



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
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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 2022

Next Review: September 2023

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 2**):

- 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 PSHEE scheme of work, which is coordinated by the Careers Advisor in collaboration with the PSHEE 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.

All students have access to UniFrog, a platform which enables students to find out about university courses and associated careers. The Sixth form have a schedule of events designed to prepare them for university applications and beyond. There is a dedicated plan for competitive applications such as Oxbridge.

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Appendix 1: Careers Overview 2022-23

Year 7

In the Michaelmas Term, the Head of Careers delivers a Year 7 assembly on Unifrog and how it works. All pupils have an account. This ties in with PSHE lessons in the second half of the Michaelmas Term where students are looking at the following themes:

CS = Careers Session

Pupils learn:

- continuation of THINK road safety (weeks 1-2)
- how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity; (w3)
- about a broad range of careers and the abilities and qualities required for different careers; (w4 **CS**)
- about equality of opportunity; (**w5 CS**)
- how to challenge stereotypes, broaden their horizons and how to identify future career aspirations; (w6 **CS**)
- about the link between values and career choices. (w7 **CS**)

In conjunction with this, pupils have been encouraged to explore the Unifrog site to help them with their career aspirations.

External visitors and companies are invited to OLA wherever possible eg: GKN engineering are visiting school to run a session with ALL of year 7 looking at electric engines and car design. Pupils have a hands-on session looking at how they can design their car for maximum power or efficiency using the battery power source provided and they race their cars at the end of the session.

Year 8

All pupils have a Unifrog account. This ties in with PSHE lessons in the second half of the Michaelmas Term where students are looking at the following themes:

Pupils learn:

- about equality of opportunity in life and work; (w1)
- how to challenge stereotypes; (**PC**)
- and discrimination in relation to work and pay (w3)
- about employment, self-employment and voluntary work (weeks 4-5 **CS**);
- how to set aspirational goals for future careers and challenge expectations that limit choices (weeks 6-7 **CS**). - potential here to book out ICT room for UNIFROG MBTI tests and questionnaires

Year 9

All pupils have a Unifrog account. This ties in with PSHE lessons in the second half of the Michaelmas Term where students are looking at the following themes:

Pupils learn:

- about transferable skills, abilities and interests (w2);
- how to demonstrate strengths (w3);
- about different types of employment and career pathways (w4 **CS**);
- how to manage feelings relating to future employment (w5 **CS**);
- how to work towards aspirations and set meaningful, realistic goals for the future (w6 **CS**);
- about GCSE and post-16 options skills for decision making (w7 **CS**).

Year 10

All pupils have a Unifrog account which they have been encouraged to use whilst looking for a work experience placement.

In this year group we run a work experience week for all pupils. This will take place during the week of June 19th – 23rd 2023. In preparation for work experience, the Head of Careers has delivered two assembly sessions to the year group.

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- Work Experience why we do it and a timeline. This included a work experience pack with all the necessary sheets and information regarding the week.
- How to write a good cover letter.

Pupil Agreement Forms for work experience are collected in where parental consent is given for them to take part in the week.

Year 11

After their work experience week in June of Year 10, Year 11 pupils all complete a feedback form looking at the skills and qualities that they have developed during the placement, and also their thoughts for their future careers; what areas they might have been interested in or subjects that they wish to pursue into post-16 study.

These sheets have been used by a team of interviewers talking to pupils about their next steps. The Head of Careers also interviews all pupils regarding future careers using the sheets as a good starting point.

All pupils have a Unifrog log in which they are encouraged to use whilst researching subjects, careers and university choices. The interview notes from this career's interaction are uploaded onto each pupil's space on the Unifrog site where they, their tutor, Head of Section and other staff can see what was discussed.

As part of our ongoing competitive university support, we are able to offer Year 11 pupils and parents an opportunity to book a FREE consultation with Leading Education. This helps prepare students considering competitive universities in general and Oxbridge applications.

All of the above ties in with PSHE lessons in the second half of the Michaelmas Term where students are looking at the following themes:

Pupils learn:

- how to use feedback constructively when planning for the future;
- how to set and achieve SMART targets (this and above w1-2);
- effective revision techniques and strategies (w3-4);
- about options post-16 and career pathways (w3-4);
- about application processes, including writing CVs, personal statements and interview technique (w5-7 CS);

Lower 6th

Lower 6th are supported through their UCAS and other applications via the Unifrog platform. This will include their personal statement writing, subject staff reference writing, tutor reference writing and all aspects of career and university research.

All pupils have a Unifrog account and the Unifrog platform has been introduced to pupils during a PSHE session. For those that missed the session this has been followed up with a power point presentation to explain the process.

Each pupil is interviewed by Head of Careers individually before Christmas to gauge their feelings around their future career aspirations and how best to achieve them. These interviews are recorded on the Unifrog platform.

General

A lot of careers information is available to OLA from a wide variety of sources :-

Unifrog
Springpod
InvestIN
Channel Talent
Medic Mentors
Varsity Scholars
Uni Taster Days

The Head of Careers either directs this to relevant staff, posts it on Teams for students to see or sometimes sends it to relevant students where it is known that they are interested specifically in the opportunity.

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Appendix 2:

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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