



**Oak Tree
School**

Careers Policy and Careers Programme

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Owner	Kevin Jackson – Careers Lead

Version	Comments/amendments	Name	Date

Oak Tree School Policy for the delivery & monitoring of CEIAG (Careers Education Information Advice & Guidance)

In accordance with the 2018 Department for Education Careers Strategy, Oak Tree School functions to support each student (designated as SEMH) in their secondary education phase. It is the aim of Oak Tree is to support every student so that they have the opportunity to attain an individualised post 16 pathway with the longer aim for all students to access a suitable career path. Oak Tree School places great importance on supporting and guiding all students in planning their educational and career pathway. We want students to go as far as their talents will take them and to have a rewarding career. All staff at Oak Tree School work collaboratively to advise and guide each student on to their desired career choice. Staff strive to educate, inform, advise and guide each student to understand the range of opportunities available to them in today’s economy. They are supported in acquiring the necessary skillsets that will enable them to successfully start their career pathway. If it is not possible for them to acquire the skills and qualifications, they need to succeed in the workplaces of the future here at Oak Tree then they are given accurate and up to date, impartial information for them to make the right choices for post 16 development. Using their educational achievements, they attain from Oak Tree School as their foundation.

STUDENTS MAKING CHOICES

Every student is encouraged to discover courses that would best suit their needs.

1. Students are encouraged to talk with their parents/carers, teachers and Careers Adviser about the best option for THEM
2. Students are encouraged to do their research – use the websites and other sources of information to help make THEIR decision
3. This is the first time in their lives where they are making a huge decision, it’s THEIR decision.
4. Aim high, we have every confidence in THEM. Challenge THEMSELVES and go for it!
5. This year is important; don’t lose sight of their GCSE exams, the grades matter when it comes to their next step.

THINGS OAK TREE STAFF CONSIDER

Focus – what are your expectations, aspirations; do you have an idea of career choice support by Cornwall Council Educational Psychologist and therapy team?

Information – have you done your research, looked at labour market information, thought about training and qualifications, universities?

Realistic – are their thoughts realistic? Do you want to be a tomato picker, but they are colour blind? If you do not want to leave home what options are there locally for you or is the sky the limit?

Scope – how far can you go in their chosen career, are you aiming at the right pitch, have they thought about how far you can go in this field?

Tactics – moving forward, what next, what does the development of this idea look like?

Careers Education, Information, Advice and Guidance (CEIAG)

AIMS

We will inspire and engage our students in planning their own career path and increase their motivation to aim high using appropriate labour market information and online tools. We will engage with a number of employers and other organisations, including colleges and apprenticeship providers in a range of ways to give students real life experiences of the world of work. We will inspire students to achieve their maximum potential in order to give them the opportunities they aspire to both academically, personally and in relation to their future.

INTERNAL STRUCTURE & CURRICULUM

PSHE is currently undergoing a restructuring at Oak Tree School.

Until now, the Assistant Headteacher was to oversee the delivery of CEIAG imbedded into the PHSE curriculum for KS3 & KS4, & staff with responsibility for teaching PHSE were to liaise with Assistant Headteacher with regards Careers matters.

From Sept 2020, where possible, the form tutors will take on the role of the PSHE teaching for their designated form group and the hours per week for the delivery of PSHE will be timetabled in as structured lessons.

To support these lessons the SLT have signed up to 'anspear' as a learning and developing resource.

Assistant Headteacher continue to organise 1to1 First Media (formerly UCAS) applications leading up to Annual Review day for year 11s (Scheduled for the first term of their year 11).

Assistant Headteacher to oversee the allocation of Work Experience throughout year 10 academic year that matches aspirations to work placements.

Assistant Headteacher (and any other staff who wish to) to organise outside careers, FE, apprenticeship speakers to come in to give talks and offer guidance to students. This to be liaised with member of staff responsible for organising weekly assemblies.

A planned progressive programme of activities supports our students throughout years 7 to 11. It provides guidance and gives students the confidence to choose pathways that suit their interests and abilities. The programme's aim is to raise aspirations and support students to achieve their full potential but importantly it is there to help students pursue relevant and realistic goals for education, training and work and sustain employability throughout their working lives.

All staff at Oak Tree School contribute to the development of each student through a planned series of events delivered through the PHSE curriculum, enrichment programmes, visits, trips, assemblies and special events as well as within individual departments and through form time. All staff encourage the relevance of their subject specialism to a potential career pathway.

Our careers provision is influenced strongly by the Gatsby Benchmarks (a framework of 8 guidelines about what makes the best careers provision in schools) so that we as a school can offer the best, we can in Careers Education, Information, Advice and Guidance (CEIAG)

The eight Gatsby benchmarks of Good Career Guidance

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

To measure our progress towards achieving the Gatsby Benchmarks we utilise tools such as 'Compass' and obtain feedback from students, staff, parents, employers and Governors throughout the year.

Oak Tree School encourages all students to learn to self-improve as learners and foster positive attitudes to lifelong learning as well as learn the skills of planning, review and reflection. For students to learn about a wide range of careers and the world of work. To investigate jobs and labour market information (LMI), particularly in the local area and to learn to value equality, diversity and inclusion within the British society, and establishing long lasting relationships with local employers.

EMPLOYER ENGAGEMENT IDEAS

Employed people lunches –Oak Tree School is planning to organise invitations for professionals and local employers to dine with our students at KS4 lunches and share their career experiences and labour market information.

Seminars/Assemblies – take part in Key Stage assemblies where Apprenticeship partnership experts are invited in from The Education People & key personnel from local colleges are invited in to talk about post 16 choices.

PARTNERS

All local colleges and post 16 providers, including apprenticeship providers, are invited in to speak to year 10 & 11 as a whole in Key Stage Assemblies. These organisations are also invited in for academic review days and events to speak to parents/carers. If these partners cannot come to Oak Tree School, visits are coordinated with year 10 & year 11 students who express a genuine interest in investigating the colleges for potential career path options. Seal of Approval offer bespoke Work Experience placements for each student and 1 to 1 work experience guidance and feedback.

The Education People also offer 1to1 bespoke meetings to discuss the option of apprenticeships with year 10 and year 11 students.

Year 6 (before students get to Oak Tree School) Transition into year 7. Oak Tree Staff visit future year 7 students at their own primary schools in an informal manner to get to know the students on an individual basis. Transition days (and half days) at Oak Tree School in the summer term of their year 6 education are arranged. Students are supported during their move to Oak Tree School with advice on coping with the change, getting to know the new environment, students, teachers and support staff and classes. Lots of information is given on where to go and who to ask for help and support.

Raising Aspirations for FE & Enterprise. Access to inspiring individuals and organisations in school and at universities.

Year 7 Continued raising Aspirations for FE & Enterprise. Access to inspiring individuals and organisations in school and at universities. Aspiration, British Immigration (work), The Importance of Sleep (for work), Friends, Healthy Living, Racism in the workplace, Needs & Wants.

Year 8 British values – tolerance – racism, xenophobia and extreme nationalism in the workplace and careers. Communication and Teamwork Skills, Self- Awareness, Enterprise and entrepreneurship, Goal and Target Setting, Internet Safety, LGBT in the workplace, Safety, Discrimination, Stereotypes.

Year 9 Alcohol, Drugs Awareness and Law in the workplace. Money, Gambling, Savings and Loans, Social Media Pitfalls, Internet Safety, Stress in the workplace.

Year 10 World of Work, Enterprise & Further Employer Engagement. Work with other organisations including Young Peoples Support Services, Post 16 providers including sector specific options, all available colleges, apprenticeship providers and sixth form offer. Careers Advice, Guidance & Development. Further use of LMI to inform decisions.

INDEPENDENT RESEARCH

All year 10 and 11 students are actively encouraged to research labour market information and look in depth at local provision and to share this information with parents/carers at home. Challenge stereotypical careers and manage risks within the workplace. Preparation for Employment. Students will learn how to write an effective CV and develop the skills required for a successful interview. All year 10 & 11 students are given the opportunity to attend local Jobs/Skills Fairs every year. Employer and FE College liaisons visits take place for KS4 & for KS3 Assemblies.

Part of the year 10 PHSE curriculum is focussed on Work Experience Week. Students participate in a weeklong bespoke Work Experience. Seal of Approval meet the students on a 1 to 1 basis in the first term to discuss their individual expectations for their week of work experience in the April/May of their year 10. Seal of approval return in the 3rd term to meet 1 to 1 again with each student do go through the placements that have been found or to discuss any adjustments that need to be made. Students are issued with a Work Experience diary that plays an important role in their personal reflection of their time in their individual and bespoke Work Experience placements. These diaries form part of the PHSE curriculum in year 10.

Once placements are agreed, the students are supported in visiting the placements to orientate themselves with the placement layout, the employees there, and transport issues for their forthcoming work experience. All students are supported to ease any potential anxieties that may arise, but the idea is that each student will develop themselves through this experience to develop an understanding of careers, employability and enterprise education. To develop self-awareness and learn to appraise personal qualities and skills, roles and responsibilities, values and attitudes, needs and interests, and aptitudes which will enable them to better understand themselves, relate to others and make informed choices. It is hoped the work experience will help students foster a psychology of self-determination and develop personal autonomy and self-efficacy and personal agency, essential to realise aspirations and manage careers.

We have found that this gain the skills and experience that will enable them to gain jobs and sustain themselves in employment

Students in the past have had the opportunity to find out more about a career they may already be interested in as well as discover careers they don't know exist. They gain an understanding of the skills and knowledge needed for each role and learn more about qualifications and routes to achieve their dream job.

All year 10 students are encouraged to join in with local college visits and open days with staff. Some students ahead of year 11. At the end of year 10 all students are made aware of the First Media (formerly UCAS) system and are guided through the process to apply for post 16 courses via UCAS, ready for year 11.

The Assistant Headteacher attended a course with First Media (formerly UCAS) on 4th July 2020. The new system is scheduled to be rolled out to schools in Sept 2020. More info to follow.

Year 11 Oak Tree will strive to organise an individual, impartial careers guidance interviews by an external Careers Adviser, trained to level 6, review and reflect on choices, experiences and activities. 1 to 1 support with FE applications, sixth form & post 16 interviews, what direction am I going in?

GUIDANCE

All year 11 receive guidance from a qualified consultant from Careers South West.

External, independent and impartial careers services are invited to attend Oak Tree School (to attend AR days where appropriate and invited into school assemblies to give talks & offer guidance)

Year 11s have their last Annual Review in October of their final academic year and as part of their EHCP decision making the important steps to go through for the preparation for post 16 progression are discussed. During year 11 a tailored made careers education programme helps students to make important decisions for the next stage of their education. Assemblies with visitors from workplaces and colleges and from KCC backed apprenticeship schemes give talks and provide all the information needed to explore all options including sixth forms, colleges, training and apprenticeships. Impartial support is given to students in making their applications by subject teachers and tutors and students have access to 1:1 impartial career advice and support with the school careers lead.

Students apply to further education electronically using First Media (formerly UCAS) and by March students should have firm choices in place. Parents/carers are encouraged to take an active role in supporting the students with their interviews. Offers are made according to interview performance and GCSE predicted grades. Visits to colleges and taster days (where appropriate) are arranged to ease the transition from Oak Tree to FE places.

Activities include visits to colleges, careers fairs, the UCAS higher education fair, taster days, subject related events, careers workshops, career specific talks and special events as well as resources to use within PHSE lessons. The careers lead, form tutors and support staff are on hand to provide help and support for those wanting to pursue an apprenticeship. Students interested in an apprenticeship should set up an account on these sites:

Advice for parents

As they make choices and plans, young people need support from the people who know them best; their families. However, this can be a challenging process for parents.

Oak Tree School is always on hand to help you guide your child with timely careers information events and parents' evenings.

Measuring Impact

As an SEMH school we use Compass – the careers benchmark tool as outlined in the Gatsby benchmarks to assess and improve our current CEIAG provision. Our progress against the Gatsby benchmarks will be reviewed regularly throughout the academic year to help us meet all the 8 benchmarks by the end of 2020.

We will monitor the impact of our action plan and the CEIAG we deliver mainly through feedback from students and staff. All activities will be reviewed to ensure all goals and aims are met.

The review of our CEIAG provision and strategy takes place annually and will be reviewed again in July 2021.

Our careers consultant from Careers South West, also conducts a termly internal review of our CEIAG throughout the academic year.

oversee the allocation of Work Experience in the of Y10 students throughout the academic year.

Useful Links: -

Apprentices

<https://amazingapprenticeships.com/>

At the Year 11 parents evening, colleges and apprenticeship advisors will be present to offer advice and guidance on applying to courses and apprenticeships after GCSEs

Apprenticeships and training

Many students take an interest in varying levels of higher or degree level apprenticeships which lead to very successful careers. Talks and events detailing these apprenticeships and routes into apprenticeships are provided by the careers lead and by local employers and apprenticeship advisors with whom we have strong connections. Apprentices from employers are available to provide information and guidance to those interested. Students interested in an apprenticeship should set up an account on these sites:

Careers Advice for Parents is a site with lots of information on educational and career pathways.



If your child is considering university then this guide will help: “Parent Guide 2018. Everything you need to support your child with their higher education choices”



Useful Links

Careers

There is a dedicated section on the website for 13 – 19-year olds designed to help with option choices and to consider various pathways.



Contains videos which explores different types of careers as well as interviews with students discussing their option choices.



Explore job roles through videos and take a 5-minute test to examine your strengths when it comes to suitable job types.



An online careers guidance tool. Explore different jobs, types of work and see what matches your own individual skills and interests. Free to register using code: **STCOL**

How to Register to Start Instructions for Students

[Getting Started - The Start User Guide](#)

Find out more about the different levels of apprenticeships and how they work.

Apprenticeships and School Leavers



Search for available apprenticeships in Cornwall.



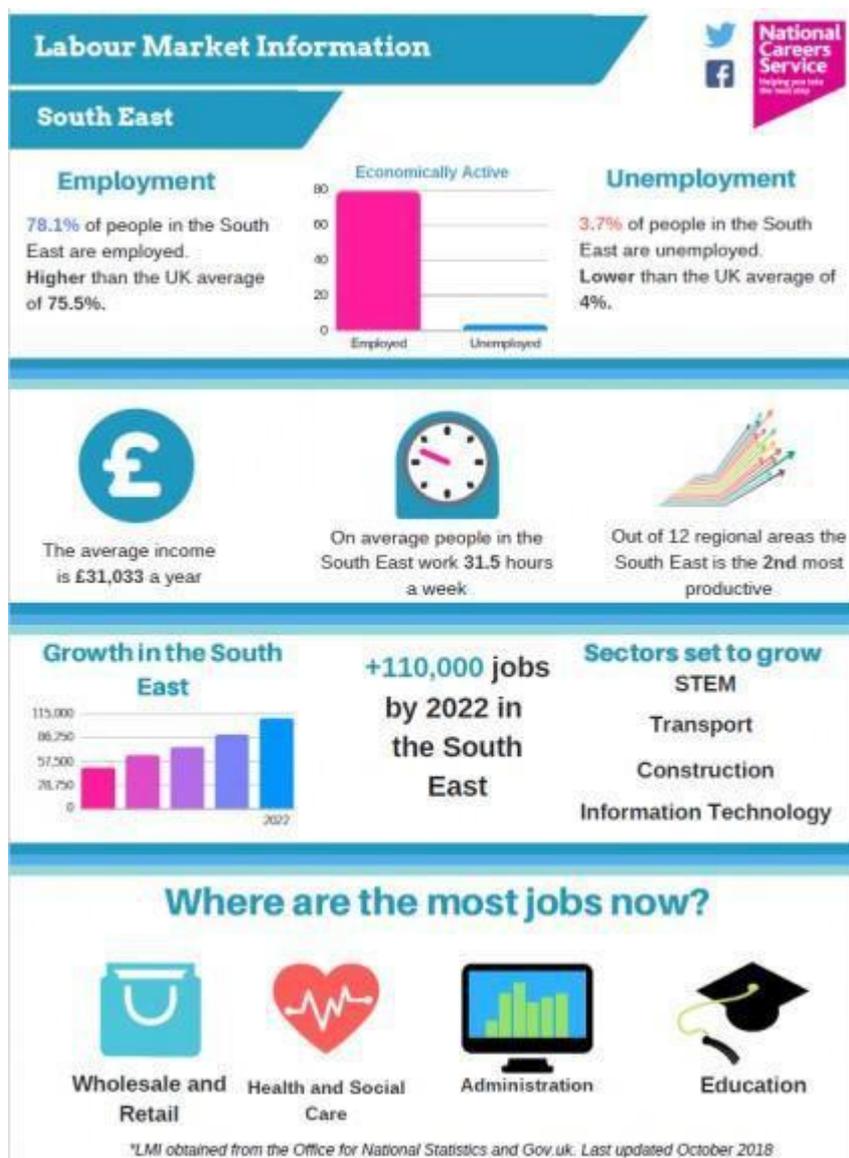
CVs



CV templates for wherever you are in your education or career.

Labour market information (LMI)

Labour market information (LMI) describes the past and present condition of the workplace, as well as future projections. It makes clear where work opportunities are increasing or decreasing, what occupations exist, what you need to study for an occupation, what is required to take up an occupation, how one can find a job, change job or progress in a career. Labour market intelligence is the interpretation and presentation of LMI and essentially most careers information is labour market intelligence.



The above is a labour market information report for the South East, updated October 2018. Other sources for information include:

Cornwall

- Data packs by district: <http://www.kelsi.org.uk/skills-and-employability/14-to-19-25-curriculum-pathways/district-data-packs>

United Kingdom

- ❓ Region reports:
<http://www.economicmodelling.co.uk/lep-region-reports/>
- ❓ UK:
www.wheretheworkis.org

<https://www.nomisweb.co.uk/>
- ❓ Sector forecasts: <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors>
- ❓ National Careers Service regional information LMI q3 2018

EU and Globe

- ❓ Trends: <http://www.ilo.org/global/research/global-reports/weso/2015/lang--en/index.htm>
- ❓ Reports:
<http://www.oecd.org/employment>

Pay and Conditions by job

- ❓ Gain a basic understanding of the pay and conditions in different jobs using the Careerometer Widget. Simply type in the job you are interested in and find out about pay and projected workforce changes.

Programme at Oak Tree School

This programme is our careers strategy and is implemented weekly in every class in the school.

In addition, we offer our pupils as many opportunities for career related activities as we can. Examples are: enterprise (farming, skate park, car mechanics, public services, stables, cycle maintenance, community café, radio station, hairdresser/beauty salon (Chaos group). We visit external agencies that can support our careers programme.

The Careers programme delivers against the 8 Gatsby benchmarks. This is outlined below.

Our Careers Leader is Kevin Jackson

If you have any questions please email our Careers Leader: k.jackson@acorncare.co.uk

Benchmark	Notes	How we currently meet this Benchmark – Careers at Every Level
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, governors and employers.	<ul style="list-style-type: none"> · We offer a whole school careers programme (implemented in January 2018) and are embedding it within the school. We aim to engage with governors and parents. We already engage with employers to be part of a long term network. · We developing our careers education programme and this is operational at Key Stages 3 and 4. · Year 10 a crucial year, and for OTS students they are often unsettled about forthcoming exams along with facing potential uncertainty. To provide reassurance, students attend Careers fairs and the school hosts a Careers week towards the end of the academic year. The careers week includes workshops delivered by a range of professionals and visits to local colleges. This increases familiarity and ensures students have had an interaction with the learning destinations. · In the KS4 careers and employability take on an even sharper focus. It is individualised around different pupils' skills, interests and aspirations. Work placements are identified to support SEND/SEMH students develop social/work based skills.
Learning From Career & Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. School leads on	<ul style="list-style-type: none"> · Accessible resources about opportunities provided. These are reviewed annually with pupils and parents at statutory Annual Reviews/PEP/CHIN meetings.

	<p>maintaining and developing this area. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> We have the ambition to train in-school career coaches and actively support students to utilise resources and create career development plans. Individual learning with responsibility for growth and development in career opportunities.
<p>Addressing The Needs Of Each Pupil</p>	<p>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.</p>	<ul style="list-style-type: none"> Tailored to meet the needs of young people with a range of needs from moderate to more severe learning disabilities. Session plans and resources are differentiated based on the needs of the participants and individual career development plans are created as well as articulating the employment outcomes on the EHCP plans
<p>Linking Curriculum Learning To Careers</p>	<p>All teachers should link curriculum learning with careers.</p>	<ul style="list-style-type: none"> Careers coaching is delivered through a classroom based activities that are utilised during tutor time and separate subjects such as maths, English and science. <p>Tutors invite subject representatives in to school to promote potential employments/careers routes linked to the subjects.</p>
<p>Encounters With Employers And Employees</p>	<p>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.</p>	<ul style="list-style-type: none"> An Enterprise scheme is embedded within each key stage where pupils develop profitable in school enterprise businesses to demonstrate their knowledge of customer service and work environments. We are building a network of engaged employers to provide ongoing and multiple work experience for as many pupils who can access it
<p>Experiences Of Workplaces</p>	<p>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.</p>	<ul style="list-style-type: none"> School is building a network of engaged employers. The programme provides a framework for work experience projects (school based, visits and work experience). This is traditional for Years 10 and 11 but is being expanded throughout the school. A range of supported activities will be put in place for pupils to engage with employers. Employers have support and many opportunities to gain disability awareness through the actions of the school. Year 10 a crucial year, and for OTS students they are often unsettled about forthcoming exams along with facing potential uncertainty. To provide reassurance, students attend Careers fairs and the school hosts a Careers week towards the end of the academic year..

<p>Encounters With Further Education</p>	<p>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, FE colleges and in the workplace.</p>	<ul style="list-style-type: none"> • All pupils will experience college where appropriate in Years 10 and above. • Access to courses beyond college are available via a vocational training centre in Callington, Cornwall (TST)
<p>Personal Guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a career advisor. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs</p>	<ul style="list-style-type: none"> · OTS has a developed network of support that includes Careers South West and Cornwall County SEND Post-16 Co-ordinator, and College transition officers located across Cornwall. Students attend ½ termly meetings with the advisor that tracks their aspirations and ambitions. The advisor signposts students to appropriate courses and providers. <p>OTS has a self-driven target to support students find a course and learning destination by March of their final study year.</p> <p>Our aim is to have career coaches embedded within the school.</p> <ul style="list-style-type: none"> · Significant periods include EHCP reviews, transition from school. School have the capacity to provide coaching support at these key times. · Personal and individualised approach is a key factor in our school.