



ORMISTON  
SIX VILLAGES  
ACADEMY



# Ormiston Six Villages Academy

## Careers Guidance policy

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Author	Mr Chris Marsh, Careers lead, Head of Humanities
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## Contents

Introduction.....	2
Student Entitlement .....	2
GB 1 – A Planned Careers Programme .....	3
Careers Team.....	3
Communications.....	3
Review and Evaluation .....	4
GB 2 – Learning from Career & Labour Market Information .....	4
GB 3 – Addressing the needs of each pupil .....	5
GB 4 – Linking Curriculum Learning to Careers .....	6

Cross-Curricular .....	6
GB 5 – Encounters with Employers and Employees .....	6
GB 6 – Experiences of Workplace.....	6
GB 7 – Encounters with Further and Higher Education .....	7
GB 8 – Personal Guidance.....	7
Additional Information.....	8

## Introduction

Careers Guidance makes a major contribution to preparing students for their individual pathway through learning and work. The term 'Career Guidance' includes all activities intended to assist young people in making decisions about future education, training and jobs. Students are best equipped to fulfil their potential when they understand themselves, their skills and all the opportunities available to them.

Ormiston Six Villages Academy will continue to review, monitor and evaluate our careers provision by listening to feedback from all stakeholders (students, parents/careers, staff, governors, external partners) as well as the following guidance from the Department of Education, Careers and Enterprise Company, Ofsted and the Career Development Institute.

Personal Development is a key aim of Ormiston Six Villages Academy; as an organisation we aim to help our students become enthusiastic lifelong learners which is a key priority for our career provision.

## Student Entitlement

We offer high-quality, impartial career guidance that helps our students to make informed choices about which career pathways suit their academic needs and aspirations. Students will be prepared for the next stage of their education, employment, self-employment or training.

A planned careers programme supports students in learning about the different pathways available to them after they leave school and personalised advice helps students to understand their interests, how to follow a successful career path and sustain employability throughout their lives. Careers guidance will be taught within PSHE, tutor time and embedded in each curriculum subject.

Ormiston Six Villages Academy ensure that students at pivotal points in their education receive CIEAG from a level 6 careers specialist and work with several external partners to support our students' aspirations including progression to university or a technical programme of study, and applications for apprenticeships and full-time work.

# GB 1 – A Planned Careers Programme

## Careers Team

Careers Leaders are responsible and accountable for the delivery of their school's programme of career advice and guidance. Careers leadership involves planning, implementing and quality assuring a careers programme for the school; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of staff.

Careers Leaders are also responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are needed for young people. This means paying careful attention to feedback from all stakeholders and to the destinations of pupils.

SLT Careers Lead		Ms Aparna Sharma
Email	<a href="mailto:tkd@ormistonsixvillages.org.uk">tkd@ormistonsixvillages.org.uk</a>	
Telephone	01243 546804	
Careers Leader		Mr Chris Marsh
Email	<a href="mailto:cmh@ormistonsixvillages.org.uk">cmh@ormistonsixvillages.org.uk</a>	
Telephone	01243 546848	
Lead Governor for Careers		Kelly Parkhouse
Email	<a href="mailto:kpe@ormistonsixvillages.org.uk">kpe@ormistonsixvillages.org.uk</a>	
Director of Learning Year 7		Miss Donna Trembath
Email	<a href="mailto:dth@ormistonsixvillages.org.uk">dth@ormistonsixvillages.org.uk</a>	
Telephone	01243 546848	
Director of Learning Year 8		Mrs Jacqui McHale
Email	<a href="mailto:jme@ormistonsixvillages.org.uk">jme@ormistonsixvillages.org.uk</a>	
Telephone	01243 546848	
Director of Learning Year 9		Mrs Lou May
Email	<a href="mailto:lmy@ormistonsixvillages.org.uk">lmy@ormistonsixvillages.org.uk</a>	
Telephone	01243 546848	
Director of Learning Year 10		Mr D Munt
Email	<a href="mailto:dmt@ormistonsixvillages.org.uk">dmt@ormistonsixvillages.org.uk</a>	
Telephone	01243 546848	
Director of Learning Year 11		Mrs E Molineaux-Inglis
Email	<a href="mailto:emx@ormistonsixvillages.org.uk">emx@ormistonsixvillages.org.uk</a>	
Telephone	01243 546848	
External Careers interviewer		Mrs Mel Ponterosso
Email	<a href="mailto:mel.ponterosso@gmail.com">mel.ponterosso@gmail.com</a>	

## Communications

Ormiston Six Villages Academy's career programme is available on the Academy's website and the information is reviewed annually by the Careers Leader.

The Careers Team will ensure effective communication is maintained with students, staff, parents and carers through the use of e-mail, staff meetings, briefings, assemblies, newsletters and social media.

## Review and Evaluation

Ormiston Six Villages Academy's careers team complete the Career and Enterprise Company's Compass Evaluation tool termly, to regularly assess the performance of the careers programme against the Gatsby Benchmarks.

Ormiston Six Villages Academy achieved the Quality in Careers award in July 2023 and aims to renew this every two years.

The Careers Team will report annually to governors on the achievements and next steps for the careers programme, as well as progress towards the reaccreditation of the Quality Award.

# GB 2 – Learning from Career & Labour Market Information

Career and Labour Market Information (LMI) includes information on:

- skills, career pathways and progression routes in the
- local labour market
- job applications and interviews
- educational institutions, courses, qualifications, entry
- requirements and costs
- professional bodies
- employment sectors, employers, jobs, salaries and
- employment trends
- jobs, training and apprenticeships
- job demands and working life
- financial planning

The Careers Team will ensure effective labour market information is communicated to students, staff, parents and carers through the use of displays, e-mail, staff meetings, briefings, assemblies, newsletters and social media.

By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Parents and carers will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

## GB 3 – Addressing the needs of each pupil

The Careers team will have a clear oversight of students' career needs, knowledge, and skills at each stage of their learner journey.

At every academic phase, students will be asked to complete electronic surveys on their Career Profiles, including information on:

- Industries they are interested in working in (1st, 2nd, 3rd choices)
- Desired future job role (if known)
- Favourite school subjects (1st, 2nd choice)
- The top skills that they have
- Skills they would like to develop
- Whether they aspire to go to university
- Extra-curricular activities they take part in
- Any support they would need to enable them to achieve their career goal

The Careers team will ensure tailored support for students by tracking:

- Personal guidance
- Educational visits attended
- Working lunches attended
- Post-16 destinations
- Post-18 destinations

Opportunities for advice and support will be tailored to the needs of each student. Our careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

## GB 4 – Linking Curriculum Learning to Careers

### Cross-Curricular

Throughout the curriculum, teachers find creative and engaging ways to embed career-related learning within their subjects. Opportunities for careers and enrichment will be identified in schemes of learning across all subjects.

Cross-curricular learning use nationally recognised frameworks including the CDI to support career development.

Careers is embedded within the PSHE programme. Students have 60 mins hour of PSHE per week.

## GB 5 – Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

This will be offered through a range of enrichment activities including visiting speakers, virtual working lunches, mentoring and enterprise schemes, careers fairs and work experience placements.

At every educational phase, students should participate in at least one meaningful encounter with an employer. All activities that students take part in are logged to monitor participation.

The Academy is developing employer relationships with key industries in the area. We have established links with Rolls Royce and The West Sussex Growers Association. These partnerships provide students with a range of meaningful encounters throughout the academic year, including but not limited to: STEM challenge days with KS3, mock interviews, workplace visits and apprenticeship sessions.

## GB 6 – Experiences of Workplace

Every student in Year 10 has the opportunity to engage with the world of work through a week of work experience. This enables our students to develop a range of socio-communication skills thus preparing them to actively engage in the work of work. The focus on this experience is to introduce them to the working world and to develop the skills required to be successful. By the age of 16, every student will have had one experience in a workplace, in addition to any part-time jobs they may have.

## GB 7 – Encounters with Further and Higher Education

Ormiston Six Villages Academy works closely with Chichester College Group to promote encounters with further and higher education and apprenticeship providers. The collaborative outreach team regularly help arrange visits to a range of providers.

University experience trips take place from years 7-10, either as a part of department enrichment or with a greater view towards encouraging students into higher education.

Students in Year 11 visit local FE colleges to gain an understanding of the variety of courses on offer, including what a vocational FE curriculum looks like and how such courses can lead onto industrial careers/vocations after FE.

## GB 8 – Personal Guidance

Every student has the opportunity to discuss progression pathways and careers within their PSHE lessons and in their tutor sessions. Students at pivotal points in their education have the opportunity to have an interview with a professional Careers Adviser, who holds a careers qualification at level 6 (or higher) and subscribes to the CDI Code of Ethics.

Careers guidance activities include:

- Listening to students' initial ideas, qualifications, skills, experiences, circumstances and life aims
- helping students to identify and explore suitable options and to consider the career implications of subject and course choice that are in their best interests
- challenging pre-existing assumptions about what they are capable of
- demystifying learning and labour market systems and helping students understand progression pathways
- Developing practical strategies on how to achieve their goals, including pointing students to information sources of most use to them
- Building students' persistence, motivation and confidence and helping them to see how they could overcome any barriers preventing them from moving forwards
- Referring students to other agencies that can support them.

Career advisers work closely with staff to deliver a range of individual support to students, including:

- one-to-one guidance at crucial points of decision making, including year 9 GCSE option and choosing pathways for post-16 – this guidance offers students in-depth support to interpret information and apply it to their own situation
- group work sessions on particular topics, such as apprenticeships, labour market trends or employability skills
- advice to parents and students at options' evenings and parents' evenings

- support on exam results days.

## Additional Information

[Careers and Enterprise Company: The Gatsby Benchmark Toolkit for schools \(September 2017\)](#)

[Careers and Enterprise Company: Understanding the role of the Careers Leader \(March 2018\)](#)

[Careers guidance and access for education and training providers \(September 2022\)](#)

[CDI Code of Ethics: a Guide for Employers and Partners \(March 2021\)](#)