



THE CHERWELL SCHOOL
KINDNESS, OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

CAREERS PROVISION POLICY

Person responsible for policy: Assistant Headteacher (Transitions and Progression)

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Governor Committee: SIC

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1. School Vision

1.1 At the Cherwell School we provide a planned programme of activities across all key stages (see Appendix 1) which is designed to develop knowledge and employability skills. Our vision is that students will be suitably equipped to make informed choices and pursue the right qualifications and pathways within a “no limits” culture

1.2 The Governing body have therefore adopted this policy in order to provide a clear commitment to Careers Education, Information, Advice and Guidance.

2. Context

2.1 The school is proud to be working towards the Quality in Careers Standard Award, which clearly demonstrates the school’s ongoing commitment to effective and independent careers advice.

2.2 This policy is designed to meet the Gatsby benchmarks as set out in the Dfe guidance (this can be seen in Appendix 2).

2.3 This policy statement sets out the school’s arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

2.4 The Cherwell school provides access to the school careers adviser, starting from students in year 8 (12-13 year olds) to year 13 (17-18 year olds). This complies with the school’s legal obligations under section 42A of the Education Act 1997.

2.5 This policy draws on Careers Development Institute (CDI) framework for careers employability and enterprise education.

2.6 The Cherwell School will compile destination information about school leavers (year 11) and provide this information to Oxfordshire County Council as part of their statutory duty for the Dfe.

3. Aims

3.1 As part of this overall ambition the Cherwell School Career Provision Policy has the following aims:

- 3.1.1 To ensure a programme of careers education and guidance is in place that meets the needs of all students across the key stage areas.
- 3.1.2 To be informed by both local and national developments and therefore retain credibility and relevance.
- 3.1.3 To make sure that the Careers Programme address the needs of each student and is inclusive, challenges stereotypes and promotes equality of opportunity.
- 3.1.4 To link curriculum learning to Careers Learning.
- 3.1.5 To develop and sustain high quality links with employers and employees including local businesses.
- 3.1.6 To provide students with well-rounded experiences of the work places, which help to motivate them in the context of their future aspirations.
- 3.1.7 To develop and sustain high quality links to further and higher education providers.
- 3.1.8 To provide independent and impartial careers, education and guidance so that the students make informed decisions which are ambitious.
- 3.1.9 To contribute to the whole school vision and its strategies in delivering outstanding learning and encourage high aspiration for everyone.
- 3.1.10 To prepare students for the transition to life beyond secondary school (higher education and the world of work).

4. School Responsibilities

- 4.1 The school has a series of statutory duties:
 - 4.1.1 All registered pupils in Year 8 to Year 13 have access to the schools Careers Adviser who is a level 6 professional qualified in accordance with the *Careers Strategy: Making the most of everyone's skills and talents December 2017*.
 - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.

4.1.3 This advice must cover a range of education or training options.

4.1.4 This guidance must be in the best interests of the pupil.

4.1.5 There must be an opportunity for education and training providers to access pupils in Year 8 to Year 13 in order to inform them about approved technical qualifications or apprenticeships.

4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 2.

4.3 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school.

5. Governor Responsibilities

5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 based on the eight Gatsby Benchmarks

5.1.2 meeting the school's legal requirements

5.2 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6. Provider Access

6.1 This statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's

education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

6.2 Statutory Requirements for Provider Encounters The Cherwell School is committed to ensuring that all students in Years 7-13 are aware of the full range of academic and technical routes available to them. In accordance with Section 42B of the Education Act 1997 (the "Baker Clause") and subsequent updates, the school provides a minimum of **six encounters** with providers of technical education or apprenticeships:

- **Two encounters** for pupils during the 'first key phase' (**Year 8 or 9**) that are mandatory for all pupils to attend.
- **Two encounters** for pupils during the 'second key phase' (**Year 10 or 11**) that are mandatory for all pupils to attend.
- **Two encounters** for pupils during the 'third key phase' (**Year 12 or 13**) that are mandatory for the school to put on but optional for pupils to attend.

6.3 Provider Encounter Standards All encounters will be scheduled during the main school day and will provide:

1. Information about the provider and the approved technical education qualifications or apprenticeships they offer (for example T Levels and HTQs).
2. Information about the careers to which those qualifications lead.
3. A description of what it is like to study or train with that provider.
4. The opportunity for students to ask questions of the provider.

6.4 A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak with students and/or their parents.

7. Monitoring and Evaluating

7.1 The Headteacher will ensure that:

7.1.1 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

7.1.2 the work of the Careers Advisor and CEIAG events are supported and monitored

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from Students, Staff, Parents/carers and Employers.

7.2.2 Feedback from Stake holders.

7.2.3 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The school's Governors will review this policy annually.

Appendix 1 – Careers (Futures) Programme

To view the Key Stage 3, 4 and 5 programmes please click on https://cherwellschool.s3.amazonaws.com/uploads/asset_image/2_161.png

Appendix 2 - Summary of Gatsby Benchmarks

1 A stable careers programme	At the Cherwell School we have created and embedded our futures programme, which will be known and understood by students, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. ○ The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. ○ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2 Learning from career and labour market information	Students will learn about the Labour Market Information through our Future Programme. Every student and parent will have access to the latest LMI documents on our The Cherwell School website.	○ By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. ○ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

3 Addressing the needs of each student	At the Cherwell School we have created and embedded our futures programme that actively challenges stereotype and seeks to raise aspiration. In April 2022 we purchased Unifrog and through this software it should be easier for students to record and have access to their own records.	○ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ○ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ○ All pupils should have access to these records to support their career development. ○ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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.	○ By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5 Encounters with employers and employees	Our futures programme was designed with employer encounters in mind, so that each year group will get at least one encounter with an employer.	○ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

6 Experiences of workplaces	Year 11 work experience is planned to resume in October 2022 (following a break due to COVID 19). Year 12 will commence with their work experience from June/ July 2023.	○ By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. ○ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7 Encounters with further and higher education	All students 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.	○ By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. ○ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8 Personal guidance	Every student from Year 8 has access to the schools Level 6 Careers Adviser. The Careers Adviser main focus is Year 11, and vulnerable students.	○ Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 3: Provider Access Policy Statement

The Cherwell School

1. Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997, as amended by the Skills and Post-16 Education Act 2022.

2. Student Entitlement

All students in Years 7–13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education (such as T-Levels and Higher Technical Qualifications), and apprenticeships—through options events, assemblies, group discussions, and taster events.
- To understand how to make applications for the full range of academic and technical courses.

3. Statutory Requirements: The Six Encounters

In line with the updated Provider Access Legislation (PAL), The Cherwell School provides a minimum of six encounters with providers of technical education or apprenticeships, distributed as follows:

Year Group	Key Phase	Minimum Encounters Required	Scheduled Opportunity (Example)
Year 8/9	First	2	National Apprenticeship Week Assembly / Technical College Workshop
Year 10/11	Second	2	Post-16 Options Evening / Employer Networking Event
Year 12/13	Third	2	Higher/Degree Apprenticeship Seminar / Vocational HE Fair

4. Management of Provider Access Requests

A provider wishing to request access should contact:

- Name: Jason Davis
- Role: Careers Leader
- Telephone: 01865 518274
- Email: Jdavis@cherwellschool.org

5. Opportunities for Access

The school offers a comprehensive Careers Education, Information, Advice and Guidance (CEIAG) programme. Providers are invited to contribute to scheduled events including:

- Year 9 & 11: Post-16/Post-18 Options Evenings.
- Year 10 & 12: Work Experience briefings and Careers Fairs.
- Whole School: National Careers Week and National Apprenticeship Week assemblies.
- Small Groups: Industry-specific workshops and "Meet the Professional" sessions.

6. Premises and Facilities

The school will make the Main Hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also provide AV equipment (screens, laptops, audio) to support provider presentations.

Note: All providers are expected to comply with the school's Safeguarding and Visitor Policy.

7. Previous Providers

In the previous academic year, the following providers were invited to speak to our students:

- Activate Learning, BMW Apprenticeships, Oxford Brookes University, Oxford City College, Abingdon and Witney College, University of Oxford Apprenticeship team, and BAE Systems.

8. Complaints and Appeals

Any provider wishing to raise a complaint regarding access should, in the first instance, contact the Careers Leader. If the matter is not resolved, it will be escalated to the Headteacher and Governing Body in accordance with the School's Complaints Policy.

Review Schedule

- Policy Last Updated: May 2026
- Next Review Date: May 2027