

Careers Policy 2025/26



**Ormiston
Sudbury
Academy**

Ambition - Respect - Endeavour

Sept 2024

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Rationale

Careers Education, Information, Advice and Guidance (CEIAG) at Ormiston Sudbury Academy is provided for all students in Years 7 to 11. We believe that it has an integral role to play within the wider aims of the Academy curriculum, particularly in providing opportunities for student to learn and achieve in preparation for the opportunities, responsibilities and experiences of later life.

A planned, tailored and progressive programme of activities and interventions supports learners in choosing pathways that suit their interests and abilities, with particular emphasis on supporting students in making effective career decisions at key transition points in Years 9 and 11.

Commitment

Ormiston Sudbury Academy is committed to providing good quality, impartial careers education to students. We aim to provide an inclusive, effective and stable careers programme that supports students with their career journey whilst at the Academy and ensures they can make well informed decisions about their future.

CEIAG is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.

We are committed to ensuring that students are aware of the wide range of academic, technical routes and Apprenticeships available to them as stated in the Provider Access Policy on our website: [2024-04-23-OAT.OSA-Provider-Access-Policy-Released-April-2024.pdf \(ormistonsudburyacademy.co.uk\)](#)

In November 2025 we were assessed and awarded the national 'Quality in Careers Standard' for our career's education, information, advice and guidance provision.

Statutory Duties

In accordance with the statutory guidance from the Department for Education 'Careers guidance and access for education and training providers' Jan 2023, we will ensure our statutory duties by:

- Ensuring students have sufficient access to independent and impartial career guidance. This includes support from a trained specialist in career guidance (qualified to Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.
- Publishing the arrangements for training providers to access students on our website (See Appendix 1).

- Publishing details of the careers programme that will be updated annually.
- Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Ormiston Sudbury Academy endeavours to follow the National Careers Strategy: making the most of everyone's skills and talent for 11 – 19 in England (DfES, 2017) and other relevant guidance from DCSF, QCA and Ofsted as it appears.

Governing Body

In line with Section 42A of the Education Act 1997, our governing body:

- Ensures all registered pupils of the school are provided with independent careers guidance from year 8 onwards.
- Ensures careers guidance is presented in an impartial manner
- Ensure careers guidance includes information on the range of education or training options
- Ensure careers guidance promotes the best interests of the pupils to whom it is given.
- Provide clear advice and guidance to the Academy Principal on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

The Governing Body has a crucial role to play in connecting Ormiston Sudbury Academy with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. The Governing Body nominates one of their members to take a strategic interest in CEIAG and encourage employer engagement and who engages with the Academy's appointed Careers & Enterprise Company Enterprise Advisor to support the Academy to develop its careers programme and to broker relationships between employers and the Academy.

Student Entitlement:

We believe that it is important for students to begin their career learning early which is why our career programme offers activities from Year 7 to inspire and motivate our students to fulfil their potential.

Using the 8 Gatsby Benchmarks for good career guidance (Appendix 1) and the CDI's development Framework (Appendix 1) our careers programme provides a wide range of opportunities for student to engage with employers, apprenticeship providers, further and higher education institutions so that students understand the vast range of career pathways available and can make well informed decisions and plan appropriately for when they leave the Academy.

All students in Year 10/11 will have access to a qualified Level 6 Careers Adviser who offers independent and impartial careers guidance on the range of education and training options, including A level, vocational pathways and apprenticeships.

Aims

The aims of the Careers Education, Information, Advice and Guidance policy are:

- To contribute to strategies for raising achievement, especially by increasing motivation
- To support inclusion, challenge stereotyping and promote equality of opportunities
- To encourage participation in continued learning including Further and Higher Education
- To develop enterprise and employment skills
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation.
- To focus students on their future aspirations
- To significantly reduce the likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)
- To involve all Academy stakeholders in the career-related learning of students, including parents and carers.

To help learners, through careers and work-related activities and employer interventions to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

Objectives

At Ormiston Sudbury Academy our CEIAG curriculum and careers programme is aligned with the eight Gatsby Benchmarks, delivering good career guidance in schools. Through careers education and work-related learning our objectives are:

- Providing our students with a stable careers programme
- Learning and understanding career and labour market information
- Making sure we address the needs of all students
- Ensuring subject teachers link the curriculum to careers
- Provide opportunities for our student to meet with employers and employees
- Support student participation in our work experience programme in year 10
- Provide opportunities for our students to visit and speak to representative from further and higher educational institutions
- Student have access to a qualified careers adviser who can provide impartial personal guidance

Delivering a careers programme that meets the above objectives means our students will be well prepared for their next stages of education, employment and know how to research, plan, prepare and make informed decisions on their future.

Delivery

The Careers Education Programme is delivered through a wide range of activities that take place during timetabled lesson or events scheduled during the academic day. These include PSHE lessons, in-house events involving employers, including speed networking & employability days and assemblies. External visits career fairs/subject related visits, visits to FE/HE providers, workplace visits, work experience, career guidance meetings. We also host talks and visits relating to national awareness weeks such as National Apprenticeship Week, National Careers Week, British Science Week.

All students have access to the career platform Unifrog to help them explore career related topics and record their career leaning ,to reflect on in the future. We also use this to record work experience in Year 10.

Unifrog is used to deliver career lessons in PSHE.

We have a level 6 qualified Careers Adviser employed by the Academy to conduct impartial and unbiased Career Guidance interviews and to support our Year 11 students with their transition onto Further Education and training

For information on our careers programme for 2024/25 and how it links to the Gatsby Benchmarks please visit our website:

[Ormiston Sudbury Academy - Careers Programme](#)

Parents and carers

Parental involvement in CEIAG is encouraged and we are keen to work with parents/carers to help support their young person to make important decisions on their future, we have information and links for parents regarding careers on our website.

Career activities are communicated to parents and carers through our weekly bulletin and Year 11 Newsletter, where permission is required to participate in activities this will usually be communicated via letter or email. We ask parents to help support our activities where possible particularly when it comes finding work experience placements in Year 10.

Our Careers Adviser attends our Year 9 options evening and parents' evenings for year 10 & 11, to discuss next steps. Parents can request a meeting with the Academy Career Adviser to discuss their young person's next steps and plans for leaving the Academy in Year 11.

Working with outside agencies/organisations

To enable our student to discover and learn about a vast range of careers, skills and qualifications it is important that we work closely with external organisations to help support and deliver our careers programme. These include; FE providers, University of Suffolk, University of Essex, Suffolk County Council, Suffolk Apprenticeships, RAF, Suffolk Police, Suffolk Fire Service, HSBC, Morgan Sindall, BT, Stephen Walters, DWP, Nestle, Siemens, Active Lives, Boxford Farms, Swan at Lavenham.

We work alongside our CEC Enterprise Co-ordinator from the Norfolk and Suffolk Careers Hub to help build links with local employers and support our career activities.

Monitoring, Reviewing and Evaluation

The Academy's Careers Programme is reviewed annually or whenever updates are required due to changes in legislation.

The effectiveness of the careers programme is monitored by obtaining feedback from stakeholders including, students, staff and external organisations after each activity.

Students participate in the Career and Enterprise Company 'Future Skills Questionnaire' in years 7,9 and 11 which measures the impact of careers education and helps us evaluate the impact our careers programme has made during their time at the Academy.

We use Compass+ to manage, track and evaluate our careers programme at individual learner level against the eight Gatsby Benchmarks. A copy of our most recent report is available on our website.

In November we were reaccredited with the 'The Quality in Careers Standard', a national quality award for CEIAG in schools and colleges, assessed by an external

agency. Schools must demonstrate that that their careers programme educates, prepares and inspires young people as they make decisions about their future learning and work choices. By achieving the award means the parents/carers can be confident that the careers programme delivered at the Academy supports their young person.

Destinations of our school leaves are produced annually and published on our website once we have received up-to-date information from the local authority (usually December)

Recording and monitoring of career education and learning

All career related activities that students engage with are recorded on their Unifrog account, which they can access themselves. Students are also encouraged to log their own careers learning (which may happen outside of school) onto the Unifrog platform.

The Unifrog 'Work Placement Tool' is used for the administration of our work experience programme in Year 10. It ensures that all the relevant forms are received between the different parties involved and that we are compliant with safeguarding, health and safety and GDPR. Students that participate in the programme are required to complete a log and reflect on their experiences and the skills they have acquired.

Career interactions are also logged on Compass+ the CECs platform for evaluating CEIAG against the Gatsby Benchmarks. If students wish to receive a copy of their Compass + report they can request this from the Academy Career Adviser at the end of the academic year.

Equal Opportunities

All teachers and staff involved in career related learning have a responsibility to promote equality of opportunity, which ensures that all students have an entitlement and appropriate access to Careers Guidance regardless of race, gender, religion, ability, disability, social background or sexual orientation. All advice given will be impartial and confidential. Students will be helped to understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination.

Responsibility for Careers Education at the Academy

Governor – Cheryl Morgan

SLT lead: Emma Price

Careers Adviser – Miss Boreham

PSHE curriculum lead – Miss Warden

Form tutors deliver the PSHE lessons fortnightly a number of these are dedicated to careers

Teachers are responsible for delivering subject related careers information

Appendix 1

Gatsby Benchmarks

Table 1: Eight benchmarks for providing good career guidance

1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
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.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils 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.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

