



Careers Education & Guidance (CEG) Policy

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1 Introduction

- 1.1 A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 9-11 access to careers education, information and guidance. The CEG Policy is further developed in line with the Careers Guidance and Access for Education and Training providers, 2018. The school endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and citizenship, and the QCA guidance on Work Related Learning for all at Key Stage 4.
- 1.2 CEG will be based on a partnership with students and their parents/ carers. The programme will raise aspirations, challenge stereotyping and actively promote equality and diversity.
- 1.3 The CEG Policy should be read in conjunction with the following school policies:
 - Health & Safety Policy
 - SEN Policy
 - Curriculum Policy
 - Monitoring & Assessment Policy
 - Teaching & Learning Policy
 - Provider Access Policy Statement

2 Commitment

- 2.1 Oakfield School is committed to providing a planned programme of careers education, information and guidance for all pupils in Years 8-11 in partnership with the local Connexions Service.
- 2.2 Following publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation, and further guidance from the DfE in 2018, the school is committed to ensuring that the eight benchmarks of good practice are in place. These eight benchmarks are:
 - 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
 - Experience of workplaces
 - Encounters with further and higher education
 - Personal Guidance

- 2.3 The school uses 'Compass Plus', an online self-evaluation tool, to assess how the careers support compares against the Gatsby benchmarks and the national average. The school uses the data generated to track progress against the benchmarks over time (Appendix 2).

3 Development

- 3.1 This policy was developed and is reviewed annually through discussions with teaching staff; the school's Connexions personal adviser(s), students, parents, governors, advisory staff and other external partners.

4 Objectives

4.1 Pupil needs.

- 4.1.1 The careers programme is designed to meet the needs of all the pupils at the school. It is differentiated to ensure progression through activities which are appropriate to students' stages of career learning, planning and development

4.2 Entitlement.

- 4.2.1 Pupils are entitled to careers education and guidance that is impartial and in line with their statutory duty or contractual requirement, and does not show bias towards any route, be that academic or technical. (Baker clause). It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

5 Implementation

5.1 Management.

- 5.1.1 The school's is led by the Assistant and a Designated Teacher. Pupils' guidance is managed through the school's Connexions Liaison and SENDCo, linked directly to the EHCP Annual Review process. Work experience is planned and implemented by the Work Experience Coordinator/Connexions Liaison who works with the Year 10 Form Tutors and Learning Behaviour Support Mentors.

5.2 Staffing.

- 5.2.1 All staff are expected to contribute to the careers education and guidance programme through their roles as tutors, subject teachers and Learning and Behaviour Support Mentors. CEG is planned, monitored and evaluated by the Assistant Headteacher, Head Of Key Stage 4, STEM Ambassador and Designated Teacher, in consultation with the Connexions Liaison. The Connexions Liaison provides specialist careers guidance. Careers information is available in the Connexions Resource Centre, which is maintained by the Connexions Liaison. Administrative support is available to the Careers Coordinator as resources allow.

5.3 Curriculum.

- 5.2.1 The careers programme includes careers education lessons via PSHE and Employability lessons, careers guidance activities (group work and individual interviews), information and research activities (in the Connexions Resource Centre), work-related learning (including work experience), action planning and recording achievement (Log On Move On). Careers lessons are part of the school's Personal Development Programme and are monitored by the school's Personal and Social Profile, as well as externally via the Employability course. Other focused events, e.g. a Higher Education Fair and Theme Days are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

5.4 Assessment.

- 5.2.1 The career learning outcomes have been identified and a framework for assessing what students have achieved is being developed for all year groups, as part of the PSHE and Employability courses, and these are also tracked as part of the school's Personal and Social Profile.

5.5 Partnerships.

- 5.5.1 An annual Partnership Agreement is negotiated between the school and the local Connexions Service identifying the contributions to the programme that each will make. Other partnerships are being developed, e.g. with the local Education Business Link organisation.
- 5.5.2 Oakfield is one of 50 Hull & East Yorkshire schools/colleges that make up the Hull & East Yorkshire Careers Hub. Oakfield's link business is Cranswick Food.

5.6 Resources.

- 5.6.1 Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Sources of external funding are actively sought.

5.7 Staff Development.

- 5.7.1 Staff training needs for planning and delivering the careers programme will be identified in the staff development plan in the Partnership Agreement with the Connexions Service, and activities will be planned to meet them. Funding will be accessed from the Careers INSET budget held by the Connexions Partnership, through their careers education adviser.

5.8 Parental Involvement.

- 5.8.1 Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their

young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

5.9 Reporting.

- 5.9.1 Oakfield School tracks and reports destination data to the Local Authority. Destination data is scrutinised and used as a tool to both inspire younger students and to reduce the number of students vulnerable to NEET (not in education, employment or training). This data is presented to the Governing Body.
- 5.9.2 During any pandemics in the future, it is essential that hygiene and public health measures are observed and adhered to.
- 5.9.3 In facilitating work experience programmes, the school is responsible for ensuring that students have suitable placements for which all reasonable steps have been taken to ensure their health, safety and well-being. It is acknowledged that on occasion, it may not be possible to offer placements to students due to government guidance relating to health and safety.
- 5.9.4 It is essential that as part of the management of work experience arrangements, the school must ensure that each case is evaluated individually and that the organisation / work-place confirms to the school, in writing, that they can additionally demonstrate:
- their procedures comply with COVID-19/future pandemic Government and PHA Guidelines;
 - risk assessments of work practices have been carried out to identify possible risks and all those specific to COVID-19/future pandemic in line with PHA and Government Guidelines; and
 - any relevant Covid-19/future pandemic risk assessments or procedures have been drawn to attention of the student and school placement coordinators and may include guidance on cleaning, handwashing and hygiene procedures, social distancing, use of face-coverings and any actions taken to reduce risks of exposure to coronavirus (COVID-19)/future pandemic in the workplace.

5.10 Monitoring, Review and Evaluation

- 5.10.1 The Partnership Agreement with Connexions is reviewed termly. The programme is reviewed annually by the Assistant Headteacher (Head of Curriculum), Designated Teacher, and Connexions Liaison and the personal adviser using the local quality standards for CEG to identify desirable improvements

Appendix 1 – How Oakfield School meets the Gatsby Bench Mark

Benchmark	Gatsby Bench Mark descriptor	How we currently meet this Benchmark	Development areas
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.	<p>The school's careers program is approved by the governing body and is monitored every year. It contains both strategic and operational elements. The school has an allocated governor who has attended training on GEG.</p> <p>The school's policy is available on the website and is aimed at students, teachers, employers and parents/carers. The school has assigned two members of the SSLT to oversee the school's careers policy.</p> <p>The school has created a STEM ambassador role to raise the profile of STEM within the school.</p> <p>The careers area on the school website is regularly updated with latest Careers, Enterprise and Employability links.</p>	<p>Implement the Careers Programme into the whole school PSHE curriculum</p> <p>To embed the STEM ambassador role so all pupils, parents and staff members understand her role within the school.</p> <p>To take into account feedback from pupils, parents/carers during the evaluation process of the policy.</p> <p>To hold annual careers theme day so pupils understand the importance of the careers programme within the school and the end goal.</p>

Benchmark	Gatsby Bench Mark descriptor	How we currently meet this Benchmark	Development areas
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 best use of available information.	Information regarding labour market opportunities is available on the website. Parents Coffee morning dedicated to careers information.	To encourage pupils and parents/carers to access up to date information about the labour market.
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.	The school actively seeks to raise the aspirations of all students and give them the self-belief they can achieve in finding a suitable career they can excel in. Each pupil's work experience placement is tailored where possible to their personal likes. As a school, we collect and maintain accurate data for each pupil on their destinations and we share this with the Local Authority. This information is available on the school's website.	CPD training for all staff to deliver the careers programme. To hold a careers theme day in school and invite past pupils to attend to explain their journey beyond Oakfield into the modern world (post 16). Encourage pupils to produce an accurate record of their careers and enterprise experiences. Alumni information to be recorded on the school's website as case studies to raise aspirations of current cohort.

Benchmark	Gatsby Bench Mark descriptor	How we currently meet this Benchmark	Development areas
		Desired employment/college outcomes are discussed during EHCP meetings. If a pupil expresses an interest in a college placement/course, then the school will try to source a suitable 14-16 college placement.	Invite former learners into school to support with careers theme day (and/or other events)
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 future career paths.	<p>At Oakfield, we deliver careers, employment and enterprise lessons through PSHE lessons. In addition to this, we have a standalone 'Employability' course for year 11 students.</p> <p>The school has created a STEM ambassador role to raise the profile of STEM within the school setting.</p> <p>We make it clear to pupils that if they do not achieve a grade 4 at GCSE in English and Maths they must re-sit as a part of their 16-19 study program.</p>	For all subject areas (in particular Science, Technology and Mathematics) to express the importance of those subject areas in developing future career paths.

Benchmark	Gatsby Bench Mark descriptor	How we currently meet this Benchmark	Development areas
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 activities including visiting speakers, mentoring and enterprise schemes.	Pupils do participate in various offsite trips where they encounter different job types.	For pupils to have at least one meaningful encounter with an employer every year they are at school. All pupils to participate in the planned careers theme day.
Experiences 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.	An overwhelming proportion of students have had an experience of a workplace by the end of year 11.	To continue to encourage pupils to participate in work experience through participation wherever possible, or to gain knowledge of working life through other resources.
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.	Many of the pupils on roll at Oakfield find the transition to higher education an anxious time. To help ease this transition year 11 pupils have tours of various sixth form colleges. In addition to this we also promote Key stage 4 pupils attending local 14-16 colleges to study specific subjects that we currently don't offer in school such as	To provide pupils the opportunity to visits universities, apprenticeships and independent training providers.

Benchmark	Gatsby Bench Mark descriptor	How we currently meet this Benchmark	Development areas
		QPD, construction (Hull College), Motor Mechanics and Hair/Beauty (East Riding College).	
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 need	Currently, mock interviews for all pupils take place during PSHE and employability lessons.	A new initiative is planned where all pupils by the end of year 11 will have had an interview with at least an internal member of staff (ideally it will be an external person to mirror that of a real interview but this is dependent on pupils identified need).