Olive Independent School

OA-North View

Careers Policy

Document control table	
Title	Careers Policy
Date approved	October 2026
Approved by	Olive Academies Independent Schools Board (OAISB)
Date of next review	October 2027
Updates/revisions included:	The following updates have been made to ensure the Careers Policy fully aligns with the **Independent School Standards (ISS)** as set out in the *Education (Independent School Standards) Regulations 2014* and associated DfE guidance • **Added explicit alignment with ISS requirements**, including a new section outlining how the careers programme supports ISS Part 1 (Quality of Education), Part 2 (SMSC), Part 6 (Provision of Information), and Part 8 (Leadership and Management). • **Inserted a new Provision of Information section**, clarifying the school's responsibilities under ISS Part 6 to publish required careers information (full programme, Careers Lead details, Provider Access Statement, and destinations data) in accordance with statutory expectations • **Strengthened leadership accountability**, adding a section describing SLT responsibilities under ISS Part 8, including monitoring the impact of careers provision and reporting on compliance to the Advisory Board and proprietors. • **General policy reinforcement** to reflect statutory expectations around transparent publication, leadership oversight, and curriculum alignment, supporting best practice described in DfE careers guidance for education and training providers.
This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration.	

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Part 1 – Background Information

1.1. Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils in OA-North View. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. The careers programme is designed to complement the rest of the school's curriculum.

A summary of our School's careers programme is published on our website including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting our careers lead.

The OA-North View Careers Leader is Matthew Bowden

T: 01375 531661
E: Matthew.Bowden@oliveacademies.org.uk

To ensure alignment with the Independent School Standards (ISS) as set out in the Education (Independent School Standards) Regulations 2014, our careers programme contributes directly to the school's duty to provide a balanced curriculum that prepares pupils for the opportunities, responsibilities and experiences of adult life. The careers programme supports Part 1 (Quality of Education) by enabling pupils to acquire the knowledge and skills necessary for future employment and further study. It also contributes to Part 2 (SMSC), Part 6 (Provision of Information) and Part 8 (Leadership and Management) through transparent publication of careers information and rigorous leadership oversight of careers provision.

In accordance with Part 6 of the Independent School Standards, the school ensures that all required information relating to careers education is published or made available to parents and stakeholders. This includes:

- The full careers programme overview for all year groups
- The name and contact details of the Careers Lead
- The Provider Access Policy Statement
- Information regarding pupil destinations for at least the previous academic year

This information is accessible via the school website and may be requested in alternative formats.

1.2. Legislation and Statutory Guidance

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010

- Children and Families Act 2014
- Technical and Further Education Act 2017

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website.

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy

1.3. Roles and Responsibilities

Careers leader

Our careers lead is on the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and deliver a progressive careers programme that is underpinned by clear learning outcomes and meaningfully aligned with the Gatsby Benchmarks.
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our SENDCO and careers adviser, to put in place personalised support and transition plans for our pupils who all have an identified SEND need and EHCP
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
    - Make sure they know which pupils are in care or are care leavers
    - Understand their additional support needs
    - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with the OAISB.
- Plan and deliver a progressive careers programme that is underpinned by clear learning outcomes and meaningfully aligned with the Gatsby Benchmarks
- Coordinate and manage the different elements of the careers programme, including its associated budget

- Collaborate with the SLT to ensure the careers programme is guided by a strategic careers plan that reflects institutional priorities
- Engage parents throughout the careers journey to foster strong support networks.
- Establish and nurture key relationships to drive progress and enhance the effectiveness of the careers programme
- Work with all stakeholders to implement effective careers education
- Build external partnerships with employers, external agencies, learning providers, and careers organisations (including the Greater Essex Careers Hub) to broaden opportunities for pupils
- Continuously evaluate and improve the careers programme based on feedback from stakeholders and pupil destinations

Executive Headteacher and Head of School

The Executive Headteacher and Head of School will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the school's careers lead is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations
- Ensure that the careers programme meets the Independent School Standards by:
    - Monitoring the quality and impact of careers education on pupil outcomes,
    - Ensuring careers provision contributes to the school's broader curricular aims,
    - Reporting annually to the OAISB (the proprietors) on compliance with ISS requirements relating to curriculum, information provision and leadership effectiveness.

Olive Academies Independent Schools Board (OAISB)

The OAISB will ensure that the school:

- Provides clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoints a member of the OAISB who will take a strategic interest in careers education and encourage employer engagement
- Provides independent careers guidance to all pupils throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Ensures a range of education and training providers can access pupils in years 7 to 11 to inform them of approved technical education qualifications and apprenticeships

- Publishes the details of the school's careers programme and the name of the Careers leader on the school's website
- Has published a Provider Access statement on the school website.

The OAISB will also:

- Provides strategic oversight of the school's legal and contractual requirements for careers guidance.
- Hold the Head of School to account for delivering against careers guidance requirements
- Make sure that SLT supports the careers leader including being given protected time and sufficient budget to carry out their role effectively and access to training, for example, the DfE's careers training offer in order to support their professional growth.

1.4. Our Careers Programme

The OA-North View careers programme aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. The school provides statutory independent careers guidance to pupils from year 7 onwards. Our programme does not show bias towards any particular career path and promotes a full range of technical and academic options for pupils. It is structured in a way that builds upon previous years.

OA-North View aims to follow the eight Gatsby benchmarks of good career guidance. These are:

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

The objectives for the school's careers programme are as follows:

- helping pupils to understand the changing world of work
- facilitating meaningful encounters with employers for all pupils
- supporting positive transitions post-16
- enabling pupils to develop the research skills to find out about opportunities
- helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

OA-North View uses Compass Plus to self-assess against the 8 Gatsby Benchmarks and this is completed on a termly basis.

1.5. Pupil Entitlement

All pupils are entitled to be fully involved in an effective Careers Education, Information, Advice and Guidance (CEIAG) programme. Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises pupil participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. During their time at the school, all pupils can expect:

- the support they need to make the appropriate choices whilst in the school and beyond
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during KS3 and KS4 covering options after school, the world of work, the job market and the skills needed for the future
- access to a range of providers of technical education qualifications and apprenticeships in accordance with the Provider Access requirement for independent schools. All pupils in Years 8 to 11 will receive a range of meaningful encounters with approved providers enabling them to understand the full range of post-16 education, training and employment pathways.
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, 'World of Work Week' activities, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to pupils of any year group. A meeting with an adviser independent of the school can also be requested.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.

1.6. Addressing the Needs of Pupils

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. These records will be stored securely in the careers office. Access to this information will be permitted, should a pupil or their parent request it.

Destinations data will be retained by the school for at least three years after a pupil has left school. This data, e.g. the percentage of pupils attending post-16 education or training in the following term, will be published on the school's website alongside the school's careers programme.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Head of School and careers leader on a **termly** basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

1.7. Providing Targeted Support

The school will work with the local authority, children's social care and the Virtual School to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and PLAC.
- Care leavers.
- Pupils from Gypsy, Roma and Traveller backgrounds.

Agreements will be made on how these pupils can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these pupils with the LA and local education and training providers where support costs may be required, such as care leavers and pupils who are eligible for FSM.

The school will work in partnership with the commissioning local authority, Thurrock Council as well as post-16 providers to provide support and advice on transitional pathways into post-16 further education or training.

The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 education. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to find out more information.

1.8. Supporting Pupils with SEND

The school will ensure that careers guidance is adapted, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

The careers leader will work closely with the SENDCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or Higher Education.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

1.9. Parent and Carer Involvement

Young people do not make career decisions in isolation and parents and carers can have substantial impact, as well as a clear interest in the right outcomes for their young person. OA-North View is keen to foster parental involvement in the careers programme, wherever possible.

Parents and carers are invited into the school to discuss their child's progress at pupil review meetings with parents. Class teachers collect pupils' career aspirations regularly to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

Parents and carers are kept up to date with career-related events and activities affecting their child via letters and texts home, the school website and social media. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to contact the Careers Lead at the school, should they have any questions or concerns.

Part 2 - Delivery of the Careers Programme

2.1. Careers Education

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework

The six areas covered are:

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

The framework details the outcomes for Key Stage 3 and 4 (Y7-11)

2.2. Career Guidance Meetings

Pupils are entitled to appropriate guidance to meet their individual needs. All pupils at the school can request an appointment with the careers adviser. Pupils are identified for careers meetings based on need and through self-referral.

2.3. Needs-based Referral

The referral procedure works as follows:

- Appropriate adults identify pupils who would benefit from early intervention, for example pupils with lack of direction or lack of motivation; pupils with SEND; certain pupils receiving

pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

- In Year 11, class teachers prioritise any pupils based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Pupils will be prioritised individually early in Year 11 to discuss and explore the different progression routes where the independent careers adviser can identify pupils who might need further support.
- The outcome of all these activities allows the careers adviser to prioritise pupils for interviews, helping to ensure that pupils of all abilities can access the support they need.
- For those pupils identified as being at risk of NEET, further interventions are arranged as appropriate for each pupil. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the pupil leaves school.

2.4. Self-referral

Pupils may refer themselves for a careers meeting at any point. An appointment with the adviser will then be arranged. Pupils are made aware of the careers adviser through assemblies and via class teachers. Careers sessions are built into the PSHE lesson calendar for the year. The careers adviser will record action plans and pupils will receive a copy. Parents and staff have the option to see this information so they can support the process. If a pupil is absent or fails to attend, an alternative time will be arranged.

2.5. Careers Information

Careers information is available through relevant displays and noticeboards and via careers sessions and assemblies. Information about useful websites and online resources are collated by the career's adviser.

2.6. External Providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at the school. Our provider access statement provides more detail on this process.

2.7. Management and Staffing

The Careers Leader in the school is responsible for taking a strategic lead on careers and has responsibility for careers and employability. The school also utilises resources from Compass+ and works closely with the Greater Essex Careers Hub to support pupils with preparing for adulthood.

2.8. Staff Development

Staff are introduced to the concepts, aims and programme for CEIAG at OA –North View during CPD days or team meetings. The Careers Leader attends conferences and careers network meetings to keep up to date with best practice and legislation.

2.9. Resources

OA-North View is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

2.10. Employer Links

Links with employers, businesses and other external agencies continue to grow by building on local community connections; as well as through the support of the school's careers lead

2.11. Equal Opportunities

OA-North View is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early identification of pupils requiring additional support, with no limit placed on how many times a pupil might see a careers adviser.

Our Careers lead will work with the SENDCO and teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans including plans to prepare for adulthood for pupils with an EHCP. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into post-16 education.

In general, all our pupils have an EHCP. However, we note that no information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Role models including alumni, current apprentices and university pupils are brought in to raise aspirations and demonstrate what is possible after OA-North View while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

2.12. Monitoring and Evaluation

This policy, the information included, and its implementation will be monitored by the OAISB and reviewed annually.

When monitoring the success of the careers programme, the OAISB will consider formal and informal measures, qualitative and quantitative data and hard and soft outcomes for pupils. The careers programme will be evaluated in several ways, including:

- pupil feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, World of Work week activities, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- pupil destination figures post-16

North View