**Oaktree School Careers Policy**

**Introduction**

The Careers Education Information, Advice and Guidance Policy at Oaktree School has been developed to incorporate the aims of the school and recent initiatives in careers education. The planned programme of study helps our students to understand their interests, strengths and weaknesses. Students also learn about different careers and opportunities for training, apprenticeships and volunteering.

**Aims**

The focus of Careers Education and Guidance is raising aspirations and equipping students with knowledge and understanding, skills and attitudes as a foundation for managing their lifelong career and learning.

**Roles & Responsibilities**

The careers education programme is led by the careers leader, the job coach and the Head Teacher. The team also works closely with the Enfield Local Authority SEN team, the Careers & Enterprise Company and Talentino. At Oaktree all staff contribute in some way to the careers education programme through their varied roles as tutors, subject teachers or members of the support staff team.

**Curriculum**

Careers Education and Guidance comprises five components:

* Careers education within the curriculum
* Planning and recording of achievements and work-related activities
* Work experience
* Access to individual guidance and support
* Access to careers information

The programme includes:

Careers education lessons

Careers guidance (individual planning and interviews, information and research activities) action planning and recording achievements

Mock interviews

Raising aspirations activities

Vocational taster sessions

College visits

Extended work placements and volunteering

Visits from and to Post 19 providers

 **Work Experience**

Work Experience is an important part of the educational entitlement of every pupil at Oaktree School. All pupils at Oaktree are given the opportunity to go on work experience, provided internally or externally. When pupils return from work experience, the whole process is discussed and evaluated by staff and pupils alike. Employers also evaluate the process and feedback to the Careers Lead and pupils.

Other focused events include whole school and class enterprise activities, attendance at markets, trade events and careers fairs.

Work Experience preparation and follow-up (including health and safety) responsibility takes place in tutor groups, careers sessions and other appropriate parts of the curriculum.

The careers programme at Oaktree aims to meet the needs of all students at this school and is differentiated in terms of outcomes, resources and learning styles to ensure that it is appropriate to students’ stages of career learning and development.

**Monitoring, Review and Evaluation**

Evaluations take place after career-related events so we can assess whether or not career outcomes have been met. Students access to careers related activities are tracked electronically and are regularly monitored.

Assessment takes place through verbal feedback/assessment observation, written evaluations and student and employer feedback.

The process of regularly completing and monitoring the Gatsby Benchmark Compass Tool has given us the opportunity to review and evaluate the whole programme

**Partnerships**

Partnerships have been firmly established with the Local Authority, Talentino and local employers who provide work experience placements. Other firm links have continue to be developed.

**Resources**

Funding for careers education is allocated in the annual budget in the context of whole school priorities.

**Staff Development**

Staff training needs are identified yearly. Funding will come from the CPD budget.

**Parents/Carers**

Parents play an integral part in pupils’ understanding of career choices and are encouraged to attend a range of career events including parents’ evenings, transition planning, work experience and EHC Plan review.

This policy will be reviewed annually

Review Date:

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| --- |
| **Learner Entitlements**  |

At Oaktree you are entitled to receive a planned programme of career education, information, advice and guidance that is impartial and independent.  This will help prepare you for the world of work and help you to lead an independent life.

**You can expect:**

* Support from a class tutor who knows you and can help you to get the help you need.
* A high quality programme of careers education lessons.
* Careers education, information, advice and guidance about your learning.
* To be given the opportunity to feedback/discuss how well you think your careers lessons have helped you to prepare for the future.

**By the end of Key Stage 4 you will have:**

* Completed a Learner on a Page plan as part of the EHC Plan review process.
* Taken part on an internal work experience placement based on your interest and skills.
* Been given support and guidance to enable you to have a successful transition into a Post 16 placement.
* Taken part in activities to enable you to work with business partners, prepare your curriculum vitae and attend a mock interview.
* Received support and guidance to apply for a place at local further education colleges if appropriate.
* Had a careers interview with the local authority as part of the EHC review process.

**By the end of Key Stage 4 you will be able to**

* Describe your personal qualities and skills.
* Describe how you like to learn.
* Recognise the different skills you are developing in each curriculum area.
* Describe the steps you need to take in order to make a good decision about your options.
* Use computer programmes and internet to research future careers choices and the qualifications, skills and attitudes required.
* Explain what careers you are interested in and what may help you to reach your goals.
* Understand the different levels of qualifications that are available.
* Explain what the word stereotype means and give one example of stereotyping in jobs, where appropriate.
* Understand that having a stereotypical view about people might limit your own career and learning options.

**By the end of Key Stage 5 you will have:**

* Been given the opportunity to take part in various external work experience placement.
* Been given help and support to apply for college/work training schemes/apprenticeships/supported internships.
* Attended local colleges
* Had a careers interview with the local authority as part of the EHC review process.
* Had one to one careers information, advice and guidance sessions with the school’s career adviser.
* Support to complete CVs and application as needed.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This new policy will identify how Oaktree School will implement their careers related learning. Policies are important because they help a school establish rules and procedures in order to function effectively and ensure everyone is connected. This new policy provides the aim of careers education and how the school as a whole can raise aspirations and equip students with quality knowledge and understanding.

Together with the head teacher the new policy was designed for all staff having a role and responsibility in understanding the strengths of all our students and providing them with the advice they need to prepare them for adulthood.

The policy includes the importance of parental involvement and how working together with the school will enable their children to reach their aspirations in order to succeed in adulthood.

The head teacher has a strong ethos and belief in ensuring that students/schools identify strengths of the students as early as possible and work towards them. We need to remember that the environment that students are exposed to will help define their future. Providing the students with a plan for the future whether in a career or in learning independence the earlier this is identified the better the individual plan is.

The policy includes partnership working. The school will work closely with different partners whether internal (Job Coach) to external (Local Authority, Talentino, Employers). This is important as students will have the opportunity to meet a variety of professionals who can provide them with vast knowledge and understanding of different areas. This partnership should begin early on in the careers programme. (Year 8)

The policy also emphasises the importance of where careers is taught in the curriculum and how all staff will influence students in finding the correct individual pathway. Tutors will play a vital part too as they will know their students well and point them in the right direction for their future.

The policy is also broken down to show where students will learn about careers in the different key stages. This will ensure that teachers are aware of their roles and responsibilities of what they should be teaching their students and when.

Like all policies this too will be reviewed annually to ensure that careers education is being delivered effectively. We as a school need to remember that not all students will have a career path but should still have access to a variety of careers and have access to knowledge and understanding of preparing them for adulthood.

This policy has been created by the Careers Leader and the Head Teacher and agreed by both. It needs to be ratified by the Chair of Governors and will be placed on the website in September 2021. It will be reviewed annually with the next review date of September 2022.