

POLICY NAME:	ORBIS SECONDARY CAREERS POLICY
POLICY TYPE:	STATUTORY
ISSUE DATE:	6TH MARCH 2025
TO BE REVIEWED:	6TH MARCH 2026
APPROVED BY:	BOARD OF TRUSTEES
POLICY OWNER:	ADAM BARRATT AND MIKE HOBBS

Glossary and abbreviations

CEIAG	Committed to providing effective, high quality careers education, information, advice and guidance
LMI	Labor Market Information
NHS	National Health Service

1. AIMS

- ORBIS Education trust believes that all students need effective, high quality careers education in order that students can make informed choices for their futures and understand the impact that these choices will have on their destinations. As part of this belief, we are committed to providing effective, high quality careers education, information, advice and guidance (CEIAG) through a programme of structured careers education through all Key Stages.
- Our Secondary careers programs have been developed in line with 'The Gatsby Benchmarks', ensuring best practice and compliance with the requirements of the Department for Education's Statutory Guidance 2018. This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13.
- We aim to provide students with the employability skills and experiences necessary to make the next step in their career journey, ensuring they have a clear understanding of the options available to them for the future.
- This policy is also in line with the Education (Careers Guidance in Schools) Act 2022 which requires that schools publish information about their careers programme on their website.
- 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 each individual schools' provider access policy statement, which sets out how our school meets this duty, and can be found on each school website.

2. THE GATSBY BENCHMARKS

a. The Gatsby Benchmarks affords students a careers education with the following key features:

- 1) A stable careers programme.
- 2) Learning from career and Labour Market Information (LMI).
- 3) Addressing the needs of each student.
- 4) Linking curriculum learning to careers.
- 5) Encounters with employers and employees.
- 6) Experience of work places.
- 7) Encounters with further and higher education

3. PERSONAL GUIDANCE.

a. Objectives: In order to meet our aim, we ensure that our students:

- 1) Develop the necessary competencies/employability skills for success in working life.
- 2) Have access to up to date Labour Market Information about the jobs available in the working world and a knowledge of the appropriate pathways to secure these jobs were required.
- 3) Make appropriate use of the virtual resources available to them to support their careers decisions as they move through the key stages.
- 4) Have the opportunity to gain appropriate experiences of the workplace in order to develop transferable skills.
- 5) Leave the school to enter further education, employment or training.
- 6) Have high aspirations and are able to challenge stereotypes in society.
- 7) Receive additional support and guidance from the school when facing disadvantage or difficulties in making decisions on their futures.

4. GENERAL PROVISION

a. Careers provision is mapped each year against the Gatsby Benchmarks. Detail on the expected provision in each school can be found in the appendices of this policy. Please be aware that this provision is subject change each year.

5. EVALUATION OF THE CAREERS PROGRAM

a. Careers education is evaluated annually using questionnaires for students in tutor times. All employers involved in careers activities are asked to give feedback on events either verbally or via email and parents are asked to give feedback on careers provision annually.

6. ROLES AND RESPONSIBILITIES

- a. Career leader: Each Schools career leaders will
 - 1) Take responsibility for developing, running and reporting on the school's career programme. They will plan and manage careers activities alongside any budget given
 - 2) Support teachers to build careers education and guidance into subjects across the curriculum
 - 3) Establish and develop links with employers, education and training providers, and careers organisations
 - 4) Work closely with relevant staff, including special educational needs co-ordinators (SENCO) and careers advisers, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
 - 5) Review our school's provider access policy statement at least annually, in agreement with our trust board

7. SENIOR LEADERSHIP TEAM (SLT)

- a. The Senior Leadership Team in each school will:
 - 1) Support the careers leader in developing their strategic careers plan
 - 2) Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
 - 3) Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
 - 4) Network with employers, education and training providers, and other careers organisations including the south east midlands careers hub.

8. THE TRUST BOARD

- a. The Trust board will:
 - 1) Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
 - 2) Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
 - 3) Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
 - 4) Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
 - 5) Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement
- b. All school staff should also contribute to CEIAG in their roles as tutors and subject teachers.

Appendix A

a. Provision at Southfield School

- 1) The current careers programme is delivered through a combination of form time sessions, Healthy Living lessons and ORBIS Enriched Curriculum Sessions. Students have access to additional information via Unifrog and students in the sixth form receive regular updates about upcoming opportunities via the sixth form Teams page and as part of the assembly programme. Currently students have at least one encounter with an employer each year as part of their careers education. This general provision of careers education is broken down into the three key stages as follows:
- 2) **Key Stage 3.** At Key Stage 3 students begin their interaction with careers with an introduction to Unifrog, careers terminology and the importance of Labour Market Information (LMI). Throughout this key stage, students consider their future careers and have the opportunity to research jobs which may be of interest to them, including a detailed look at roles with the NHS. They are, also, encouraged to use Unifrog to access up to date LMI. In Year 9 students are expected to take part in the 'Take your child to work' day in order to gain an experience of the workplace at this early stage. In Year 9, in particular, students begin to think about their futures as part of the options process. They, also, have the opportunity to speak to a careers advisor as part of the Year 9 Options Evening.
- 3) **Key Stage 4.** As students start their examination courses they begin to think about their future employment in form time sessions and Healthy Living Lessons with all Year 10 students taking part in an ORBIS session focused ahead on Post 18 Pathways. Throughout KS4 students are supported in developing their CVs given advice on future interview skills as part of their work on an ORBIS Enriched Curriculum Session. All year 11 students have a 1:1 appointment with our qualified careers advisor and also have further mentoring from SLT.
- 4) **Key Stage 5.** At Key stage 5 students continue to use Unifrog to look at university courses and all Year 12 students take part in a visit to a local university. In addition to this, speakers are regularly invited into school as part of the assembly programme to give information about relevant careers, degree apprenticeships and university courses. All sixth form students, also, have regular updates of available opportunities through a dedicated careers page on teams. They can use Unifrog to search for courses at the next stage of their career. All students attending university are fully supported in making UCAS applications by our experienced UCAS Advisor and support is provided for all other next steps.