



Careers Education, Information, Advice and Guidance (CEIAG) Policy

Policy Lead:	Assistant Headteacher (EA)
Last Review Date:	June 2026
Next Review Date:	June 2027
Approval needed by:	Governing Body



Revisions Log

Date	Pages/Whole Document	Description of Change	Origin of Change (e.g. Routine Update, request for Review)
7.4.26	CEIAG whole policy	Mapping against Equalex Framework and updated Guidance from CEC	Updated guidance
16.6.25	CEIAG whole policy	Whole policy change to reflect updated Gatsby Benchmarks	Review of CEIAG
29/07/22	CEIAG whole policy	Whole policy change to reflect renewed focus and link to Careers strategy	Review of CEIAG
29/8/23	Appendix 2	Careers provision update for 2023 / 2024	Routine update

Contents

- 1.0 Policy Statement
- 2.0 Policy Aims
- 3.0 Policy Scope
- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review
- 8.0 Gatsby benchmarks
- 9.0 Equalex Framework
- 10.0 Skills Builder Framework
- 11.0 Careers in the Curriculum

Appendix 1 Careers Provision
Appendix 2 Arrangements for Provider Access

1. Policy Statement

At The Oaks Academy, we are committed to delivering a high-quality, inclusive Careers Education, Information, Advice and Guidance (CEIAG) programme that prepares every student for success in modern education, training and employment. Our careers provision meets the updated Gatsby Benchmarks (2025), complies with statutory guidance set out in the DfE's Careers Guidance and Access for Education and Training Providers, and is structured and evaluated using the Equalex Framework to ensure equitable access to career learning that develops opportunity awareness, social capital, employability skills, and understanding of equity and inclusion through clear and progressive learning outcomes for all students

2. Policy Aims

The Oaks Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. We therefore offer a planned programme of activities to support our students in choosing options and pathways that suit their interests and skills and inspires them to consider a range of career pathways to help ensure sustained employability throughout their working lives. Careers education, advice and guidance is a central part of the school ethos of achieving excellence together therefore the Governing Body have adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

Our careers programme aims to:

- Inspire and motivate students to fulfil their potential.
 - Equip students with the knowledge and skills to make informed decisions.
 - Provide up-to-date, impartial information about opportunities in education, training, apprenticeships and employment.
 - Raise aspirations and challenge stereotypes.
 - Reduce the risk of NEET (Not in Education, Employment or Training) outcomes.
 - Promote social mobility and equality of opportunity.
-

3. Policy Scope

- This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four
 - The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable
 - The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff.
 - This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.
 - This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships
 - This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school
 - All members of staff at The Oaks Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader
 - It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute
-

4. Roles and Responsibilities

Governors: Ensure statutory duties are met and review policy implementation.

Headteacher: Overall responsibility for the CEIAG programme's quality and resourcing.

Careers Leader: Oversee planning, delivery and evaluation of the programme; liaise with staff, students, parents, employers and training providers.

Teachers: Embed careers links into curriculum delivery and support students' career development.

Careers Adviser: Provide impartial one-to-one and small group guidance.

Students: Engage proactively with careers activities and guidance.

Parents and Carers: Support and encourage students in exploring options and attending events.

5. Provider Access

In line with the updated *Provider Access Legislation* (PAL), our school gives education and training providers the opportunity to speak to students about technical education and apprenticeships. Details are published in our separate Provider Access Policy Statement.

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities. The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

6. Monitoring and Evaluation

The Headteacher will ensure that:

- the work of the Careers Advisor and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- The governors of The Oaks Academy will review this policy every three years

The effectiveness of this policy will be measured in a variety of ways:

- Student and parent feedback.
 - Destination data analysis.
 - Compass+ or equivalent benchmarking tools.
 - Annual reports to governors and senior leadership.
-

7. Equality and Diversity

Our careers provision actively promotes equality of opportunity, challenges stereotypes, and supports all students regardless of background, ability or personal circumstance.

8. Gatsby Benchmarks

Our CEIAG programme aligns with the updated Gatsby Benchmarks:

1. A Stable Careers Programme

We maintain a structured, progressive careers programme that is published on our website and reviewed annually with governors, staff, students, parents, and employers to ensure continuous improvement.

2. Learning from Careers and Labour Market Information (LMI)

Students and parents have access to up-to-date, local and national labour market information through careers resources, assemblies, PSHE lessons, employer encounters, and enrichment activities.

3. Addressing the Needs of Each Student

Our careers programme is inclusive and responsive, ensuring that the individual needs of all students—including those with

SEND and those who are disadvantaged—are met through personalised guidance, targeted interventions, and systematic tracking.

4. Linking Curriculum Learning to Careers

Subject teachers embed careers learning within the curriculum, demonstrating how subject knowledge and skills link to future study and a wide range of career pathways, including STEM careers.

5. Encounters with Employers and Employees

Every student has multiple, meaningful opportunities to engage with employers and employees through workshops, talks, projects, careers fairs, and employer-led activities.

6. Experiences of Workplaces

Students experience the workplace through a range of activities, including workplace visits, virtual encounters, and work-related learning, enabling them to understand different working environments and expectations.

7. Encounters with Further and Higher Education

Students receive information and guidance on all post-16 and post-18 pathways, including apprenticeships, T Levels, colleges, universities, and specialist providers, through visits, assemblies, talks, and careers events.

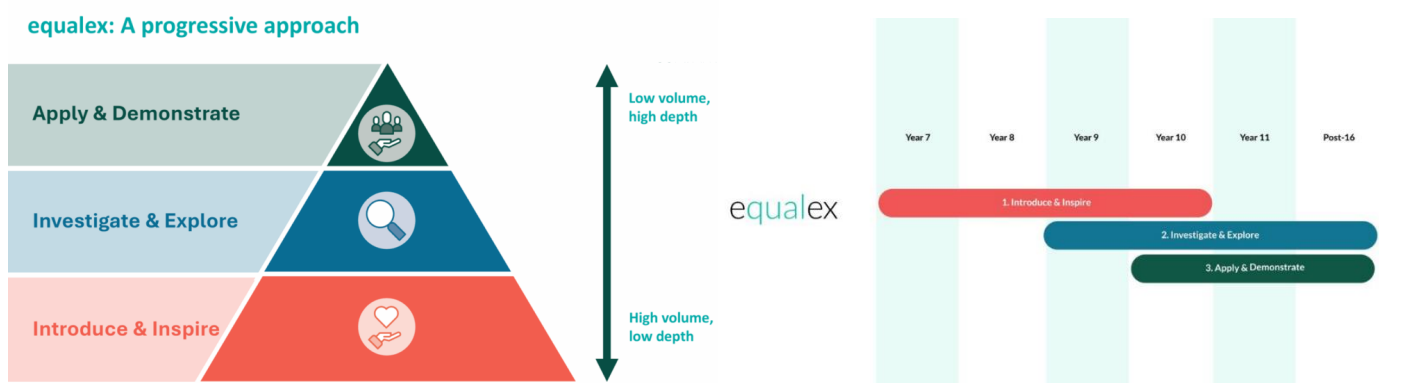
8. Personal Guidance

All students have access to individual, impartial careers guidance interviews with a Level 6 qualified Careers Adviser at key transition points to support informed decision-making

9. Equalex Framework

The Equalex Framework provides an evidence-informed structure for designing and evaluating careers programmes that aim to reduce inequality in access to career learning. It supports schools in delivering a coherent and progressive Careers Education, Information, Advice and Guidance (CEIAG) programme by focusing on the knowledge, skills, experiences, and networks that pupils need to make informed and aspirational decisions about their future education, training, and employment.

Equalex Phases / Strands



The framework is structured around three interconnected Phases:

The careers programme at The Oaks Academy is underpinned by the Equalex Framework, which is structured around three interconnected phases: *Introduce and Inspire*, *Investigate and Explore*, and *Apply and Demonstrate*. In the early stages, pupils are introduced to a wide range of opportunities and are inspired to consider their future through the development of opportunity awareness and self-awareness. As they progress, pupils investigate and explore pathways in greater depth, including understanding growth sectors, the changing economy, and the roles and responsibilities within different careers, while developing their readiness for future transitions. In the later stages, pupils apply and demonstrate their skills and knowledge in real and simulated workplace contexts, enabling them to make informed decisions and successfully transition into further education, training, or employment. This structured and progressive approach ensures that all pupils develop the knowledge, skills, and confidence required to navigate their future pathways.

This progression is underpinned by the four Equalex strands—opportunity awareness, social capital, employability skills, and equity and inclusion—which are embedded across all phases of the programme to ensure that every pupil benefits from a coherent, inclusive, and impactful careers education.

- **Opportunity Awareness** – ensuring pupils are exposed to a broad and balanced range of career pathways, roles, and sectors, including academic, vocational, and apprenticeship routes.
- **Social Capital** – enabling pupils to access meaningful interactions with employers, education providers, and role models, helping them to build networks and understand how opportunities are accessed.
- **Employability Skills** – developing transferable skills such as communication, teamwork, resilience, and self-management that are essential for success in education and the workplace.
- **Equity and Inclusion** – addressing barriers related to background, gender, ethnicity, disability, and socio-economic disadvantage to ensure all pupils can engage fully with careers education and guidance.

10.0 Skills Builder Framework

The school uses the Skills Builder framework to support the systematic development of essential employability skills across the curriculum and within the wider careers programme. At Key Stage 3, Skills Builder is delivered weekly through form time, providing all pupils with regular opportunities to develop and reflect on key skills. These sessions are structured and progressive, enabling pupils to build confidence and competence over time.



The use of Skills Builder supports the Equalex Framework, particularly the development of employability skills, and contributes to a coherent and consistent approach to skills development across the school. It also aligns with the Gatsby Benchmarks by ensuring that pupils are well prepared for encounters with employers, experiences of workplaces, and successful transitions beyond school.

11.0 Careers in the curriculum

At The Oaks Academy, careers education is embedded across the curriculum to ensure that all pupils understand the relevance of their learning to future pathways. Subject teachers play a key role in linking curriculum content to careers by highlighting how knowledge, skills, and qualifications connect to a wide range of occupations and sectors. This includes explicit reference to progression routes, labour market information, and the development of transferable skills.

To support this, each faculty area has a designated Careers Champion who works in collaboration with the Careers Leader to develop and embed careers within their subject area. Careers Champions support curriculum planning, share best practice, and ensure that careers learning is consistent, meaningful, and relevant across departments.

Careers in the curriculum supports the Equalex Framework by developing opportunity awareness, employability skills, and social capital through meaningful and contextualised learning experiences. Pupils are encouraged to make connections between subjects and real-world applications, helping to raise aspirations and challenge stereotypes about different career pathways.

This approach aligns with the Gatsby Benchmark for linking curriculum learning to careers and ensures that careers education is not delivered in isolation, but is a consistent and integrated part of pupils' everyday learning. Through this, pupils are better equipped to make informed decisions about their future education, training, and employment.

Appendix 1

Our Careers provision

	Introduce & Inspire (KS3)	Investigate & Explore (KS3–KS4)	Apply & Demonstrate (KS4)
Opportunity Awareness	Pupils are introduced to a wide range of careers and pathways through CHARACTER, PSHE and careers curriculum including job roles, sectors, and pathways academic, vocational, and apprenticeship routes.	Pupils begin to explore how personal interests and strengths relate to future careers. They explore pathways, sectors and labour market trends through CHARACTER, PSHE and WEX days	Make informed post-16 decisions through Post 16 visits, transition days and WEX days aligned to their aspirations and abilities.
Social Capital	Pupils encounter employers, education providers, and role models through CHARACTER Programme.	Pupils get to engage actively with employers/providers through careers fairs, WEX days and enrichment activities, building confidence in engaging with adults beyond school.	Pupils actively use employer and provider interactions to gather information, seek advice, and support applications, including interviews, FE visits, and personal guidance.
Employability Skills	Pupils develop foundational employability skills such as teamwork, and communication through Skills Builder programme, Oracy curriculum, CHARACTER, PSHE, Leadership opportunities and careers curriculum	Refine skills in structured contexts such as WEX days and Oracy curriculum	Pupils apply employability skills in real and simulated contexts, including mock interviews, CV writing, work experience, and transition-focused activities
Equity & Inclusion	Pupils begin to recognise stereotypes, bias, and barriers that can influence career choices and learn that opportunities are open to all through CHARACTER, PSHE and careers curriculum	Understand and navigate barriers plus targeted interactions through WEX days	Pupils are supported to navigate barriers through targeted interventions, personal guidance, and aspiration-raising programmes, ensuring equitable access to post-16 pathways

Universal provision

The provision outlined below represents the universal careers offer for all students; alongside this, bespoke and targeted programmes are in place to support individual needs, with participation, progress, and impact systematically tracked and monitored.

CHARACTER Form sessions

Year 7 - Awareness & Introduction

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Who am I? (Strengths & CHARACTER)	Opportunity Awareness · Employability Skills	Pupils can identify their strengths and describe personal qualities linked to CHARACTER	Self-reflection tasks, discussion, CHARACTER framework activities	Reflection sheets, tutor observation
What jobs are out there?	Opportunity Awareness	Pupils can name a variety of jobs and sectors	Careers quizzes, videos, visual displays, discussion	Quiz results, class participation
Challenging stereotypes	Equity & Inclusion	Pupils can recognise stereotypes in careers	Scenario-based discussion, case studies	Exit tickets, verbal responses
What do employers do?	Social Capital	Pupils can explain what employers are and why they are important	Tutor input, short videos, discussion linked to assemblies	Written responses, questioning
Skills for success	Employability Skills	Pupils can describe key skills such as teamwork and communication	Skills Builder starter activities, group tasks	Teacher observation, peer feedback

My future (early aspirations)	Opportunity Awareness	Pupils can describe a job they are interested in and why	Simple careers research, drawing/writing tasks	Completed work, pupil voice
-------------------------------	-----------------------	--	--	-----------------------------

Year 8 – Exploration & Connection

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Strengths to careers	Opportunity Awareness Employability Skills	Pupils can link their strengths to possible careers	Reflection tasks, matching activities	Written responses, tutor feedback
Pathways (college, apprenticeships, university)	Opportunity Awareness	Pupils can describe different post-16 pathways	Videos, tutor input, discussion	Quiz, worksheet completion
Stereotypes & choices	Equity & Inclusion	Pupils can explain how stereotypes influence choices	Case studies, discussion tasks	Exit tickets, written responses
Meeting employers (preparation)	Social Capital	Pupils can prepare appropriate questions for employers	Question-building activities, role play	Question sheets, participation
Developing skills (resilience & problem-solving)	Employability Skills	Pupils can demonstrate resilience and problem-solving	Scenario tasks, group challenges	Teacher observation, peer review
Exploring future options	Opportunity Awareness	Pupils can identify possible future pathways	Careers research, Futures First links	Research notes, pupil voice

Year 9 – Decision-Making & Options

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
My strengths and options	Opportunity Awareness	Pupils can explain how their strengths link to GCSE options	Reflection and discussion tasks	Option planning sheets
Pathways & qualifications	Opportunity Awareness	Pupils can explain how qualifications link to careers	Tutor input, research tasks	Completed worksheets
Barriers & representation	Equity & Inclusion	Pupils can identify barriers and how to overcome them	Discussion, case studies	Written responses
Careers encounter reflection	Social Capital	Pupils can explain what they learned from employer encounters	Reflection tasks post-event	Reflection logs
Applying skills	Employability Skills	Pupils can apply employability skills in structured tasks	Group work, problem-solving activities	Teacher observation
Making informed choices	Apply & Demonstrate	Pupils can make informed GCSE option choices	Guidance discussions, research	Options forms, tutor notes

Year 10 – Application & Preparation

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Skills audit	Employability Skills	Pupils can assess their skills and identify areas for development	Self-assessment tools, discussion	Completed audits
Labour market & pathways	Opportunity Awareness	Pupils can explain growth sectors and opportunities	LMI research, tutor input	Research tasks
Equality in the workplace	Equity & Inclusion	Pupils can explain rights and equality in employment	Case studies, discussion	Written responses
Interview skills	Employability Skills	Pupils can demonstrate effective interview techniques	Role play, mock interview prep	Feedback sheets
Employer engagement reflection	Social Capital	Pupils can use employer insights to inform decisions	Reflection tasks, discussion	Reflection logs
Planning next steps	Apply & Demonstrate	Pupils can outline potential post-16 pathways	Careers research, guidance	Action plans

Year 11 – Transition & Destination

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Presenting myself (applications)	Employability Skills	Pupils can articulate their strengths in applications	CV/personal statement tasks	Draft applications
Post-16 pathways	Opportunity Awareness	Pupils can compare different post-16 options	Research, assemblies, guidance	Application choices
Interview preparation	Employability Skills	Pupils can demonstrate confident interview skills	Mock interviews, role play	Interview feedback
Overcoming barriers	Equity & Inclusion	Pupils can identify support available and overcome barriers	Targeted discussions, guidance	Guidance records
Final transition planning	Apply & Demonstrate	Pupils can make informed decisions and complete applications	1:1 guidance, tutor support	Completed applications, destinations data

Whole-School Careers Assembly Programme (Years 7–11)

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Alumni Assembly	Social Capital · Opportunity Awareness	Pupils can explain how different pathways can lead to successful careers and relate this to their own aspirations	Alumni share career journeys, challenges, and pathways; pupils reflect on key messages	Pupil reflection, student voice, tutor discussion
Careers Week Employer Assembly	Opportunity Awareness · Social Capital	Pupils can identify a range of careers and explain skills and qualifications needed for specific roles	Employer-led presentations during Careers Week, highlighting roles, pathways, and progression routes	Feedback forms, pupil questions, engagement levels

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
National Apprenticeship Week Assembly	Opportunity Awareness · Equity & Inclusion	Pupils can explain what apprenticeships are and how they compare to other pathways	Employer/apprentice talks, case studies, real-life examples	Pupil voice, follow-up discussions
Skills Builder Assembly	Employability Skills	Pupils can identify key employability skills and explain how these are used in the workplace	Introduction to core skills (e.g. communication, teamwork, leadership) with examples	Skills reflection, tutor feedback, participation
Preparing for My Future Assembly	Apply & Demonstrate · Opportunity Awareness	Pupils can identify next steps and explain how to prepare for future pathways	Whole-school assembly focused on goal setting, pathways, and planning	Action plans, pupil reflection, tutor follow-up
Pathways & Post-16 Assembly	Opportunity Awareness · Social Capital	Pupils can compare post-16 pathways including college, apprenticeships, and training providers	Input from FE providers/employers, clear explanation of routes and expectations	Application rates, pupil questions, guidance records

PSHCE Careers Programme (Years 7–11)

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Year 7 – Careers & Your Future	Opportunity Awareness · Employability Skills	Pupils can explain how school learning links to future careers and identify their own interests and aspirations	Tutor-led lessons, discussion, introduction to careers concepts and CHARACTER	Pupil reflection, baseline assessment, tutor observation
Year 8 – Employability Skills	Employability Skills	Pupils can identify key employability skills and explain their importance in the workplace	Skills Builder activities, group tasks, discussion	Skills reflection, peer feedback, teacher assessment
Year 8 – Career Choices	Opportunity Awareness	Pupils can describe different career pathways and explain how choices impact future opportunities	Tutor input, case studies, pathway exploration	Worksheets, quiz results
Year 8 – Career Interests & Jobs	Opportunity Awareness	Pupils can link their interests and strengths to potential careers	Reflection tasks, careers matching activities, Futures First links	Completed tasks, pupil voice
Year 8 – Labour Market Information (LMI)	Opportunity Awareness · Social Capital	Pupils can explain how labour market trends influence job opportunities	LMI exploration, videos, discussion	Research tasks, questioning
Year 8 – Exploring Careers	Opportunity Awareness	Pupils can research and present information about different careers	Independent research tasks, presentations	Presentation work, tutor feedback

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Year 9 – From Failure to Success	Employability Skills · Equity & Inclusion	Pupils can explain how resilience and setbacks contribute to future success	Case studies, discussion, reflection tasks	Reflections, participation
Year 9 – Using Trustworthy Websites	Opportunity Awareness	Pupils can identify reliable sources of careers information and use them effectively	Guided research, website evaluation activities	Research outputs, completed tasks
Year 9 – Vocational & Academic Pathways	Opportunity Awareness · Equity & Inclusion	Pupils can compare vocational and academic routes and explain differences	Tutor input, case studies, discussion	Worksheets, pupil responses
Year 10 – Aspirations & Employability	Employability Skills · Opportunity Awareness	Pupils can identify realistic aspirations and the skills required to achieve them	Reflection tasks, goal setting, discussion	Action plans, tutor feedback
Year 10 – Writing a CV	Apply & Demonstrate · Employability Skills	Pupils can produce a CV that highlights their skills and experiences	CV workshops, modelling, drafting and feedback	Completed CVs, teacher assessment. Mock interview feedback
Year 11 – Post-16 Research & Applications	Apply & Demonstrate · Opportunity Awareness	Pupils can research post-16 options and make informed applications	Guided research, application support, tutor input	Application records, destination data
Year 11 – Writing a Personal Statement	Apply & Demonstrate · Employability Skills	Pupils can write a personal statement that clearly communicates their strengths and aspirations	Writing workshops, exemplars, feedback cycles	Completed statements, teacher feedback

Oracy Programme (Years 7–8) – Equalex & Skills Builder Aligned

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Year 7 – Term 1: What is Oracy?	Employability Skills · Equity & Inclusion	Pupils can explain what oracy is and demonstrate basic speaking and listening skills	Introduction to oracy, modelling, structured discussion, sentence stems	Teacher observation, participation tracking, baseline assessment
Year 7 – Term 2: Public Speaking	Employability Skills	Pupils can speak clearly and confidently to an audience using appropriate structure	Skills Builder & Oracy speaking framework, short presentations, rehearsal and feedback	Presentation assessment, peer feedback
Year 7 – Term 3: Debating	Employability Skills · Social Capital	Pupils can present and justify an opinion and respond to others in a structured debate	Debate formats, group discussion, questioning techniques	Debate performance, teacher observation, peer review
Year 8 – Term 1: Group Campaign	Employability Skills · Social Capital · Opportunity Awareness	Pupils can collaborate to present a campaign and communicate ideas effectively to an audience	Group work, campaign design, presentation tasks, real-world links	Group presentations, peer assessment, tutor feedback

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Year 8 – Term 2: Job Interview	Apply & Demonstrate · Employability Skills	Pupils can demonstrate appropriate communication skills in a mock interview setting	Role play, interview practice, employer-style questioning, feedback	Interview feedback forms, self-assessment
Year 8 – Term 3: My Learning Journey Presentation	Apply & Demonstrate · Opportunity Awareness	Pupils can reflect on their skills, achievements, and aspirations and present them clearly	Reflection tasks, structured presentation, Skills Builder review	Presentation assessment, reflection logs

Universal Careers Activities Programme (Years 7–11)

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Year 9 Options Evening (Careers Guidance & FE Providers)	Opportunity Awareness · Social Capital	Pupils and parents can understand GCSE options and how these link to future pathways	Information evening, employer/FE provider input, guidance discussions	Attendance records, option choices, parent feedback
Futures First Careers Survey (Years 7–10)	Opportunity Awareness	Pupils can identify their interests and reflect on potential career pathways	Online assessment, guided reflection, tutor follow-up	Survey results, progression tracking, pupil reflection
Year 10 Careers Fair	Opportunity Awareness · Social Capital	Pupils can engage with employers and explain different careers and pathways	Employer stands, interaction, questioning, reflection tasks	Reflection logs, student voice, employer feedback
Year 10 Work Experience	Apply & Demonstrate · Employability Skills · Social Capital	Pupils can apply employability skills in a real workplace and reflect on their strengths and areas for development	Placement with employers, pre-briefing, workplace tasks, post-placement reflection	Employer feedback, student reflection logs, placement evaluations
Year 10 Mock Interview Day	Apply & Demonstrate · Employability Skills · Social Capital	Pupils can demonstrate effective interview skills and respond to feedback	Employer-led interviews, preparation, feedback sessions	Interview feedback forms, student self-assessment
Year 10 Secondary College Day	Opportunity Awareness · Social Capital	Pupils can explain post-16 pathways and expectations of FE settings	College visits, taster sessions, provider input	Student feedback, reflection
Year 11 Achievement Evening (Careers Guidance & Post-16 Providers)	Opportunity Awareness · Social Capital · Equity & Inclusion	Pupils and parents can understand post-16 pathways and make informed decisions about next steps	Information evening, provider stands, guidance support, parent engagement	Attendance data, application rates, parent and student feedback
1:1 Careers Guidance (Years 10–11)	Apply & Demonstrate · Equity & Inclusion	Pupils can make informed decisions and identify clear next steps based on personalised guidance	Individual interviews with Level 6 adviser, action planning	Guidance records, action plans, destination outcomes

Targeted Careers Activities Programme (Years 7–11)

In addition to universal provision, targeted careers support is provided to identified students to address individual needs, remove barriers, and raise aspirations. These interventions are carefully planned, monitored, and evaluated for impact. The

activities outlined below represent a range of provision delivered annually; however, this is not exhaustive, as the programme remains responsive to emerging needs and opportunities.

Activity	Equalex Strand	Learning Outcome	How learning is developed	Evidence of impact
Year 11 Transition Visits (Post-16)	Apply & Demonstrate · Opportunity Awareness	Pupils can make informed decisions about post-16 destinations	College visits, transition activities, provider engagement	Destination data, student feedback
Year 10 Scholars Programme (CCSW)	Equity & Inclusion · Opportunity Awareness	Pupils can raise aspirations and understand pathways to higher education	Targeted programme, workshops, mentoring	Participation data, student feedback
Higher Education Visits (Years 7–10)	Opportunity Awareness · Social Capital	Pupils can understand university pathways and raise aspirations	Campus visits, workshops, interaction with staff/students	Participation data, pupil voice
Year 9 /10 Pledge Explore Programme	Opportunity Awareness · Employability Skills	Pupils can explore careers and identify skills needed for future pathways	Structured programme, activities, employer links	Programme completion, reflection
Higher Horizons: Careers of the Future Workshop (Years 7–8 More Able)	Opportunity Awareness · Social Capital · Equity & Inclusion	Pupils can describe future careers and understand how higher education can support aspirations	External workshops, aspirational activities, exposure to future-focused careers	Student feedback, participation data
Student Leadership Training & Opportunities (Years 7–11)	Employability Skills · Social Capital · Equity & Inclusion	Pupils can demonstrate leadership, teamwork, and communication skills and understand how leadership supports future pathways	Leadership roles, training sessions, responsibility within school, peer collaboration	Student voice, leadership participation data, staff feedback
Work Experience Days	Opportunity Awareness · Social Capital · Employability Skills	Pupils can describe different workplace environments and identify key skills required in a range of jobs	Workplace visits, employer-led activities, virtual encounters, reflection tasks linked to experiences	Student reflection logs, participation data, employer feedback, pupil voice

Year 7
Awareness & Self-Discovery

Equalex focus: Opportunity Awareness · Employability Foundations · Equity & Inclusion

By the end of Year 7, pupils will be able to:

- Identify a range of job roles and sectors through visual displays, assemblies, and National Careers Week activities.
- Describe key personal attributes and behaviours linked to the CHARACTER programme and explain why these are important for future learning and work.
- Recognise leadership as a skill that can be developed through participation in student leadership opportunities.
- Begin to reflect on their own interests and strengths using the Futures First Survey.
- Explain, at an age-appropriate level, how school learning links to future careers and aspirations through PSHE lessons focused on *Careers and Your Future*.
- Demonstrate emerging employability skills (e.g. teamwork, communication) through Skills Builder activities.

Year 8
Exploration & Skill Development

Equalex focus: Opportunity Awareness · Employability Skills · Social Capital

By the end of Year 8, pupils will be able to:

- Explain how employability skills relate to different career pathways using Skills Builder and PSHE lessons.
- Explore a broader range of career options and job roles, including apprenticeships, through National Careers Week and National Apprenticeship Week activities.
- Identify how labour market information influences career opportunities and job availability.
- Use the Futures First Survey to articulate at least one emerging career interest.
- Describe how employers and external speakers contribute to understanding real-world work through assemblies and guest talks.
- Reflect on how participation in the CHARACTER Programme and leadership opportunities supports personal development and future success.

Year 9
Decision-Making & Pathway Awareness

Equalex focus: Career Insight · Equity & Inclusion · Opportunity Structures

By the end of Year 9, pupils will be able to:

- Compare vocational and academic pathways, including post-16 options, using PSHE lessons and options evening activities.
- Explain how different qualifications link to future education, training, and employment.
- Use trustworthy online sources to research careers and courses and explain why source reliability matters.
- Identify how resilience and learning from failure contribute to long-term success.
- Engage confidently with employers and providers at the local careers fair and through guest speaker assemblies.
- Use insights from workshops to broaden aspirations and challenge assumptions about future pathways.

Year 10
Application & Preparation

Equalex focus: Employability · Social Capital · Navigating Systems

By the end of Year 10, pupils will be able to:

- Demonstrate effective interview behaviours and communication skills through mock interviews.
- Produce a basic CV that reflects their skills, experiences, and achievements.
- Explain what employers expect in the workplace, drawing on work experience, FE visits, and employer encounters.
- Use feedback from Skills Builder and employer interactions to identify areas for improvement.
- Articulate realistic aspirations informed by labour market knowledge and personal strengths.
- Access targeted support (e.g. Scholars Programme, Pledge Explore, Higher Horizons) to extend ambitions and confidence.

Year 11
Transition & Informed Choice

Equalex focus: Transition Readiness · Social Capital · Equity of Access

• By the end of Year 11, pupils will be able to:

- Research post-16 education and training pathways independently and make informed applications.
- Write a personal statement that clearly communicates skills, experiences, and aspirations.
- Explain the differences between academic, vocational, and apprenticeship routes.
- Use guidance from 1-to-1 interviews with Mploy to set realistic and aspirational next steps.
- Engage confidently with post-16 providers and employers through assemblies and careers events.
- Reflect on how participation in the CHARACTER Programme has supported personal growth, confidence, and employability.

Appendix 2

Arrangements for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.
-

Management of provider access requests

Procedure

A provider wishing to request access should contact Emily Abberley.

Telephone: 01270 661223

Email: eabberley@theoaksacademy.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the school website.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader so that they can be displayed in the Careers Hub in the Learning Resource Centre.

