Oakley School

Skills for Life and Independence

Futures and Destinations (Careers) Policy

Date written: September 2025

Date of next review: September 2026

Our Vision is for all pupils to develop skills for life and independence.

At Oakley School we have developed an ambitious nd engaging curriculum called the Oakley Learning Journey, which meets the individual needs of our pupils and prepares them for their future destinations.

Our ambitious and aspirational approach enables all our pupils to develop their **independence, resilience and confidence** so they are well prepared for a positive and meaningful future.

1. Aims

The policy aims to set out the school's role in preparing our pupils for the next stage of their education or training and beyond.

- We provide impartial and informed guidance for pupils and their parents about future pathways.
- We provide opportunities for our pupils to experience and understand the world of work and develop the skills required.
- We support pupils and their families to develop an awareness of a variety of education, training and career opportunities.
- We help pupils and their families to make informed choices about their next steps.
- We promote a culture of high aspirations and equality of opportunity.
- We advocate for the recognition of the attributes that SEN pupils bring to the workplace with local employers.

2. Our Mission: Children and Young People at the heart of all we do.

Our Ethos: Work Hard, Be Kind, Have Fun & Stay Safe

Our Vision: To give all our children and young people opportunities to **engage**, **explore, discover** and develop their **independence** – to become confident, resilient, happy and well prepared for a positive and meaningful future.

Our School Values

- Mutual Respect
  We are kind and polite to each other
  We learn and play together
  We listen and respect each other's opinions and values

- Democracy
  We take turns and share
  We vote for who represents us on the School Council and Eco Committee
  We have a say in what happens in our school through the School Council

- Individual Liberty
  We know that we are all unique
  We can make our own choices
  We can have our own thoughts

- Rule of Law
  We follow the rules
  We understand right from wrong
  We help develop fair rules for our class and school
  Celebrating and embracing different faiths and beliefs
  We learn about different faiths and cultures from around the world

Statutory Requirements:

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2023
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

This policy is also in line with the more recent Skills and Post-16 Act 2022 which came into force on 1st January 2023. It explains that our school must provide a minimum of 6 encounters with technical education providers to all pupils in years 8 to 13 . For more detail of these encounters, see our provider access policy statement which is available on our website.

SEN Code of Practice 8.28:
"Schools should raise the career aspirations of their SEN pupils and broaden their employment horizons".

DfE Guidance, How to Support Young People with SEN into work
"The overwhelming majority of young people with special educational needs and disabilities (SEND) are capable of sustainable paid employment, with the right preparation and support "
Careers provision at Oakley School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.
This states that all schools should provide independent careers guidance from Years 8 - 13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from the January 2023: 'Careers Guidance and access for education and training providers.' This states that all schools must give education and training providers the opportunity to talk to pupils about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

We also act in line with our statutory duty under the "Baker Clause", to be impartial and not show any bias towards any route. The policy should be read in conjunction with our provider access policy statement.

3. Roles and responsibilities:

3.1 Careers Leader

Our Careers Leader is Charlotte Bartlett and she can be contacted by phoning 01892823096 or emailing office@oakley.kent.sch.uk. Our Careers Leader works closely with the Senior Leadership Team and will:

- Take responsibility for developing, running and reporting on the school's Futures and Destinations Programme (Careers).
- Plan and manage meaningful activities for pupils to develop a greater understanding of the world of work and the skills required to access different jobs and vocational routes.
- Manage the budget for the Futures and Destinations Programme (Careers).
- Quality Assure the teaching and learning to ensure the curriculum supports pupils to develop the necessary skills and knowledge in order for pupils to have ambitious pathways after Oakley.
- Ensure that pupils' individual needs are catered and ensure that pupils have informed personalised support and transition plans.
- Work with the Designated Teacher for Looked After Children and previously Looked After Children to ensure they know which pupils are in care, or are care leavers, and have input into their personal education plan.
- Review our school's provider access policy statement at least annually in agreement with the Governing Body.

3.2 Senior Leadership Team

Our Senior Leadership Team will:

- Support the Careers Leader in developing and delivering the Futures and Destinations Programme and strategic plan.
- Evaluate the impact of the Futures and Destinations Programme and ensure it is delivering value for money.
- Ensure the Careers Leader has sufficient allocated time and training to perform their duties to a high standard.
- Network with employers, education, training providers and other organisations which provide ambitious destinations for Oakley pupils.
- Allow training providers access to talk to pupils in years 8 to 13 about future opportunities, destinations and training and set out arrangements for this in our Schools's provider access policy statement.

3.3 The Governing Body

The Governing Body will:

- Work with the Leadership Team and the Careers Leader to ensure that the strategic futures and destinations (careers) plan meets legal and contractual requirements.
- Appoint a member of the governing board who will take a strategic interest in futures and destinations (careers) education and encourage employer engagement.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11-19 year olds) and that the information is presented impartially, includes a range of educational or training options and promotes the bet interest of pupils.
- Make sure that the details of our school's careers programme and the name of the careers leader are published on the school's website.

- Make sure that the 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 statement. (The Baker Clause states that schools must allow colleges and training providers access to every student in years 8 to 13 to discuss non-academic routes.)

4. Our Careers Programme

Our school has an embedded Futures and Destinations Programme (careers) that aims to inform and encourage pupils to consider their next steps including career options. We take steps to help pupils make informed choices about appropriate pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks.

1. A stable careers programme with a career's leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

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 on previous years and the overarching aim is divided between the Phases so that all pupils and their families are encouraged to think appropriately about their futures.

Our Careers programme is delivered through a number of methods including the progression of skills set out in the Oakley Learning Journey and:

Phase 1

- That future destinations are mentioned in annual reviews
- Where possible students to have 'job roles' in class
- Role-play opportunities in and out of the classroom

Phase 2

- That Future Destinations are mentioned in annual reviews
- To be encouraged to identify personal traits, strengths and skills, and develop confidence and have high expectations of themselves
- Where possible students to have 'job roles' in class
- Role-play opportunities in and out of the classroom
- Employer encounters e.g. visits from police, fire service, or visits to farm, supermarket etc.

Phase 3

- To begin building vocational profiles
- To be encouraged to think about what they might like to achieve after school
- To be introduced to careers resources and informed how to use them
- To have opportunities to experience the world of work around the school
- To visit different colleges and places of work and understand different job roles and skills needed

- To take part in Lifeskills lessons and PSHE sessions
- To build on personal strengths and begin to link skills to specific careers enabling realistic informed decisions at transition stages
- To explore post-16 pathways
- To be encouraged to use careers resources available and informed where to find out more about specific careers
- To attend a transition events
- Pupil voice participation
- To complete at least one workplace or community experience

Phase 4

- To be encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work life balance and develop economic awareness
- To be encouraged to challenge stereotypes within the world of work and traditional job roles
- To be provided with a wide range of opportunities to engage with a range of local business, FE and training providers
- To further develop economic awareness and be encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals
- To complete work experience an extended work experience placement
- To develop interview techniques and complete mock interviews with local employers
- To have at least two careers interviews
- To be supported with post Oakley choices and encouraged to consider all their options including further study and apprenticeships
- To be encouraged to think about the kind of behaviour potential employers look for

4.2 Access to our careers programme information.

A summary of our schools futures and destinations (careers) programme is published on our website including how pupils, families, teachers and employers can access information about the careers programme.

Pupils, families and employers can request any additional information about futures and destinations by contacting Charlotte Bartlett Careers Leader office@oakley.kent.sch.uk.

4.3 Assessing the impact on pupils

An important part of our Futures and Destinations Programme (careers) is its regular evaluation and reviewing process using Compass Plus three times a year. By performing evaluations, Oakley School are able to develop this policy and keep up-to-date with national changes to Careers Education, Information, Advice and Guidance (CEIAG).
Through verbal/written feedback and assessment observations from work experience placements, we will be able to assess the impact of our careers programme and be able to work with students, parents, carers and employers to make our programme suitable and relevant.

5. Links to other policies

This policy links to the following policies:

- Provide access policy statement

- Child protection policy
- Teaching Learning and Assessment policy

6. Monitoring arrangements

This policy will be reviewed annually