



Outcomes
First Group

CAREERS EDUCATION INFORMATION AND ADVICE POLICY

Policy Folder: Education

Oakham Shires School

Contents

1.0	Introduction.....	2
2.0	Our Careers Vision.....	3
3.0	Our Careers Aims.....	3
4.0	Principles of our Careers Programme.....	4
5.0	Careers Entitlement.....	4
6.0	Careers Curriculum.....	5
7.0	Careers Curriculum Progression	5
8.	Emerging Formal, Formal and Accredited Careers Curriculum.....	6
8.1	The Career Planning & Enterprise (CPE) Curriculum	7
9.	EHCP and Personalised Careers Planning	7
10.	Employer Encounters	8
11.	Work Experience and Work-Related Learning.....	8
12.	Work Experience Safety	9
13.	Careers Guidance	9
14.	Preparation for Adulthood	9
15.	Careers and the Five Ways to Wellbeing.....	10
16.	Equality, Diversity and Inclusion.....	10
17.	Parents and Carers	10
18.	Careers and Curriculum Links	11
19.	Gatsby Benchmarks	11
20.	Careers and the Rights of the Child.....	12
21.	ASDAN and Accreditation	12
22.	Roles and Responsibilities	12
23.	Partnerships.....	13
24.	Careers Information and Resources.....	13
25.	Monitoring and Evaluation	13
26.	Expected Impact	14
27.	Policy Review.....	14
	Appendix 1 – Pupil Careers Entitlement.....	15
	Appendix 2 – Our Careers Journey	15

1.0 Introduction

At Oakham Shires School, we believe that every young person should have the opportunity to develop their aspirations, recognise their strengths and interests, understand the world of work and prepare for a fulfilling and purposeful adult life.

Oakham Shires School is committed to providing a high-quality, inclusive and personalised careers programme for all pupils from Year 7 onwards.

We recognise that our pupils may experience barriers when accessing careers education, work-related learning and future employment opportunities. Our careers provision therefore takes account of individual strengths, needs, interests, aspirations and barriers, including those identified through pupils' Education, Health and Care Plans (EHCPs).

Our Careers programme is integral to our wider Preparation for Adulthood approach, which is woven throughout the curriculum and supports the development of skills and outcomes identified within pupils' EHCPs. It supports pupils to develop the knowledge, skills, confidence and experiences required to progress successfully into Post-16 education, training, employment, volunteering and other meaningful adult pathways.

We want our pupils to leave Oakham Shires School understanding: "Who am I? What am I good at? What do I enjoy? What could I do in the future? What support might I need to achieve my goals?"

2.0 Our Careers Vision

At Oakham Shires School, we want our pupils to experience a careers curriculum that develops a growing knowledge and awareness of the world of work and helps them understand what they can aim for as they prepare for adulthood and Post-16 transition.

We will provide a breadth of opportunities and experiences from which pupils can begin to build their own future pathways.

- start from Year 7 and develop progressively;
- be accessible and appropriate to individual pupil needs;
- link learning to pupils' EHCP outcomes where appropriate;
- develop knowledge of jobs, careers and workplaces;
- develop pupils' understanding of their own strengths and skills;
- develop employability and independence skills;
- provide meaningful encounters with employers;
- provide opportunities for workplace and community experiences;
- provide work experience where appropriate;
- support pupils to understand Post-16 pathways;
- provide impartial careers advice and guidance;
- involve parents and carers;
- promote equality, diversity and inclusion;
- challenge stereotypes about careers and employment;
- promote confidence, resilience and wellbeing;
- support successful transition beyond Year 11.

3.0 Our Careers Aims

- Develop pupils' understanding of themselves, including their interests, strengths, skills and areas for development.
- Develop knowledge and understanding of the world of work and the range of careers available.
- Help pupils understand the relationship between education, skills, qualifications and employment.
- Develop employability skills including communication, teamwork, problem solving, organisation, reliability, independence and resilience.
- Develop pupils' confidence and ability to make choices and decisions about their future.
- Provide meaningful experiences of workplaces and working environments.

- Support pupils to understand workplace expectations, routines, health and safety and professional behaviour.
- Challenge stereotypes and promote equality, diversity and inclusion.
- Support pupils to understand different Post-16 pathways and progression opportunities.
- Work collaboratively with parents and carers to support future planning.
- Provide impartial careers information, advice and guidance.
- Ensure careers provision is accessible and appropriately differentiated for pupils with additional needs.
- Support pupils to develop realistic but ambitious aspirations.
- Contribute to Preparation for Adulthood outcomes, including employment, independent living, community participation and wellbeing.
- Support pupils to make successful transitions beyond Year 11.

4.0 Principles of our Careers Programme

- Aspiration – encouraging realistic but ambitious aspirations based on interests, strengths and potential.
- Individualisation – adapting careers education to meet individual needs and outcomes.
- Inclusion – ensuring all pupils can access careers education, information, advice and guidance.
- Progression – building careers learning progressively from Year 7 onwards.
- Real-world experience – providing encounters with employers, workplaces and working practices.
- Partnership – working with pupils, families, staff, employers, careers professionals, colleges and training providers.
- Impartiality – providing accurate and impartial information, advice and guidance.

5.0 Careers Entitlement

Every pupil is entitled to a careers programme that provides opportunities to:

- learn about different jobs and careers;
- identify personal strengths, interests and skills;
- learn about workplace expectations;
- develop employability skills;
- meet employers and people from different careers;
- visit workplaces and other relevant environments;
- participate in work-related learning;
- access appropriate work experience where suitable;
- learn about Post-16 education, training and employment pathways;
- develop application and interview skills where appropriate;
- receive impartial careers advice and guidance;
- develop an individual understanding of their future pathway;
- participate in careers-related activities linked to their curriculum;
- have individual needs and reasonable adjustments considered;
- involve parents/carers in appropriate careers and transition planning

6.0 Careers Curriculum

Careers education is an integral part of the school's Personal Development and Preparation for Adulthood curriculum.

Careers learning will be delivered through:

- dedicated careers lessons;
- Preparation for Adulthood;
- Personal Development;
- PSHE;
- English and Literacy;
- Mathematics;
- Science;
- Computing;
- vocational learning;
- community-based learning;
- enterprise activities;
- employer encounters;
- workplace visits;
- work experience;
- careers fairs;
- assemblies;
- careers workshops;
- individual careers guidance;
- Post-16 transition activities.

Careers learning is also threaded explicitly through the whole-school PSHE curriculum. Year 7's 'Managing Change' unit carries a dedicated Transition & Careers (TRN) strand, building community and career awareness alongside confidence in new routines and friendships, and PSHE units across other year groups identify Careers as an explicit cross-curricular link where relevant (for example alongside Citizenship). This is complemented by a dedicated Work Experience unit within the Year 11 PSHE curriculum, supporting pupils in the run-up to their Post-16 transition.

7.0 Careers Curriculum Progression

Oakham Shires School will provide a progressive careers curriculum from Year 7 onwards.

Year	Focus	Key Learning
Year 7	Discovering Careers	What a job is; familiar jobs; occupations; school and community jobs; interests; strengths; what people do at work.
Year 8	Exploring Careers	A wider range of jobs; skills for different jobs; workplaces;

		interests; workplace routines; health and safety; skills and employment.
Year 9	Understanding Myself and My Future	Strengths; interests; areas for development; career pathways; stereotypes and discrimination; decision-making; Post-14 and Post-16 options.
Year 10	Preparing for Work	Employability; workplace expectations; communication; teamwork; independence; health and safety; work-related learning; work experience; reflection.
Year 11, 12 and 13	Preparing for My Future	Post-16 options; colleges and training providers; employment; supported employment; transition plans; careers guidance; applications/interviews; support; next steps.

8. Emerging Formal, Formal and Accredited Careers Curriculum

The careers curriculum at Oakham Shires School will be differentiated according to pupils' individual levels of development and learning needs.

- **Emerging Formal:** Recognising familiar jobs, developing vocabulary, identifying likes and dislikes, recognising strengths, understanding simple workplace routines, developing communication and independence, and experiencing different jobs through practical activities.
- **Functional and Formal Curriculum:** careers knowledge, self-awareness, employability skills, career exploration, workplace expectations, work experience, qualifications, post-16 pathways, applications, interviews and transition planning.
- This ensures that every pupil receives careers education, while recognising that progression and outcomes will look different for individual pupils.
- **Accredited Careers Pathway:** Oakham Shires School will provide an accredited Careers pathway for pupils, enabling their careers learning and work-related experiences to contribute towards a recognised qualification. This pathway is delivered through the school's Career Planning & Enterprise (CPE) curriculum, a dedicated scheme of work taught from Year 7 to Year 11 and extended into Post-16 through a Personal Finance for Young Adults unit in Year 12 (see below). Depending on individual pupil needs, abilities and progression pathways, this may include an appropriate qualification through awarding organisations or other recognised awarding bodies. The accredited pathway will provide pupils with opportunities to build a portfolio of evidence demonstrating their knowledge, skills, experiences and achievements in relation to careers, employability and preparation for adulthood. This approach will ensure that pupils' individual progress is recognised and that their careers learning contributes towards meaningful and recognised accreditation.

8.1 The Career Planning & Enterprise (CPE) Curriculum

The Accredited Formal Pathway's careers learning is delivered through Career Planning & Enterprise (CPE): a dedicated scheme of work taught from Year 7 to Year 11, and extended into Post-16 through a Personal Finance for Young Adults unit in Year 12. Each CPE lesson is planned with clear learning objectives, key vocabulary and assessment outcomes.

Every CPE unit is mapped against the relevant Gatsby Benchmark(s); one or more of the six CDI Framework career learning areas (Grow throughout life; Explore possibilities; Manage career; See the big picture; Balance life and work; Create opportunities); a relevant Skills Builder essential skill (for example Creativity, Speaking, Listening, Teamwork, Problem Solving, Staying Positive, Aiming High or Leadership); the relevant PSHE Association core theme; and, where relevant, SMSC, protected characteristics and Fundamental British Values. This mapping gives the Careers Leader a clear evidence trail for the programme's ongoing monitoring and evaluation (see Section 25).

The CPE curriculum's year-by-year focus is:

Year	Focus	Example units
Year 7	Careers and the Future	What is a Career? Why do we Work?; Unusual Careers Around the World; Careers of the Future and Emerging Sectors; How Language Skills Shape Careers
Year 8	Entrepreneurs and Aspirations	Family, Culture and Career Aspirations; Young Entrepreneurs in Action; Careers in Sustainability and the Environment; How to Research Careers Safely
Year 9	Careers & Career Progression	Careers in the Charity Sector & NGO Careers; Non-University Routes to Careers; Portfolio Careers and Side Hustles; What Career Suits My Personality?
Year 10	World of Opportunities	Building a Personal Career Portfolio; Job Search and Online Career Tools; Attending a Careers Fair Successfully; Understanding Payslips and Deductions
Year 11	Long-Term Career Planning	Career Challenges and How to Overcome Them; How Can AI Help Me in My Career Journey?; Long-Term Career Goals and Planning; Starting a Business as a Teen
Year 12 (Post-16 add-on)	Personal Finance for Young Adults	Financial Resilience; How to Pick a Bank; Saving Options; Credit Cards, Mortgages, Debt and Planning for Retirement

9. EHCP and Personalised Careers Planning

At Oakham Shires School, we recognise the importance of connecting careers education with pupils' individual needs and outcomes.

Where appropriate, careers learning will contribute to EHCP outcomes relating to communication, interaction, cognition and learning, social development, independence, emotional wellbeing, community participation, preparation for adulthood, employability and transition.

Pupils will be supported to identify: My strengths → My interests → My skills → My support needs → My aspirations → My pathway.

10. Employer Encounters

- employer talks;
- workplace visits;
- careers fairs;
- careers assemblies;
- practical workshops;
- employer-led projects;
- vocational activities;
- community projects;
- volunteering;
- work experience;
- virtual employer encounters.

Where possible, pupils will meet a diverse range of people working in different roles so that they can understand that careers are available to people with different strengths, interests and abilities.

Employer and provider encounters, including the statutory minimum of six encounters with approved technical education and apprenticeship providers across Years 8–13, are governed in detail by the school's Provider Access Policy, which sets out how these encounters are structured across each key phase in line with the Baker Clause and the Provider Access Legislation (January 2023).

11. Work Experience and Work-Related Learning

Work experience is an important part of the Oakham Shires School Careers programme.

We recognise that work experience can help pupils develop social skills, communication, confidence, independence, responsibility, teamwork, decision-making, problem solving, workplace routines, health and safety awareness and employability skills.

Work-related learning will be individualised and appropriate to pupil need.

- external work placements;
- community placements;
- school-based work experience;
- vocational projects;
- enterprise activities;
- supported placements;
- volunteering;
- employer projects;
- workplace visits.

Where an external placement is not appropriate because of a pupil's individual needs, risk or vulnerability, Oakham Shires School will provide an alternative meaningful work-related experience.

The aim is not simply for every pupil to attend the same type of placement, but for every pupil to have an opportunity to experience, understand and develop skills relevant to the world of work.

12. Work Experience Safety

All work experience placements will be considered in relation to:

- pupil suitability;
- individual needs;
- risk;
- safeguarding;
- health and safety;
- supervision;
- accessibility;
- employer suitability;
- insurance;
- reasonable adjustments;
- emergency procedures.

Pupils will receive preparation before attending a placement.

1. Identify a suitable placement.
2. Discuss needs and expectations.
3. Complete preparation activities.
4. Complete appropriate risk assessment.
5. Receive a workplace induction.
6. Attend the placement.
7. Record experiences where appropriate.
8. Receive appropriate support.
9. Reflect on the experience.
10. Identify skills developed and future areas for development.

13. Careers Guidance

Pupils at Oakham Shires School will have access to impartial careers information, advice and guidance.

Individual careers guidance will support pupils to understand themselves, explore careers, understand qualifications, explore Post-16 pathways, consider employment and training, understand supported pathways, make informed decisions, develop an action plan and prepare for transition.

Targeted careers guidance will be provided where pupils require additional support.

14. Preparation for Adulthood

Careers education at Oakham Shires School is closely linked to Preparation for Adulthood.

Area	Careers/Preparation for Adulthood Links
Employment	Understanding work; employability; workplaces; vocational skills; employer expectations.
Independent Living	Independence; choices; responsibilities; practical skills.
Community Inclusion	Accessing the local community; community roles; confidence; meaningful participation.
Health and Wellbeing	Confidence; resilience; strengths; positive relationships; wellbeing.

15. Careers and the Five Ways to Wellbeing

- Connect – relationships with employers, colleagues, peers and community members.
- Be Active – practical and vocational activities.
- Take Notice – reflecting on strengths, interests, achievements and experiences.
- Keep Learning – developing new skills and knowledge.
- Give – understanding how people contribute to their community and society.

16. Equality, Diversity and Inclusion

Oakham Shires School is committed to ensuring that all pupils have equal access to careers education and opportunities.

- challenge stereotypes;
- promote equality;
- celebrate diversity;
- provide accessible resources;
- make appropriate adjustments;
- consider individual barriers;
- encourage pupils to explore careers based on strengths and interests;
- ensure pupils are not restricted by assumptions about disability or additional needs.

We want pupils to understand that their individual needs do not define the opportunities available to them.

17. Parents and Carers

Parents and carers are valued partners in the careers programme.

- careers discussions;
- EHCP reviews;
- transition planning;
- Post-16 planning;
- careers interviews;
- workplace experiences where appropriate;

- careers events;
- college and provider visits;
- sharing information about future opportunities.

Parents and carers will be encouraged to contribute information about their child's interests, strengths, aspirations, preferences, support needs and future goals.

18. Careers and Curriculum Links

Curriculum Area	Careers Links
English / Literacy & Oracy	Communication, speaking, listening, vocabulary, applications and interviews
Mathematics	Money, wages, budgeting, time, measurement and workplace numeracy
Science	Science careers, laboratory work, health and safety
Computing	Digital skills, technology and digital careers
PSHE / Personal Development	Relationships, rights, responsibilities, wellbeing and decision-making, including a dedicated Transition & Careers (TRN) strand in Year 7 and an Exam Study/Work Experience unit in Year 11
Vocational Learning	Practical skills, workplace routines and occupational knowledge
Creative Subjects	Design, creativity, enterprise and creative careers
Community Learning	Community roles, volunteering and employment
Preparation for Adulthood	Employment, independence, community inclusion and wellbeing

19. Gatsby Benchmarks

Oakham Shires School will use the Gatsby Benchmarks as a framework for developing and evaluating careers provision.

- Benchmark 1 – A Stable Careers Programme
- Benchmark 2 – Learning from Career and Labour Market Information
- Benchmark 3 – Addressing the Needs of Each Pupil
- Benchmark 4 – Linking Curriculum Learning to Careers
- Benchmark 5 – Encounters with Employers and Employees
- Benchmark 6 – Experiences of Workplaces
- Benchmark 7 – Encounters with Further and Higher Education
- Benchmark 8 – Personal Guidance

20. Careers and the Rights of the Child

Careers education contributes to pupils understanding their rights and their role within society.

Our programme supports pupils to understand their right to education, develop their skills, participate in decisions affecting them, be treated equally and develop their future aspirations.

Careers learning will contribute to the school's wider UNICEF Rights Respecting Schools Award (RRSA) work.

21. ASDAN and Accreditation

Where appropriate, careers learning and work-related learning will contribute to recognised qualifications and accreditation, including relevant ASDAN programmes.

Evidence from careers activities may contribute to pupils' achievement where activities meet qualification requirements.

Evidence may include practical tasks, workplace visits, employer encounters, work experience, volunteering, reflection, communication activities, employability activities and independence activities.

22. Roles and Responsibilities

Careers Leader

- coordinate the Careers programme;
- maintain the careers strategy;
- plan the annual careers programme;
- coordinate employer engagement;
- organise careers events;
- coordinate work experience;
- liaise with careers advisers;
- support Post-16 transition;
- monitor participation;
- evaluate impact;
- maintain appropriate records;
- report to senior leadership.

Senior Leadership Team

- provide strategic oversight;
- ensure careers is embedded within school development;
- ensure appropriate resources;
- monitor effectiveness.

SENCO

- work alongside the Careers Leader to ensure provision reflects individual needs, EHCP outcomes, reasonable adjustments, barriers to participation and Preparation for Adulthood outcomes.

Teachers and Teaching Assistants

- identify curriculum-to-career links;
- develop awareness of transferable skills;
- support careers activities;
- reinforce employability skills;
- support pupils to recognise strengths;
- contribute to individual careers planning.

23. Partnerships

- local employers;
- businesses;
- colleges;
- sixth forms;
- training providers;
- careers professionals;
- local authority services;
- voluntary organisations;
- community organisations;
- parents and carers;
- former pupils;
- other relevant agencies.

24. Careers Information and Resources

Pupils will have access to appropriate careers information and resources through careers lessons, careers displays, digital resources, careers portfolios, vocational resources, employer materials, college and training provider information, careers events and individual guidance.

Resources will be selected to ensure they are accessible to pupils and reflect a diverse range of careers and pathways.

25. Monitoring and Evaluation

The Careers Leader will monitor and evaluate the programme throughout the academic year.

Evidence will include:

- pupil feedback;
- parent/carer feedback;
- staff feedback;
- employer feedback;
- participation data;
- work experience records;
- careers guidance records;

- pupil portfolios;
- careers-related accreditation;
- EHCP outcomes where relevant;
- Post-16 destinations;
- transition outcomes.

The programme will be reviewed annually to identify strengths and areas for development. Improvements will be incorporated into the school's careers action plan and, where appropriate, the School Development Plan.

26. Expected Impact

At Oakham Shires School, we want the impact of our Careers programme to be evident in pupils' increasing ability to:

- identify their strengths;
- identify their interests;
- describe different jobs;
- understand workplace expectations;
- recognise their employability skills;
- communicate their aspirations;
- make choices;
- develop confidence;
- develop independence;
- participate in work-related learning;
- understand Post-16 options;
- identify appropriate support;
- make informed decisions about their future.

Our aim is for every pupil to leave Oakham Shires School with a meaningful and appropriate next step.

This may include further education, college, sixth form, vocational training, apprenticeships where appropriate, supported employment, paid employment, volunteering, community-based opportunities or other appropriate Post-16 provision.

Success will be measured not only by destination, but by the extent to which pupils have developed the skills, confidence, knowledge and independence required to participate meaningfully in adult life.

27. Policy Review

This policy will be reviewed every two years, or sooner where there are significant changes to legislation, national guidance or school provision.

The Careers Leader will lead the review in consultation with Senior Leadership, SENCO, teaching staff, pupils, parents/carers, careers professionals and employers/partners where appropriate.

The policy will remain aligned with Oakham Shires School's wider curriculum, Preparation for Adulthood provision and school improvement priorities.

Appendix 1 – Pupil Careers Entitlement

At Oakham Shires School, I have the right to:

- Learn – I can learn about different jobs and careers.
- Discover – I can find out what I am good at and what I enjoy.
- Experience – I can meet people who have different jobs and experience workplaces.
- Develop – I can develop skills that will help me in work and adult life.
- Explore – I can explore different Post-16 options.
- Ask – I can ask questions about my future.
- Get Support – I can receive careers advice and support that is right for me.
- Have a Voice – I can have a say in decisions about my future.
- Aim High – I can develop ambitions for my future.
- Prepare – I can develop the skills I need for my next steps.

Appendix 2 – Our Careers Journey

Stage	Focus	Progression
Year 7	Discovering Careers	I learn about jobs.
Year 8	Exploring Careers	I explore jobs I might enjoy.
Year 9	Understanding Myself	I identify my strengths, interests and possibilities.
Year 10	Preparing for Work	I develop skills and experience work-related learning.
Year 11	Preparing for My Future	I make informed choices about my next step.
Post-16	My Next Step	I progress towards further learning, training, employment or meaningful adult activity.

Oakham Shires School Careers Vision:





Outcomes
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