attendance Requirement
Phase 3	Year 12 or 13	2	Optional for students

Each encounter must last **at least 30 minutes** and take place during the **academy day** (**Insert times of the school day**).

What Providers Can Expect

During an encounter, providers will have the opportunity to:

- Share information about their **courses and qualifications**.
- Explain **career pathways** linked to their offer.
- Provide a **realistic insight** into their learning environment.
- Engage with **all students**, including our most able, vulnerable and those with additional learning needs.

Working in Partnership

We welcome requests from approved providers and proactively invite them to participate in:

- Extended Assemblies and curriculum linked sessions
- Enrichment activities and Post 16/18 options events
- Live online sessions (subject to technical checks)

Requesting Access

To request access, providers should ideally contact the **Careers Leader** at least **6 weeks in advance**, (although some short notice requests may be considered) including:

- Proposed format, date, and duration
- Number of visiting staff
- Any support or equipment needed

Requests will be considered based on:

- Timetabling and exam schedules
- Staff and space availability
- Safeguarding considerations

If approved, providers will be offered:

- A suitable space (eg Main Hall)
- Audio Visual equipment and stationery
- Support from at least one member of staff

Safeguarding

All visitors must comply with our safeguarding procedures. A risk assessment will be completed by the school prior to any visit.

[\[Insert link to safeguarding policy\]](#)

Evaluation & Oversight

As well as the Careers Leader, our careers provision is regularly reviewed by:

- The Senior Leadership Team
- The National Strategic Careers Lead (Oasis Community Learning)
- Other Trust leaders

Provider access is a key part of this monitoring and evaluation.

Complaints

Complaints should be directed by email to the **Careers Leader** in the first instance. If unresolved, they will be escalated to the **Principal**.

Next Review Date: [\[Insert Date\]](#)

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
1.4	June 2023	Catherine Carruthers	All OCL Principals	Updated Policy
V5	June 2026	Catherine Carruthers	All OCL Principals	Updated Policy

Policy Tier

- ☒ Tier 1
☐ Tier 2
☐ Tier 3
☐ Tier 4

Owner

Catherine Carruthers, Strategic Lead for Careers

Contact in case of query

catherine.carruthers@oasisuk.org

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
Directors Group	Directors Group		

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
☐ 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

Location

Careers Education & Guidance Policy
 V5
 Catherine Carruthers/June 2026

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