Oak Wood School

Careers Education Information, Advice and Guidance (CEIAG) Policy

We dream, we learn, we grow

Contents

Careers Education Information, Advice and Guidance (CEIAG) Policy	Page 3
Appendix 1: Work Experience Placement Form	Page 8
Annex 1: Provider Access Statement	Page 12

Careers Education Information, Advice and Guidance (CEIAG) Policy

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.
High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Develop students' awareness of work-related skills and how to develop these further

2. Statutory requirements

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

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 school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which can be access in the careers section of our school website.
This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that the school must now secure independent careers guidance from year 7 (instead of from year 8, previously). The Labour government have set out careers related targets in their manifesto, however there has been no update to Government policy at this time.
The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.
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.

3. Roles and responsibilities

3.1 Careers leader

Our Careers Leader is **R. Curley**, who holds the title of **Head of Futures Education**. This role encompasses both career guidance and broader responsibilities, including serving as the school's UCAS Lead. He can be contacted by emailing rcurley@oakwoodschool.uk.

Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- 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 special educational needs co-ordinator (SENCO) and careers adviser, 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
- 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 our governing board
- Line Managing our Careers Coordinator M Cepel

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- 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
- Support networking with employers, education and training providers, and other careers organisations

3.3 The governing board

The governing board's statutory duties are:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- 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
- 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
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- 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

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and 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 careers leader
2. Learning from career and labour market information
3. Addressing the needs of our young people
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 doesn't 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, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Assemblies
- Guest speakers from education and industry
- Careers in the classroom, relating subjects to career areas
- Skills Builder sessions designed to help students identify key employability skills
- PSHE activities
- Early careers advice sessions
- Careers Guidance interviews from a qualified careers advisor
- Displays
- UniFrog the universal destinations online platform
- Spring Pod virtual work experience portal linked to UCAS
- Academic trips
- Oak Wood Careers Fair

Key Stage 3

Our Key Stage 3 careers programme will support pupils to develop work-related skills and in their planning their choice of GCSE subjects. This includes:

- Assemblies
- Guest speakers from education and industry
- Skills Builder sessions designed to help students identify key employability skills
- Careers in the classroom, relating subjects to career areas
- PSHE activities
- Early careers advice sessions
- Displays
- UniFrog the universal destinations online platform
- Our own careers fair

Key Stage 4
Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Assemblies
- Guest speakers from education and industry
- Careers in the classroom, relating subjects to career areas
- PSHE activities
- Early careers advice sessions
- Careers Guidance interviews from a qualified careers advisor
- Displays
- UniFrog the universal destinations online platform
- Spring Pod virtual work experience portal
- Academic trips
- Oak Wood Careers Fair

Key Stage 5
Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- Assemblies
- Guest speakers from education and industry
- Tutor application guidance
- Careers Guidance interviews from a qualified careers advisor
- Displays
- UniFrog the universal destinations online platform
- Spring Pod virtual work experience portal linked to UCAS
- Support on accurately completing a UCAS application
- Academic trips to Universities
- Oak Wood Careers Fair
- Higher education and apprenticeship Fairs

4.1 Work experience
All pupils are encouraged to arrange their own work experience where possible, through family contacts, by direct approach to organisations or via the online work experience platforms used by the school. The Careers Coordinator also advertises work experience opportunities with the school's community, alumni and other contacts. The school will authorise 5 days of term-time work experience per pupil in Year 9 or Year 10. Pupils are also encouraged to undertake work experience in the July of Year 11, once they have finished their GCSEs.

As of 2026, 10 days (two weeks) of work experience is not yet a legal statutory requirement for schools in England, but it has become a formal government expectation under updated statutory guidance.
The school's goal is to support students in obtaining up to 5 days of structured work experience within a suitable setting of their chosen career path. This will predominantly take place in year 10 and could be organized by the students and their parent/guardians, via a third-party provider (we are currently working with the Education Business Trust) or using the school's own network of willing and vetted placements. The placements will take place throughout the academic year but will be restricted to avoid impacting assessment blocks and impacting students' academic progress. The school will provide the remaining five days of work experience through

industry-supported, school-based activities predominantly in Key Stage 3.

The overall organisation of work experience is undertaken by the Careers Co-Ordinator.

Parents/carers are required to give consent for their child to take part in work experience by completing the Work Experience Placement Form (Appendix 1 Pg 10) and return to the Careers Coordinator. Once this is received, the Careers Coordinator will carry out the checks listed in the ‘Health and Safety’ section. The form includes an Employer Agreement, with details of employers safeguarding obligations, the contact details for the school’s Designated Safeguarding Lead, and the requirements that all pupils on placement are covered by the employers’ insurance.

4.2 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with 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. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.
No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school 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:
Miss M Cepel (Careers Coordinator) mcepel@oakwoodschool.uk
Mr R Curley (Careers Lead) rcurley@oakwoodschool.uk

4.4 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured, as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Questionnaires will be distributed to pupils and parents in the summer term of years 8, 11 and 13 to assess the impact of our provision.
- Teachers will also be asked to complete a similar questionnaire in the Autumn and Summer terms
- A report will be completed at the end of each academic year and recommendations made for next year's provision.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement (Annex 1 Pg14)
- Child protection policy
- Curriculum policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Pastoral Support & Progress Subcommittee of the governing body and reviewed annually.

Appendix 1
Work Experience Placement Form

Student Information			
Name:			
DOB:		**Form:**	
Phone:			
Address:			
School:	Oak Wood School		
Date of placement:		**Location of placement:**	

Student Work Experience Agreement			
I agree to take part in the placement as described throughout this form and will adhere to the standards expected of me while at the place of work. I will follow the workplace's health and safety procedures and any training that I am required to take. I will also report any concerns I have regarding the placement and/or health and safety to a senior member of staff. I will carry out the tasks required of me during the placement to the best of my abilities.			
Signature:		**Date:**	

Parent/Carer/Guardian Information			
Name:			
Address:			
Phone:		**Email:**	

Parent/Carer/Guardian Agreement			
As the parent/carer/guardian of the named student, I consent to them taking part in a work experience placement with the named employer as described throughout this form. I have advised on any medical conditions, learning differences, or other vulnerabilities the student has that may impact their ability to carry out certain duties and/or affect their health and safety.			
Signature:		**Date:**	

Employer Information						
Name of company:						
Address:						
Name of contact:		**Phone:**		**Email:**		
Description of placement: *Describe the job(s) that the student will carry out. State which dept. they will work in.*						
Work days and hours:						
Lunch/break time:						
Any job requirements: *For example: training, dress code, protective equipment, etc.*						

Employer Agreement

Our organisation agrees to provide the named student with a work experience placement. We also agree to provide the student with the necessary information, instruction, and training so they know how to fulfil their role properly and do so safely. We have discussed and agreed with the school the safety measures that we already have, or will put, in place to protect the named student during their work placement. We have suitable Employer's Liability Insurance in place that will cover the student for the duration of their work experience placement.

DBS and safeguarding measures:
Employers should be confident of their staff's background before allowing a child to come on work experience, knowingly letting someone on the DBS Children's Barred List work in regular activity with a child is an offence.

Anyone who will be supervising a person on work experience could require an Enhanced DBS Check if the person on work experience is under the age of 18 and particularly if a supervisor spends every day or long periods of time alone with that child under age 18.

The specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, determine what, (if any) checks are necessary.

These considerations would include whether the person providing the teaching, training, instruction or supervision to the child will be:

- ***unsupervised***
- ***providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight).***

If the person working with the child is unsupervised, and the same person is in frequent contact with the child, the work is likely to be "regulated activity." In these cases, the employer will ensure that the person providing the instruction or training is ***not a barred person*** *and confirm this with the school's Designated Safeguarding Lead before the placement commences. If you are in any doubt about any of the above, please contact the school's Designated Safeguarding Lead to discuss.*

If the employer becomes aware of any child protection or safeguarding concerns whilst the child is on placement, they should report these to the school's Designated Safeguarding Lead.

The Designated Safeguarding Lead at Oak Wood School is:
Emma Turner – Assistant Headteacher
eturner@oakwoodschool.uk
01895 237350

Name:		**Date:**	
Role/Job title:			
Signature:			

Health and Safety – School to complete			
The student's school has confirmed with the employer that the areas described below will be covered during the work experience placement. The following comments sections will include details about any discussions or meetings they had with the employer regarding their health and safety measures.			
The employer has provided records of their risk assessment(s) or confirmation of the health and safety measures in place in their organisation.			**Y ▢ N ▢**
Comments:			
The school has discussed with the employer any medical conditions, learning differences, or vulnerabilities that may affect the student's health and safety during their placement.			**Y ▢ N ▢**
Comments:			
The employer has confirmed that the student will receive sufficient information, induction, training, supervision, and PPE (where necessary) so they understand the risks in the workplace and can fulfil their role safely.			**Y ▢ N ▢**
Comments:			
The employer has confirmed that they have suitable Employer's Liability Insurance. This will cover the student for the duration of their work experience placement.			**Y ▢ N ▢**
Comments:			
Name:		**Date:**	
Signature:			

Annex 1
Provider Access Statement

1. Aims
This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements
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 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.
Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail in section 2.1 below).
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, the Skills and Post-16 Act 2022 and on page 43 of guidance from the Department for Education (DfE) on careers guidance and access for education and training providers.
This policy shows how our school complies with these requirements.

2.1 The 6 encounters schools must offer to all pupils in years 8 to 13
Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
    - All pupils must attend
    - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
    - All pupils must attend
    - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
    - Pupils can choose to attend
    - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.
Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like

- Answers to any questions from pupils

Year 8-11 assemblies in the autumn term have been allocated for guest speakers from Uxbridge College and West London College to discuss their range of courses and qualifications.

Registers for the assemblies will be taken to ensure that all pupils have attended two sessions over each key phase, with catch-up sessions arranged to guarantee all pupils have had the required encounters.

Years 10-13 will have additional assemblies from ASK Apprenticeships to develop a broader understanding of all levels of Apprenticeships.

Year 12 will attend a regional Higher Education and Careers Fair. The trip will be run during the school day.

Year 12 will also have a day trip to a London-based university and be offered time to attend university open days.

2.2 Meaningful provider encounters
Our school is committed to providing meaningful encounters to all pupils.

1 encounter is defined as 1 meeting/session between pupils and 1 provider. Meaningful live online engagement is also an option at our school.

We will ask each provider to offer the following information as a minimum:
- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

We are committed to informing pupils of careers trends and successes in the local area by;
- Using destination data and LMI to identify any gaps and implement appropriate intervention
- Using relevant destinations data and LMI to inform continuous improvement

3. Student entitlement
All students in years 8 to 13 at Oak Wood School are entitled to:
- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Marie Cepel, the schools Careers Coordinator.
Telephone: 01895 237350
Email: mcepel@oakwoodschool.uk

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers: Examples of the opportunities provided for training and education providers to speak to students and/or their parents/carers are outlined in the table below.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 8	Year group assemblies by Uxbridge College and BCA College The Oak Wood Careers Fair	Differentiated careers pathway sessions in small groups. Exploring a range of training options.	Exploring career Pathway opportunities through UniFrog.
YEAR 9	Year group assemblies by Uxbridge College and West London College The Oak Wood Careers Fair	Key Stage 4 options event	Exploring career Pathway opportunities through UniFrog.
YEAR 10	The Oak Wood Careers Fair for both pupils and parents The Oak Wood Careers Fair	Every pupil will meet with a Careers advisor trained to level 6. Building a bespoke careers action plan together.	Exploring virtual work experience opportunities through UniFrog
YEAR 11	Year group assemblies by Uxbridge College and West London College The Oak Wood Careers Fair	Post-16 interviews Apprenticeships – support with applications	Confirmation of post-16 education and training destinations for all pupils

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 12	Higher education (HE) fair Post-18 assembly – apprenticeships by ASK Apprenticeships	Every pupil will meet with a Careers advisor trained to level 6. Building a bespoke careers action plan together. Completing Virtual Work experience courses through SpringPod	University Visit Exploring career Pathway opportunities through UniFrog.
YEAR 13	Post-18 assembly – with higher and degree apprenticeship providers Workshops on HE and higher apprenticeship applications	Assembly and small group opportunities - employability skills	Confirmation of post-18 education and training destinations for all pupils

These events will run in line with any measures related to public health incidents, including COVID-19.

4.3 Granting and refusing access

Assess to pupils will be considered by the Careers Lead and subject to the range of opportunities offered by the provider.

Access will be granted during form times, assembly times and parent evenings. Lesson time will where possible be ring-fenced.

Access to pupils will not be granted during internal or external assessment periods, published on the school's website.

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

4.5 Premises and Facilities

The school will work with providers, offering suitable facilities as required.

These will be during time when the school is already open for pupils or parents.

Agreement of the facilities required will be granted by the careers lead with exceptional circumstances referred to the senior leadership team for approval.

The school welcomes prospectuses or other material for students to read. These will be kept in the careers room and the main school Library.

5. Previous providers

In previous years we have invited the following providers from the local area to speak to our pupils:

- Uxbridge College
- BCA College
- Global Academy
- Brunel University
- West London College

6. Pupil destinations
Last year, our year 11 pupils moved to a range of providers in the local area after school:

- Uxbridge College
- BCA College
- West London College

Last year, our year 13 pupils moved to a range of providers in the local area after school:

- Brunel University
- Royal Holloway University
- Uxbridge College (Level 4 course)

7. Complaints
Any complaints related to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

8. Links to other policies
There are links to the following policies:

- Safeguarding/child protection policy
- Careers Education Information, Advice and Guidance (CEIAG) policy
- Curriculum policy
- Complaints policy

9. Monitoring arrangements
The school's arrangements for managing the access of education and training providers to students are monitored by the school's Careers Lead.