



# Careers Education Policy & Strategy

**School Name:** Melksham Oak Community School

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Andrew Davies

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**Next review date:** Sept 2029

## Purpose

Melksham Oak will provide a world class learning experience for all our students. We will raise aspirations and support students to achieve their full potential supported by a robust career education programme. We will develop global citizens who are ready to overcome the challenges of tomorrow.

## Entitlement and Vision

The personal and social development of pupils is the responsibility of every member of staff at Melksham Oak School and the provided Careers Education Information Advice and Guidance is an integral part of this. We provide our students at Melksham Oak with inspirational, achievable and realistic goals ensuring that they have the skills, knowledge, behaviour and attitudes to achieve our values to:

**Respect** themselves, each other, and our community

Have the **Ambition** to achieve great things

Take **Pride** in everything they do

We are committed to delivering a robust programme of Careers Education, Information, Advice and Guidance (CEIAG) for all our students (Years 7-13). This will provide our students with the skills, knowledge, support and insight into the world of work and therefore enable them to make informed decisions and choices for their future pathways.

## Context

Melksham Oak Community School is a 11-18 comprehensive academy where children of all abilities, aptitudes and social backgrounds are nurtured, encouraged and challenged to achieve their best. We are proud member of the White Horse Federation and was rated as "Good" in its last Ofsted inspection in October 2022. The school serves the town of Melksham and surrounding villages with an average intake of 230 students per academic year. Melksham is an historic market town with a growing and diverse population although 10% of residents live in areas of high deprivation (source: Wiltshire gov)

We have a high number of students that progress onto their first choice of further and higher education with a relatively low number of NEET students. Based on our average data between 2022- 2025 our students moved to a range of FE and HE providers as seen below: -

| Year 11 Destinations (Further Education) |                         | Year 13 Destinations (Higher Education) |                                                          |
|------------------------------------------|-------------------------|-----------------------------------------|----------------------------------------------------------|
| 21.1%                                    | Melksham Oak Sixth Form | 56.5%                                   | University                                               |
| 58.6%                                    | Wiltshire College       | 0%                                      | Apprenticeship (via both College and Training providers) |
| 8.8%                                     | Bath College            | 0%                                      | HE College Education                                     |
| 4.4%                                     | Apprenticeships         | 21.7%                                   | Employment                                               |
| 0.4%                                     | Other College/ County   | 8.7%                                    | Gap year                                                 |

|      |                                 |      |        |
|------|---------------------------------|------|--------|
| 2.2% | Other Sixth Form                | 4.3% | Forces |
| 0    | Specialist Scholarship          | 8.7% | NEET   |
| 0    | Forces                          |      |        |
| 2.6% | Council Re engagement Programme | 8.7% | NEET   |
| 0    | Employment with Training        |      |        |
| 1.8% | NEET                            |      |        |

Careers provision at Melksham Oak Community School is in line with the statutory guidance from the Department of Education, Careers guidance and access for education and training providers (January 2023), Skills and Post 16 Education Act 2022 and Ofsted. The School uses both the Gatsby Charitable Foundation's Benchmarks in conjunction with the new Career Development Framework to continually develop and improve its careers education

The 8 Gatsby Principles for effective careers guidance are:

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

The structure of the CDI framework is defined under areas of careers, employability and enterprise education: -

1-Developing yourself through careers, employability and enterprise education

Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work

2- Learning about careers and the world of work

Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development

3-Developing your career management, employability and enterprise skills

Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change

Melksham Oak pride themselves on developing and delivering a programme which fully meets the Gatsby framework supporting the CDI framework ensuring delivery is compliant with the Baker Clause, Skills for Jobs and the Provider Access Legislation.

Please review all documents to support this policy [Careers Education Policies | Melksham Oak Community School](#)

1. Careers Policy – Provider Access Policy
2. Careers Education Programme
3. Tutor Programme

## Objectives

Our programme is designed to bridge the gap between education and employment and will assist students to:

- Increase personal responsibility, aspirations and motivation.
- Make informed decisions and plan with confidence, including choices regarding education, employment and training.
- Ensure students are aware of a variety of progression routes and career opportunities.
- To ensure students will receive a rich provision of extra-curricular, employability, enterprise and work-related learning activities that develop a range of employability skills including resilience and aspiration, which underpin success in education and employment.
- Gain research skills in relation to careers information and develop career management skills.
- Have an awareness of education, employment and training opportunities and trends, and the changing nature of the working environment.
- Appreciate work related issues such as equal opportunities, health and safety and employee well-being.

## Organisation and Content

Our programme is carefully designed and delivered in a variety of methods to ensure every need is met. The delivery includes:

- A whole school tutor programme. A full embedded and developmental tutor programme focusing on the following areas:

| Year Group | Topic                                                                                                        |
|------------|--------------------------------------------------------------------------------------------------------------|
| Year 7     | Exploring Careers and the Future, Introduction to employability skills and Careers Labour Market Information |
| Year 8     | Getting to know Yourself and Your Skills and Careers Labour Market Information exploration                   |
| Year 9     | Options and Pathways, employment environments, sectors and curriculum links                                  |
| Year 10    | Work experience, CV's and Preparing for Post 16                                                              |
| Year 11    | Post 16 Options, Applications and Preparing for Year 12                                                      |
| Year 12&13 | Preparing for Post 18 pathways                                                                               |

- **Scheduled Annual Next Step Assemblies and Fairs for Post 16 and Post 18 pathways**  
An opportunity for students to engage in meaningful encounters with Further and Higher education providers including colleges, sixth forms, UTC, apprenticeships providers, universities, gap years, employment agencies and other organisational provisions.
- **Annual Next Steps Fair for all students -**  
Whole school careers fair packed full of interactive stalls and promotional material to inform, educate and inspire our students for their Next Steps including a range of employers, apprenticeship providers, FE and HE options, clubs and societies
- **Annual Employability Ready Recruitment and Selection for Years 10 and 12**  
An assessment Centre scenario day including applications, CV's, team activities and

individual Mock interviews

- **Apprenticeships in Curriculum National Apprenticeship Week**  
An opportunity for students to engage in a whole week of activities showcasing apprenticeships and alumni correlated to curriculum.
- **National Careers Week Focused events**  
A whole week showcasing national career opportunities across a range of business industries and sectors
- **Specialist talks and assemblies throughout the year**  
Students have the opportunity to participate in presentations delivered by external organisations.
- **Employability Programmes** -Delivered by external organisations such as WIN, Rise and Villiers Park
- **Careers Guidance Appointments**  
All students have the opportunity to meet with an independent, impartial and L6 qualified careers advisor. Referrals can be made by individuals, parents or staff by email to [ctranter@twhf.org.uk](mailto:ctranter@twhf.org.uk).  
Group Guidance is delivered during assemblies and tutor time.  
Individual progress and planning reviews are held with tutors and students.
- **Careers Platform Access ( [www.unifrog.org.uk](http://www.unifrog.org.uk) )**  
All students, parents and staff are encouraged to use the Unifrog platform to enhance their careers education skills and knowledge.
- **Work Experience and Enterprise Programmes (In-School, external and Virtual options)**

In KS4 Our Year 10 and Year 12 students are given the opportunity to engage in work experience. This includes planning and preparation workshops, CV and letter writing. Students are encouraged to opt for a range of experiences of the workplace including; Physical Work Experience, Work Shadowing, Virtual Work Experience, or an In-School experience alternative. This would include: Enterprise Day, Encounters, Business Insights and Skills programme.

| Y10 5 Days Term 6 | Y12 5 Days Term 6 |
|-------------------|-------------------|
|-------------------|-------------------|

In KS3, we ensure work experience is a blended model of learning, ensuring a minimum of 1 week experience is gained over Years 7,8 and 9.

| Y7 1 day                                                                     | Y8 2 days                                                                               | Y9 2 days                                                                 |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Virtual Delivery                                                             | Virtual Delivery                                                                        | Virtual                                                                   |
| PSHE <b>1/2 Day</b> ( across 3 weeks)<br>9 UNITS UK work modelling & Booklet | PSHE <b>1/2 Day</b> ( across 3 weeks)<br>Virtual WEX (Classroom delivery)               | PSHE <b>1 Day</b> across 6 weeks)<br>Virtual individual WEX via Springpod |
| <b>1/2 day</b> Trip, Tours and Talks                                         | <b>1 day</b> Collapsed timetable – experiences of the workplace - Trip, Tours and Talks | Work Shadowing <b>1/2 day</b> Trip, Tours and Talks                       |

## Information advice and Guidance for future Employability

- Weekly Careers Newsletters
- Employability skills programme
- External visits and trips all with a career's education expectation or a Tour, a Talk and a task in every business visit
- Alumni guest speakers in curriculum
- Specialist Employer engagement Trips for experiencing the workplace
- Specialist Workshops to raise awareness and attainment
- Specialist Disadvantaged student programmes of delivery

Career education is embedded in our curriculum. Head of Faculties are responsible for ensuring that careers education in curriculum is a key part of their subject's curriculum and opportunities are taken to promote careers in their specialisms. All staff are responsible for ensuring that they incorporate and promote careers during their lessons and engage with a minimum of 2 encounters per subject per year

Heads of Year and tutors are responsible for ensuring that careers education is promoted to their year group and tutors' groups. Tutors must promote, encourage and monitor students' engagement with their future pathway planning.

## Responsibilities and Monitoring

The **Careers lead** (Ceri Tranter) is responsible for raising awareness amongst staff of their contribution to the careers programme and agree the overall aims, objectives and priorities lead policy development: monitor, review and evaluate the programme in order to carry out a continuous process of review and development; include the use of outside organisations; liaising with external providers and employers.

The **Careers advisors** (Ceri Tranter plus external consultants) are responsible for supporting the Careers Leader in school, with the strategic planning and delivery of individual personal guidance interviews throughout the school.

Parents and students are asked to book their impartial careers appointments directly via email (to Ceri Tranter [ctranter@twhf.org.uk](mailto:ctranter@twhf.org.uk); who work closely with the Heads of Year and wider pastoral team to provide the appointment schedules. Appointments are added to the students timetable and reminders are sent.

The **Careers Team** work closely with students with additional needs to ensure all careers support is available and adjusted to their individual needs, supporting disadvantaged learners to the very highest standard possible.

**Tutors** are responsible for the delivery of the pre planned and written careers programme activities during Tutor periods and maintaining up to date records for their tutees.

**Heads of Faculty** are responsible for the oversight and implementation of developing awareness in Careers in their Curriculum specialism

**Heads of Year** and the Pastoral Team are responsible for developing, maintaining and monitoring pathway data of all students in their year group.

The **SENCo** is responsible for overseeing that the provided resources and programme

information is carefully adapted and delivered for their students.

The Senior **Leadership Team (SLT)** member with responsibility for oversight in this area will undertake quality assurance and review processes for the provision of careers education within the school.

The **link governor** for careers (Andrew Davies [Adavies@gov.twhf.org.uk](mailto:Adavies@gov.twhf.org.uk) ) will be consulted on significant changes to the careers provision and be used to support the status and delivery of the career's curriculum.

### **Parents and Carers**

a. Parents and carers are encouraged and supported to help their children to become self-reliant and better able to manage their personal and career development. We provide enhanced information and guidance to support parents and carers through information evenings, career events, Unifrog, and the Careers section of the website.

Parents and carers are encouraged to support their child with offers of work experience, shadowing, virtual opportunities as well as engaging in careers days such as the GCSE Options pathways process, Post 16, Post 18, Next Steps and Employability Ready days.

b. Information on Careers Education is accessible on the school website.

c. Parents are welcome to contact the Careers Advisor directly [coach.ctranter@twhf.org.uk](mailto:coach.ctranter@twhf.org.uk)

### **Monitoring and evaluation:**

Throughout the school year the Careers Education, information, advice and guidance provision is monitored to ensure students are accessing what they need/require. Some of the ways this happens are listed below. Student destinations are also reviewed each year using alumni data.

- Focus groups (e.g. Career champions, Student Council) with students gaining a broad range of student feedback. The Career Champion group is a mixture of students and parents/carers and gathers feedback on the provision we offer.
- Staff are encouraged to give feedback to the Head of Careers on all planned provision and events.
- The SLT line manager holds regular link meetings with the Head of Careers to monitor the program and evaluate all events that have taken place.
- The SENCo has regular analysis meetings with the Head of Careers to address the needs of all our SEND students.
- Unifrog usage percentage and competencies/interactions recorded.
- Records of student's individual guidance appointments are kept
- Student and parent questionnaires
- Destination data and alumni tracking in compliance with Wiltshire Council and DfE requirements.
- Careers is a regular item on the Governors meetings. The Head of Careers liaises all plans with our Link Governor to Careers.
- Careers is a regular agenda item in our Year Group meetings.
- Compass Plus Evaluation reports
- The school completes the analysis of the Future Skills Questionnaire provided by Compass+, which helps determine the direction and need of specific information, advice and guidance.

A review of this Policy and Procedures will be undertaken by the Careers Lead annually. This will be reported to the Principal every academic year. The revised policy will be submitted to the Governors every two years.