



Ormiston Bushfield Academy

Careers Guidance policy

Policy version control

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Introduction

Careers Guidance makes a major contribution to preparing students for their individual pathway through learning and work. The term 'Career Guidance' includes all activities intended to assist young people in making decisions about future education, training and jobs. Students are best equipped to fulfil their potential when they understand themselves, their skills and all the opportunities available to them.

Ormiston Bushfield Academy will continue to review, monitor and evaluate our careers provision by listening to feedback from all stakeholders (students, parents/careers, staff, governors, external partners) as well as the following guidance from the Department of Education, Careers and Enterprise Company, Ofsted and the Career Development Institute.

Personal Development is a key aim of Ormiston Bushfield Academy; as an organisation we aim to help our students become enthusiastic lifelong learners which is a key priority for our career provision.

Student Entitlement

We offer high-quality, impartial career guidance that helps our students to make informed choices about which career pathways suit their academic needs and aspirations. Students will be prepared for the next stage of their education, employment, self-employment or training.

A planned careers programme supports students in learning about the different pathways available to them after they leave school and personalised advice helps students to understand their interests, how to follow a successful career path and sustain employability throughout their lives. Careers guidance will be taught within PSHE, tutor time and embedded in each curriculum subject.

Ormiston Bushfield Academy ensure that students at pivotal points in their education receive CIEAG from a level 6 careers specialist and work with several external partners to support our students' aspirations including progression to university or a technical programme of study, and applications for apprenticeships and full-time work.



GB 1 – A Planned Careers Programme

Careers Team

Careers Leaders are responsible and accountable for the delivery of their school's programme of career advice and guidance. Careers leadership involves planning, implementing and quality assuring a careers programme for the school; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of staff.

Careers Leaders are also responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are needed for young people. This means paying careful attention to feedback from all stakeholders and to the destinations of pupils.

Our named Careers Leader at Ormiston Bushfield Academy is Mr Geraint Richards, an experienced member of staff who has completed the Teach First Careers Leader Qualification in 2023. He is also Head of Social Studies.

Careers guidance is overseen at Senior Leadership level by Ms Haseena Asaria, Assistant Principal who leads Teaching and Learning at the academy.

Additional members of the careers team include Mrs Helen Parkes, who is a Level 6 careers advisor and the Sixth Form co-ordinator (pastoral), and Ms Emma Favell, who supports the team in an administrative role.

Communications

Ormiston Bushfield Academy's career programme is available on the micro-site of the Academy's website and the information is reviewed annually by the Careers Leader.

The Careers Team will ensure effective communication is maintained with students, staff, parents and carers through the use of e-mail, staff meetings, briefings, assemblies, newsletters and social media.

Review and Evaluation

Ormiston Bushfield Academy's careers team complete the Career and Enterprise Company's Compass Evaluation tool termly, to regularly assess the performance of the careers programme against the Gatsby Benchmarks.

Ormiston Bushfield Academy achieved the Prospects Quality Award in January 2024 and aim to renew this every three years.

The Careers Team will report annually to governors on the achievements and next steps for the careers programme, as well as progress towards the reaccreditation of the Quality Award.



GB 2 – Learning from Career & Labour Market Information

Career and Labour Market Information (LMI) includes information on:

- skills, career pathways and progression routes in the local labour market
- job applications and interviews
- educational institutions, courses, qualifications, entry requirements and costs
- professional bodies
- employment sectors, employers, jobs, salaries and employment trends
- jobs, training and apprenticeships
- job demands and working life
- financial planning

The Careers Team will ensure effective labour market information is communicated to students, staff, parents and carers through the use of displays, e-mail, staff meetings, briefings, assemblies, newsletters and social media.

By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Parents and carers will be encouraged to access and use information about labour markets and future study options to inform their support to their children.



GB 3 – Addressing the needs of each pupil

The Careers team will have a clear oversight of students' career needs, knowledge, and skills at each stage of their learner journey.

At every academic phase, students will be asked to complete electronic surveys on their Career Profiles, including information on:

- Industries they are interested in working in (1st, 2nd, 3rd choices)
- Desired future job role (if known)
- Favourite school subjects (1st, 2nd choice)
- The top skills that they have
- Skills they would like to develop
- Whether they aspire to go to university
- Extra-curricular activities they take part in
- Any support they would like to enable them to achieve their career goal

The Careers team will ensure tailored support for students by tracking:

- Personal guidance
- Educational visits attended
- Working lunches attended
- Post-16 destinations
- Post-18 destinations

Opportunities for advice and support will be tailored to the needs of each student. Our careers programme will actively seek to challenge stereotypical thinking and raise aspirations.



GB 4 – Linking Curriculum Learning to Careers

Cross-Curricular

Throughout the curriculum, teachers find creative and engaging ways to embed career-related learning within their subjects. Opportunities for careers and enrichment will be identified in schemes of learning across all subjects.

Cross-curricular learning use nationally recognised frameworks including the CDI to support career development.

PSHE

Year 7

Careers is embedded within the PSHE programme. Students have 50 mins hour of PSHE per week and one of their modules at this stage is an introduction to careers. The theme in Year 7 is 'Discover' careers. Students will develop an understanding of career opportunities and the necessary skills and competencies required to pursue exciting future opportunities.

Year 8

The theme for Year 8 is 'Explore'. Students will be confident in their exploration of a wide range of career opportunities and make links between the skills and attributes required in each career with their own emerging skills set. They also have the opportunity to see how subjects relate to one another through a range of curricular projects.

Year 9

The theme for Year 9 is 'Pathways'. Students will make informed choices about their GCSE options based on a secured understanding on post 16 education, career requirements and their own skills and strengths. Students are provided guidance in making informed choices through their PSHE lessons, and the academy are currently confirming external CEIAG for students ahead of selecting their GCSE options.

Year 10

The theme for Year 10 is 'Experience'. Students experience the world of work by identifying, applying, and completing a work placement. Students identify the skills used by people in different roles during their work placement and evaluate their own skills development. During tutor time and PSHE lessons,



students develop the skills required to apply independently to work experience providers, and work on a range of interpersonal skills to develop an awareness of self presentation.

Year 11

The theme for Year 11 is 'Apply'. Students confidently understand the range of pathways available to them through academic and technical education. They make informed decisions that support their long-term ambitions and goals. All Year 11 students receive CEIAG from an independent careers advisor who discusses options and Post 16 pathways. This enables students to make educated choices about their next steps. The sixth form team also discuss subject and pathway options with those who would like to apply to sixth form.

Post 16

The sixth form team support careers development by offering a programme of workshops, guest speakers and supporting applications for university and employment. Sessions are delivered to students on apprenticeships, university, student finance and the entire UCAS application process on 3 drop down days: 'Post 18 Pathways'. The PSHE programme in sixth form including a two-tier system, whereby career pathways are discussed in year 12, before focusing on more specific one to one discussion with a careers advisor in Year 13.



GB 5 – Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

This will be offered through a range of enrichment activities including visiting speakers, virtual working lunches, mentoring and enterprise schemes.

At every educational phase, students should participate in at least one meaningful encounter with an employer. All activities that students take part in are logged to monitor participation.

The Academy is developing employer relationships with key industries in the city. We have established links with Anglian Water, Caterpillar / Perkins engines and Jacobs. These partnerships provide students with a range of meaningful encounters throughout the academic year, including but not limited to: STEM challenge days with KS3, mock interviews, workplace visits and apprenticeship sessions.

The Academy calendar also includes annual visits, including a 'Tall Ships Expedition', in which students work as part of a crew to sail around the Isle of White, developing key skills and engaging with employees that have different roles and responsibilities.



GB 6 – Experiences of Workplace

Every student in Year 10 has the opportunity to engage with the world of work through a week of work experience. This enables our students to develop a range of socio-communication skills thus preparing them to actively engage in the world of work. The focus on this experience is to introduce them to the working world and to develop the skills required to be successful. By the age of 16, every student will have had one experience in a workplace, in addition to any part-time jobs they may have.

Every student in Year 12 is offered another opportunity to gain work experience, however this time, the aim is to secure an experience relating to a sector they would like to aspire to work in. Additionally, students can carry out some voluntary work. This could take place internally for example, by assisting in Key Stage 3 classes, or externally with community groups or charities. As such, by the age of 18, every student will have had at least one experience, in addition to any part-time jobs they may have.

Every student in Year 13 is also provided the opportunity to visit Caterpillar / Perkins Engines and take part in their apprenticeship launch event. This includes opportunities to meet existing apprentices and take part in a Q&A session, tour the factory and meet employees from different sectors, and visit the research and development centre.



GB 7 – Encounters with Further and Higher Education

Ormiston Bushfield Academy works closely with local colleges and universities to promote encounters with further and higher education and apprenticeship providers. The outreach teams regularly help arrange visits to a range of universities and provide 'wrap around' sessions to prepare students in advance of the visit, and to reflect on the next steps.

University experience trips commence in Year 10 during futures week where students have the opportunity to visit a university at least once in Key Stage 4, and at least twice in Key Stage 5. Key stage 5 students also have the opportunity to liaise with local businesses as part of their Post 18 Progression days.

Some students in Year 11 also visit local FE colleges to gain an understanding of what a vocational FE curriculum looks like and how such courses can lead onto industrial careers/vocations after FE.

The Academy has established links with Anglian Water, Perkins Engines and Caterpillar, Jacobs and the Rotary Club.



GB 8 – Personal Guidance

Every student has the opportunity to discuss progression pathways and careers within their PSHE lessons and in their tutor sessions. Students at pivotal points in their education i.e. Year 11, 12/13 have the opportunity to have an interview with a professional Careers Adviser, who holds a careers qualification at level 6 (or higher) and subscribes to the CDI Code of Ethics.

Careers guidance activities include:

- Listening to students' initial ideas, qualifications, skills, experiences, circumstances and life aims
- helping students to identify and explore suitable options and to consider the career implications of subject and course choice that are in their best interests
- challenging pre-existing assumptions about what they are capable of
- demystifying learning and labour market systems and helping students understand progression pathways
- Developing practical strategies on how to achieve their goals, including pointing students to information sources of most use to them
- Building students' persistence, motivation and confidence and helping them to see how they could overcome any barriers preventing them from moving forwards
- Referring students to other agencies that can support them.

Career advisers work closely with staff to deliver a range of individual support to students, including:

- one-to-one guidance at crucial points of decision making, including year 9 GCSE option and choosing pathways for post-16 and post-18 – this guidance offers students in-depth support to interpret information and apply it to their own situation
- group work sessions on particular topics, such as apprenticeships, labour market trends or employability skills
- advice to parents and students at options' evenings and parents' evenings
- advertised drop-in sessions for students at lunchtimes and other times during the week
- support on exam results days.





Additional Information

[Careers and Enterprise Company: The Gatsby Benchmark Toolkit for schools \(September 2017\)](#)

[Careers and Enterprise Company: Understanding the role of the Careers Leader \(March 2018\)](#)

[Careers guidance and access for education and training providers \(September 2022\)](#)

[CDI Code of Ethics: a Guide for Employers and Partners \(March 2021\)](#)