



Policy No: 14c(12)

OUR LADY'S ABINGDON (OLA) CAREERS POLICY

The current version of any policy, procedure, protocol or guideline is the version held on the OLA website. It is the responsibility of all staff to ensure that they are following the current version.

Document Details

Information Sharing Category	School Domain
Version	1
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Authorised by (if required)	Head
Responsible Area	Leadership Team

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Monitoring and Review:

Reviewed: September 2021

Next Review: September 2022

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

This policy draws upon the [Government Careers Guidance](#) (2021) document, the [Gatsby Careers benchmarks](#) and the [Career Development Institute Careers Guidance in Schools and Colleges](#) (Sep 2021).

1. Introduction

High quality careers education and guidance at OLA is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students. OLA recognises that careers guidance has become more important than ever as a result of the COVID-19 pandemic.

2. Aims and objectives

- To help pupils to know themselves and how their strengths, weaknesses and interests relate to the world of work.
 - To encourage pupils to fulfil their potential
 - To provide all pupils in Years 7 to Upper Sixth with access to accurate, up-to-date careers guidance so that they become aware of the education, training and career opportunities open to them.
 - To present careers guidance in an impartial manner, to enable pupils to make informed choices about a broad
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range of career options and to identify suitable opportunities.

- To give timely advice to help pupils choose GCSE and post-16 courses.
- To help pupils manage transitions to new roles and situations.
- To make them aware of the changing patterns of careers and work.

3. Gatsby Benchmarks

The [Gatsby Benchmarks](#) were developed on behalf of the Gatsby Foundation by Sir John Holman, which aimed to highlight what 'good careers work' looked like. They provide a clear framework for organising the careers provision at OLA. These benchmarks have been accepted as best practice by the Government. OLA's Careers Coordinator oversees the implementation of the benchmarks at OLA.

There are 8 Gatsby Benchmarks (See **Appendix 1**):

- A stable careers programme
- Learning from careers and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

[Research in 2021](#) shows that improving career guidance by using the Benchmarks can lead to better student outcomes, while also raising aspirations and increasing engagement with education.

4. OPPORTUNITIES

Through working towards achieving these aims, pupils will have the opportunity to:

- Develop knowledge about abilities, strengths, limitations, values, attitudes, aspirations and potential needs.
- Understand more fully the rapidly changing nature of work, the opportunities and demands which this imposes and to appreciate the sequence of roles undertaken through working life.
- Develop skills of decision-making and the key skills and attitudes associated with managing transitions and change, self-reliance, adaptability, flexibility and continued self-development.

Through acquiring knowledge and understanding and developing skills, pupils should in due course be better able to develop and manage their own careers.

5. SCOPE OF CAREERS PROVISION

Pupils at OLA receive:

- A coordinated provision of planned activities and courses of careers education.
- Comprehensive, reliable and up-to-date careers information that recognizes the need to promote equality of opportunity for all Pupils regardless of background, race, religion, stage of development, ability or disability.
- Careers advice that consciously works to prevent all forms of stereotyping, to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers.
- Access to individual guidance as part of the personal career planning process.
- Careers education which will increase motivation by linking activities in school to life afterwards.
- Access to direct experience of work.

6. MANAGEMENT OF CAREERS EDUCATION AND GUIDANCE

OLA's programme of careers education and guidance is delivered as part of the curriculum, separately from other subjects

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yet forming an integral part of the education process. There are many links throughout the school between the Careers Department and other departments, these strong cross-curricular ties helping to reinforce the value OLA places on this area. The programme is delivered by the Careers Advisor and, where appropriate, by Form Tutors and Form Teachers. It is situated within the PSHE scheme of work, which is coordinated by the Careers Advisor in collaboration with the PSHE coordinator.

7. EXTERNAL LINKS

OLA is an all-in member of the Independent Schools Careers Organisation, Inspiring Futures. All students in Year 10 sit the Morrisby Psychometric test, conducted by the Regional Director. He leads a feedback session at the beginning of Year 11 and, with assistants, conducts group and individual interviews. The Regional Director usually attends the Year 11 and Sixth Form evenings for students and parents and also the annual joint Abingdon Schools' Careers Convention. He also conducts Sixth Form sessions as requested. A copy of each student's review is kept in a locked filing cabinet in the Head of Sixth Form's Office. Inspiring Futures provides a personal service up to the age of 23.

The Department has close links with Abingdon School and the School of St Helen and St Katharine and works in conjunction with them to provide the annual Careers Convention referred to above. The convention consists of a keynote speaker, several talks on specific career areas, and representatives for individual consultation in over 60 career areas. The convention is open to students in Years 10, 11 and Sixth Form. Parents are invited to attend with their children. The convention usually takes place in March.

The Department has forged links with organisations willing to take students on Work Experience. The department relies on the Oxfordshire County Council (OCC) Business and Skills Bureau to oversee the Health and Safety aspects of all the placements. The Careers Advisor attends occasional meetings with OCC to keep abreast of current developments. The Department is in touch with former students who may be invited in to talk to the Lower Sixth about their university and careers experience.

Appendix 1:

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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 can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

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