



Great Oaks School Policies

Careers Policy

Version 3

Approval date	25.11.25	Approved by	Great Oaks Governing Board
Next Review Date	November 2026	Lead Reviewer	Assistant Head for Post 16 & Careers Lead

Introduction:

Careers education and guidance programmes play a crucial role in equipping young people with the skills and knowledge necessary for future opportunities, responsibilities, and life experiences. At Great Oaks School, we are dedicated to offering a high-quality Careers Education, Information, Advice, and Guidance (CEIAG) programme tailored to the diverse needs of our students. As a SEND school, we recognise the unique challenges and strengths of our students, and our careers programme is designed to provide equitable access to opportunities that promote independence and meaningful pathways for every learner.

This policy outlines how Great Oaks meets statutory requirements and follows best practices observed in SEND schools nationally. Our comprehensive CEIAG provision, spanning Years 7-11, is reviewed regularly to align with the eight Gatsby Benchmarks. We ensure that each student receives impartial, personalised advice and guidance that is adaptable to their individual aspirations and needs.

Vision:

At Great Oaks School, we aim to help every student achieve their next best step, ensuring they are prepared for adulthood and experience real confidence about future opportunities. Through person-centred planning, with Education, Health & Care (EHC) plans at the core, we support students to articulate their aspirations for adult life, including, for many, their aspiration to work.

Our vision is also rooted in ensuring that all pupils have opportunities and experiences linked to the Gatsby Benchmarks, fostering essential skills for their future. Each student's Careers Education, Information, Advice, and Guidance (CEIAG) is tailored to meet the needs of pupils in each of our pathways and even on an individual basis in some cases.

We recognise the importance of providing our pupils with the foundations and platform to continue to progress as they grow older, ensuring that they can utilise the skills, knowledge, and confidence gained at Great Oaks throughout their adult lives.

Student Entitlement:

Students are entitled to receive an impartial and high-quality careers education, information and guidance, from Year 8 through to the end of Key Stage 5.

Given the diverse range of needs of the students at Great Oaks, the CEIAG provision for different groups of learners will be tailored to meet their needs. This is likely to be different for the students in different Pathways but will also be personalised to meet individual needs. (*Gatsby Benchmarks 1,3,4,5 & 6*)

For students in Pathway 1, our CEIAG will look very different in order to meet the needs of the students. This provision focuses on ensuring our students have:

- The opportunity to gain the skills needed for their next steps into adulthood
- Supporting for the ongoing development of cognition and communication skills
- Experience feeling valued and can see their actions having a positive impact
- Opportunities and support to develop positive relationships and friendships

Using the Talentino “Same but different model”, we interpret Gatsby Benchmarks differently for our students in Pathway 1 and define Careers Education information and guidance in a way which is meaningful and appropriate. For example, Encounters with Employers (*Benchmark 5*) we define as experiencing different community locations and having the opportunity to interact meaningfully there. These aspects of our CEIAG program are currently being developed and will be shared in greater detail once complete.

Careers Curriculum (Pathways)

Gatsby Benchmark	Pathway 1	Pathway 2	Pathway 3	Post-16
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 pupils, parents, teachers, governors and employers			PSHE Lessons. Careers Lessons. Careers and Futures Evening.	Enterprise based curriculum model. PSHE lessons. Future Fair.
2 Learning from career and labour market information Every pupil, 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.	Futures Fair (Year 10 & 11) Community Visits Teacher/ home communication	Futures Fair (Year 10 & 11) Community visits Teacher / home communication Provision of open day information (year 11) Curriculum links Workplace visits	Futures Fair (Year 10 & 11) College visits Externally organised careers fairs Enterprise Advisor links Curriculum links Work Experience	Futures Fair (Year 10 & 11) College visits Curriculum links Work Experience Post-19 provision evening
3 Addressing the needs of each pupil Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	Careers week – differentiated by pathway Pathway appropriate curriculum links Discussed in Annual Reviews	Careers week – differentiated by pathway Pathway appropriate curriculum links Discussed in Annual Reviews	Careers week – differentiated by pathway Pathway appropriate curriculum links Work experience based on individual student needs and interests.	OCR Life and Living skills units Discussed in Annual Review Pathway appropriate curriculum links Work experience within the College

			PSHE lessons Discussed in Annual Reviews ASDAN Living Independently lessons	itself, and external where appropriate
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.	Appropriate links made with a focus on the next step and communication Curriculum specific weeks appropriate to pathway one students	Appropriate links made. Curriculum specific weeks appropriate to pathway two students PSHE lessons	Discussed in ASDAN Living Independently Curriculum specific weeks appropriate to pathway three students PSHE lessons Visits from different professionals	OCR Life and Living skills units Pathway appropriate curriculum links PSHE lessons
5 Encounters with employers and employees Every pupil 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.	School based carers Fair Futures Fair (Year 10 & 11) Enterprise Week Community Visits	School based carers Fair Futures Fair (Year 10 & 11) Enterprise Week Community visits	Careers Fair (in school and externally) Futures Fair (Year 10 & 11) Enterprise Week Community visits Work Experience (Year 11) Saints Foundation	Futures Fair (Year 10 & 11) Community visits Work experience within the College itself, and external where appropriate. Enterprise based curriculum model.
6 Experiences of workplaces Every pupil 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.	Enterprise week Community visits	Enterprise week Community visits Visiting a workplace	Enterprise week Community visits Work experience (Year 11) Saints Foundation	Community visits Work experience within the College itself, and external where appropriate. Enterprise based curriculum model.
7 Encounters with further and higher education All pupils 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.	Futures Fair (Year 10 & 11)	Futures Fair (Year 10 & 11) College staff visiting school Visits to colleges External careers fair	Futures Fair (Year 10 & 11) College staff visiting school Visits to colleges Post-19 transition evening	Futures Fair (Year 10 & 11) College staff visiting school Visits to colleges Post-19 transition evening
8 Personal guidance Every pupil 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 pupils but should be timed to meet their individual needs.	Where an external careers advisor is not appropriate, staff will assist parents and students, providing relevant information.	PSHE lessons	PSHE lessons Careers Advisor Staff assistance	PSHE lessons Staff assistance Post-19 transition evening Visits to adult day services

Whole School Careers and Future Events

*Subject to change to different times of the year.

	Autumn Term	Spring Term	Summer Term
Whole School Events	Whole School Enterprise Week- <i>Selling a product, Pitching in Dragon's Den</i> Curriculum specific weeks Post-19 transition evening	Charity Week- Fundraising activities Curriculum specific weeks	Whole School Careers week- encompassing a Careers Fair Summer Fair Enterprise Challenge Curriculum specific weeks

Personal Guidance:

In line with statutory guidance students within the school are entitled to receive opportunities for guidance interviews with a qualified careers advisor. As a school we recognise that, due to the wide range of students needs in our community, it is more meaningful for our students to engage with a familiar adult who can offer support and career guidance. Therefore, we have a dedicated Careers Officer who knows the students well and makes links with local colleges. Employers and providers so she can offer advice and signpost families to consider appropriate next steps. We plan to ensure our careers officer has access to further training and accreditation in this area.

Alongside the support offered by our Careers Officer, our pastoral staff and tutors offer ongoing advice and support to pupils and their families about next steps throughout their time at Great Oaks. We are currently exploring further options in this area with our Local Careers Hub. (*Benchmark 8*)

Working with Partners:

At Great Oaks we have strong links with other local colleges, further education, Post 16 and Post 19 providers (*Benchmark 7*). These connections ensure we are able to signpost and support students and their families to find out about their transition options at the end of Key Stage 4 and Key Stage 5. These partners include:

- Southampton City College
- Totton College
- Eastleigh College
- Itchen College
- Sparsholt College
- Richard Taunton sixth Form College
- Choices College
- Great Oaks College
- A range of adult day services in the City

We also work closely with Careers and Skills Hub and our Enterprise Advisor (Lou Earp) who all contribute to the schools CEIAG provision.

Provider Access Statement:

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 14 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997.

All providers wishing to request access should contact Rory King or Kate Henty (see below). All relevant checks should be made and have these verified prior to access. They should also provide a detailed plan of activities and further links. These checks will be inline with our safeguarding policy and government guidance, providers will be expected to comply with these expectations.

A provider wishing to request access should contact Rory King or Kate Henty.

Telephone: 02380 767660

Email: roryking@greatoaks.school or katehenty@greatoaks.school

Monitoring and Review:

- Great Oaks School will carry out a yearly audit against the Gatsby benchmarks through The Careers and Enterprise Companies Compass Tool.
- The Extended Leadership team will monitor progress and measure the impact of the programme against the careers plan.
- The programme is reviewed annually by the Careers Lead. Changes and improvements to the programme are entered into the School Improvement Plan along with timescales for completion.
- This policy and careers programme shall be reviewed every year and revised if necessary.
- The document will be approved by the governing body