



# OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

## **Careers Guidance 2022-23**

**Including: Provider Access Statement**

This is a STATUTORY policy

Recommended for review by Quality of Education Committee Annually

**Written/**

**Reviewed by: SLT**

**Approved by: Quality of Education Committee**

**Ratified on: May 2022**

**Next review due: May 2023**

# Careers Education Information Advice and Guidance (CEIAG)

## Introduction

Oakfield Academy is committed to providing a planned Careers Education Information Advice and Guidance (CEIAG) programme for all pupils using a variety of vehicles and methods. CEIAG is important to the Academy's overarching ethos and aims.

A young person's career guidance will aid their pathway through learning and into the world of work. Here at the Academy, we are the starting point for that journey before they move on into Key Stage 4 and 5. All young people, regardless of their race, gender or academic abilities need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 2011 Education Act places a duty on the Academy to give all pupils access to careers education and impartial information, advice and guidance. CEIAG at Oakfield Academy aims to help pupils develop a positive self-image, increase self-confidence and raise personal aspirations. The Academy strives to provide appropriate guidance, up to date information and a range of opportunities to support pupils' development at key points throughout their education. The CEIAG programme aims to prepare pupils for the ever changing opportunities, responsibilities and experiences of adult life and equips them with the skills to manage the choices, changes and transitions ahead of them. In conjunction with their next provider, we use the Gatsby Benchmarks to evaluate our programme from Year 5 to 8:

## Gatsby Benchmarks

<b>1</b> <b>A STABLE CAREERS PROGRAMME</b>	<b>2</b> <b>LEARNING FROM CAREERS AND LABOUR MARKET INFORMATION</b>	<b>3</b> <b>ADDRESSING THE NEEDS OF EACH PUPIL</b>	<b>4</b> <b>LINKING CURRICULUM LEARNING TO CAREERS</b>
<b>5</b> <b>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b>	<b>6</b> <b>EXPERIENCES OF WORKPLACES</b>	<b>7</b> <b>ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b>	<b>8</b> <b>PERSONAL GUIDANCE</b>

## Objectives

### Pupil Needs

The CEIAG programme is designed to meet the needs of all pupils at Oakfield Academy. The programme ensures progression through activities that are appropriate to the pupils' stages of career learning, planning and development. All pupils are provided with impartial advice and guidance on what possibilities exist beyond their formal educational journey and how they might best access these pathways.

### Curriculum

Through a variety of activities and events in PSHE lessons, thinking skill afternoons, Tutor times and experiential days, pupils are introduced to the world of work and career guidance. Each departmental area is encouraged to contextualise their subjects allowing for pupils to see how they could possibly use the skills being learned in the wider world and in which sector of employment. Pupils in Key Stage 3 are also offered the opportunity to work with universities through external visits and projects, allowing them to build a picture of what journey they may choose to go on after compulsory education, no matter what their background.

### Staffing

All teaching staff are expected to contribute to the CEIAG programme through their roles as tutors and subject teachers. As well as non-teaching staff such as Teaching Assistants, support staff can also contribute to the programme. The CEIAG programme is monitored, reviewed and evaluated by the Heads of Year and Heads of Department, over seen by members of the senior leadership team.

An example of how the CEIAG programme may run at Oakfield Academy is shown below, however we are aware that due to increased opportunities and offers from local community members this is likely to change. Some of these are still to be completed fully due to time that some pupils have spent away from face to face learning. To support those whilst away from the classroom use in KS3 of <https://www.careerpilot.org.uk/> has allowed pupils to engage with the CEIAG curriculum.

	AUTUMN	SPRING	SUMMER
Year 5	<p><b>Growth mindset</b></p> <ul style="list-style-type: none"> <li>• <b>The power of yet</b></li> <li>• <b>Fixed mindset</b></li> </ul> <p>To learn about the differences between a fixed and growth mindset.</p> <ul style="list-style-type: none"> <li>• <b>Challenge</b></li> </ul> <p>Challenge children and encourage them to use a growth mindset approach to improve attainment, increase engagement, and have a positive impact on mental health.</p>	<p><b>Who can I help?</b></p> <p>Learners thinking about the skills they have and how they can be used (now and in the future)</p> <p><b>Inspiration</b> and those who may inspire you.</p> <p><b>Life without Stem.</b></p> <p>Transport – development and change, improvements for the future.</p>	<p><b>My life Journey</b></p> <p>Where will I be at 21 and 45?</p> <p><b>Links between jobs and money.</b></p> <p>Barclays money sense.</p> <p>Understand that the choices they make about work and money will affect their lives.</p>
Year 6	<p><b>Aspirations</b></p> <p>Understand what aspirations are and why they are important. Look at the achievements of some aspirational people and how they achieved them.</p> <p><b>Choosing a career</b></p> <p>Consider different career options and think about the type of work environment you would enjoy and matching them to jobs.</p> <p>Different careers are best suited to different personality types.</p> <p><b>Festive 'What's my line?'</b></p> <p>Using clues, match the job to the person</p>	<p><b>What are my Qualities?</b></p> <p>Looking at personality qualities and skills, and how you might develop others.</p> <p><b>My Ideal Job.</b></p> <p>Identifying ambitions and ways to achieve them.</p> <p><b>The job game</b></p> <p>Exploring different jobs and linking knowledge of different environments for each.</p>	<p><b>What affects my choices about money?</b></p> <p>Barclays money sense - The choices we make about money will also be affected by income, commitments, values, and culture. Choices made about spending and saving money can be influenced by, and have an impact on, other people.</p> <p><b>Life without STEM</b></p> <p>Personal communications – development and change, improvements for the future.</p> <p><b>Enterprise project</b></p>

<b>Year 7</b>	<p><b>Write a letter to your future self</b> <b>What is a CV</b> Introduction to 'Career Pilot' an online career advice website <b>Understanding money from around the world</b> <b>Visiting speaker</b> to talk about their career</p>	<p><b>How does money make me feel?</b> Looking at how having or not having money affects us. <b>Step in the NHS competition</b> looking at jobs and roles in the NHS <b>How do I pay for things?</b> The links between work and money <b>What are my career choices</b> <b>Visiting speaker</b> to talk about their career <b>Taking part in National careers week activities</b></p>	<p>Looking at <b>Key workers jobs Wants and needs.</b> Working out how to manage the money you earn <b>What are my strengths and weaknesses</b> Employability skills to get that job? <b>Building on skills for work and life.</b> The links between life skills and work. <b>Visiting speaker</b> to talk about their career</p>
<b>Year 8</b>	<p><b>What will I achieve by the age of 40.</b> Looking at aspirations and dreams <b>Introduction to KS4</b> preparation for choosing GCSE options and entering the next tier of education. <b>Career pilot-</b> What is a career, exploring ideas for FE/HE and future careers <b>Assembly by Head of curriculum</b> <b>Frome community college</b> <b>GCSE Taster sessions/fair</b> from Frome college <b>Visiting speaker</b> to talk about their career</p>	<p><b>What is my money personality?</b> Understanding how you are with money <b>STEM and careers.</b> Researching jobs in STEM <b>Equal pay debate.</b> Discussing the equality of pay between men and women <b>Visit to Bath University-futures day.</b> <b>Taking part in National careers week activities</b> <b>GCSE Option evening at FROME COMMUNITY COLLEGE</b> <b>Visiting speaker</b> to talk about their career <b>'Make it happen' event.</b> Frome community project. <b>Virtual online work experience</b> from the Speakers for Schools company.</p>	<p><b>Health and safety in the work place.</b> How to be safe at work and to know your rights. <b>Careers speed sessions</b> with teaching staff who have had previous jobs before education. <b>How to keep my finances safe.</b> Online financial safety <b>Diversity in the workplace.</b> Looking at diversity at work <b>Understanding careers advice.</b> Where to go for advice and who to ask for help <b>Visiting speaker</b> to talk about their career <b>Head of house interviews from FROME COMMUNITY COLLEGE</b> to discuss transfer to KS4 and option choices</p>

## Provider Access Statement

### Aims

This policy statement aims to set out our Academy arrangements for managing the access of education and training providers to pupils for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

### Statutory requirements

The Academy strives to ensure that there is an opportunity for a range of education and training providers to access pupils in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

This is outlined in section 42B of the Education Act 1997.

This policy shows how our Academy complies with these requirements.

As a middle deemed secondary Academy we ensure that there are a number of opportunities for pupils in all year groups to not only interact with the community but to experience a wide range of careers advice and information throughout their tenure.

### **Pupils entitlement**

All pupils in years 5 to 8 at Oakfield Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our 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 providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make informed choices about their next steps in education in our three tier system

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact the main Academy office

Telephone: 01373 462539

Email: oakfield@oakfieldAcademy.co.uk

#### **Opportunities for access**

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. Please see our Careers Education Information and Guidance 2022 area on our website for more details about these opportunities.

Please speak to our Heads of Key Stage to identify the most suitable opportunity for you.

#### **Granting and refusing access**

Oakfield Academy will continue to assess the relevance and impact of any provider wanting to visit and be granted access to our pupils on a case by case basis. At all times we ensure that there are no issues of safeguarding and that our pupils are always completely safe whilst meeting or speaking to external providers.

#### **Safeguarding**

Our Safeguarding and Child Protection policy outlines the Academy's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

#### **Premises and facilities**

Once visits have been agreed, the Academy will provide appropriate facilities to enable the visit, along with any equipment requested by the provider, where it is available. Sessions can be held in different venues according to the number of students and the requirements of the provider. Visits can be in the main hall and delivered to over 200 students, or sometimes in the classroom with a smaller group. We also have the facility to deliver safe personalised sessions. We are happy to work with providers to provide any resources we can that make their visit possible and we are happy to accommodate those that need to bring extra equipment into the Academy in order to showcase what they do.

Providers are welcome to leave a copy of their prospectus or other relevant and appropriate material at reception for the attention of the Heads of Key Stage.

#### **Monitoring arrangements**

The Academy arrangements for managing the access of education and training providers to pupils is monitored by the senior leadership team and will be reviewed by them annually.