



Olive AP Academy
HAVERING

Olive Academies

Careers Policy – Olive AP Academy - Havering

Document control table	
Title	Careers Policy
Date approved	31 August 2021
Date updated	July 2022
Approved by	OA central (Director of Academies)
Date of next review	July 2023 if not before
Updates/revisions included:	• Updated some terminology, e.g. use of coach/tutor • Reorganised so that specific careers programme offered at academy is listed in Appendix A
This is an OA central template, which should be reviewed at a local level and updated accordingly – with the local version returned to OA central for filing.	

1. Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students within Olive Academies (OA). Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. The careers programme has a whole-academy remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at the academy and what our careers programme involves.

In this academy, the careers lead is Joshua Law, Joshua.law@oliveacademies.org.uk

Part 1

2. Aims and objectives

The OA careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take their next step in their learning or career.

OA aims to follow the eight Gatsby benchmarks of good career guidance (www.gatsby.org.uk/education/focus-areas/good-career-guidance). These are:

1. A stable careers 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

The objectives for the OA careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

2. Student entitlement

All students are entitled to be fully involved in an effective Careers Education, Information, Advice and Guidance (CEIAG) programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at the academy, all students can expect:

- the support they need to make the right choices for Key Stage 4/GCSE, after Year 11
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during coaching/tutor time from KS3-KS4 covering options after school, the world of work, the job market and the skills needed for the future
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, 'World of Work Week' activities, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including individual coaches and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group. A meeting with an adviser independent of the school can also be requested.
- the academy to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

4. Parental involvement

Young people do not make career decisions in isolation and parents and carers can have substantial impact, as well as a clear interest in the right outcomes for their young person. OA is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents and carers are invited into the academy to discuss their child's progress at pupil review meetings with parents. Coaches/tutors collect students' career aspirations termly to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

Parents and carers are kept up to date with career-related events and activities affecting their child via letters and texts home, the academy website and social media. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also

welcome to make contact with the Careers Lead at the academy, should they have any questions or concerns.

Part 2 - Delivery of the Careers Programme

5. Careers education

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework - <https://www.thecdi.net/New-Career-Development-Framework>.

This is outlined in Appendix A.

6. Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at the academy can request an appointment with the careers adviser. Students are identified for careers meetings based on need and through self-referral.

7. Needs-based referral

The referral procedure works as follows:

- appropriate adults identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- In Year 11, coaches/tutors prioritise any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Students are seen individually early in Year 11 to discuss and explore the different progression routes where the independent careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

8. Self-referral

Students may refer themselves for a careers meeting at any point. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via coaches/tutors. Careers sessions are built into the PSHE lesson calendar for the year. The careers adviser will record action plans and students will receive a copy. Parents and staff have the option to

see this information so they can support the process. If a student is absent or fails to attend, an alternative time will be arranged.

9. Career information

Careers information is available through relevant displays and noticeboards and via careers sessions and assemblies. Information about useful websites and online resources are collated by the careers adviser.

10. External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at the academy – our provider access statement provides more detail on this process.

11. Management and staffing

The Careers Leader in the academy is responsible for taking a strategic lead and direction for careers work in the academy working with the headteacher who has responsibility for careers and employability. The academy also contracts a qualified independent Careers Adviser to offer career guidance through Prospects Careers Advice Plus.

12. Staff Development

Coaches/Tutors are introduced to the concepts, aims and programme for CEIAG at OA during CPD days or team meetings. The Careers Leader attends conferences and careers network meetings to keep up to date with best practice and legislation.

13. Resources

OA is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

14. Employer links

Links with employers, businesses and other external agencies continue to grow through OA; by building on local community connections; as well as through the support of the academy's careers lead (brokered through Careers & Enterprise Company).

15. Equal opportunities

OA is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after OA while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

16. Monitoring and evaluation

When monitoring the success of the careers programme, OA considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, World of Work week activities, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16

OA is committed to working towards national Quality in Careers Standard - www.qualityincareers.org.uk/

Appendix A

Careers education in Olive AP Academy - Havering

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework - <https://www.thecdi.net/New-Career-Development-Framework>.

KS3

Years 7, 8 & 9

Key activities: Preparation for progression to KS4

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support progression to KS4.

By the end of Year 9, all students will have had the opportunity to:

- be introduced to career resources to help them understand their preferences and the options open to them.
- develop their self-awareness
- hear from or talk to representatives from the world of work
- meeting with senior staff at school and the option of a careers meeting.

KS4

Years 10

Key activities: Exposure to the world of work and employment inclusive of mock interviews.

Lessons include CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- develop their self-awareness and career management skills, including writing a CV
- experience at least one week in the workplace
- be interviewed by someone from the world of work
- experience a taster day in a sixth form or college setting
- be introduced to the different Post-16 pathways.

Year 11

Key activities: Post-16 applications

Students will learn how to write a personal statement for post-16 applications; get support in applying for college applications and apprenticeships from a dedicated Prospects adviser on site. They will hear from guest speakers in assembly about sixth form, college and apprenticeships; attend group sessions

discussing the different post-16 pathways and key considerations when choosing post-16 options.

By the end of Year 11, all students will have had the opportunity to:

- use a range of sources of information (with support, as required) to explore Post-16 options
- attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- develop their self-awareness and career management skills
- apply for Post-16 options and back-up plans, as necessary
- continue to develop the skills needed for a successful transition
- have regular meetings with a careers adviser.