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# Europa School Careers Policy

**All information issued in this document is provided on the understanding that it is the best available at the time of writing.**

*Previous editions of this guidance should be destroyed.*

Policy Written by:	Lindsay Powell
Approved by:	Secondary Committee & Governing Body
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Shared with parents:	June 2021
Shared with staff:	June 2021

Europa CEIAG Policy  
Approved:  
Review Date:

## 1. Introduction

### Rationale

Careers education and guidance programmes play a major part in helping young people choose 14-19 pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations. The Europa School programme will help our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, celebrate diversity and challenge stereotypes. The policy will be guided by the Gatsby benchmarks and conform to statutory requirements.

[https://assets.publishing.service.gov.uk/.../ Careers\\_guidance\\_and\\_access\\_for\\_educati....](https://assets.publishing.service.gov.uk/.../ Careers_guidance_and_access_for_educati...)

Further information is available here:

<http://www.goodcareerguidance.org.uk/the-benchmarks>

and here:

<http://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice>

## 2. Overview of Careers at Europa

All changes to the careers policy are approved by the school governing body and they are regularly informed about the progress of the careers programme via visits to the school, secondary education committee meetings and reports/presentations delivered by the Careers Coordinator.

### Objectives

- To ensure that students develop the skills and attitudes necessary for success in adult and working life;
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+ in the UK and abroad;
- To equip students with the necessary decision-making skills to manage those same transitions;
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally, nationally and internationally;
- To encourage students to make good use of the paper-based, virtual, staff and community resources available to them, in order that they can make informed and appropriate choices throughout their school journey;
- To foster links between the school, local businesses and further/higher education establishments;
- To enable students to experience the world of work and develop transferable skills;
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training;
- To maintain a culture of high aspirations;
- To develop awareness of teaching staff especially in STEM of a wide range of future career paths and
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, receive it.

### Student Entitlement

Students should be able to:

- Assess their achievements, qualities and skills;
- Understand and engage with teacher assessment and feedback to support career choices;
- Present this information as appropriate;
- Use this information for personal development;
- Set career and learning targets;
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work; and
- Recognise the value and impact their activities at school and with external organisations can have on their future
- Engage with employers and understand different career paths

- Have access to current labour market information and understand the implications of this information for their future

### 3. Individual Careers Guidance

The Gatsby Benchmarks state:

'Every pupil should have opportunities for guidance interviews with a careers 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.'

The school guarantees impartial and independent advice via:

- A Career Adviser who hold one to one interviews with students and works in the best interests of the students
- Promotion of independent websites relevant to all career needs, from choosing a university to pursuing a career, at options evenings, available on the school website, and on the school central drive; and
- Access to a wide variety of external speakers offering independent sources of information including several local and national employers, representatives from professional bodies and organisations, representatives of higher education establishments, parents and former students, who are a valuable resource. All visitors are expected to comply with the school's Visitors' Policy which includes the Code of Conduct.
- All staff have a part to play in the implementation of this policy through their role as tutors and as subject specialists.
- Online access to Careers Education software

### 4. Work-related Learning

The Gatsby Benchmarks state:

'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.'

Students will undertake different forms of work experience in S4, S5 and S6. S4 will have two weeks of work experience followed by a day to review the learning gained through this experience and a presentation including careers advice from a Careers Professional. S5 will have a week of work experience with a feedback day and a presentation including careers advice from a Careers Professional. They will also receive a certificate recognising their efforts. S5 will also undertake a Skills programme which they will help to design and deliver. S6 will incorporate their Work Experience into the service element of their Careers, Activity and Service work. They will review their work-based learning at the end of the year and update their CVs in light of their experiences.

The objective of Work Experience in S4 (Y10) is to help students to explore their passions and to have an understanding of their options before they select their subject choices for their future studies. The objective of Work Experience in S5 (Y11) is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills. All students will be offered the opportunity to undertake a two-week placement in the summer term of S4 and one week in S5. It is ultimately the student's responsibility to ensure that they have secured a placement (before the deadline given by the Work Experience Coordinator); however, support in finding a placement will be offered by the school via assemblies, template letters and individual support from the Work Experience Coordinator.

Each year, the programme is launched at an information evening for students held in the Autumn Term. Prior to the placement, students will participate in several preparation activities including creating a CV, letter writing and interview training. A Work Experience briefing will be held for all students in S4 (Y10) and S5 (Y11) in the week prior to their placements to ensure that they understand how to approach their placement, and the procedures to follow if there are any problems. Necessary and relevant health and safety information will also be covered. A Google Classroom group will be set up to allow students

to communicate any problems and issues they are facing during their placements. On return to school, there are Work Experience debrief sessions during form time where the students are given the opportunity to reflect upon and share their experiences with classmates and staff.

To ensure that students are safe during Work Experience placements, the school will check that the organisation offering the placement holds valid 'Employers' Liability Insurance' (ELI) for the time of the placement. Any placement which does not hold ELI, and which has not been Health and Safety checked for the period of the placement will not be approved for Work Experience, and the student seeking the placement will be advised to find an alternative. In addition, the school cannot support placements with sole traders or single employees.

## **5. Careers Information and Resources**

Careers information and resources are in the Careers library in Room 113, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Lead. Parents receive email correspondence about essential information including a termly Careers newsletter and are invited to information evenings led by relevant staff. There are regular opportunities to participate in 'masterclasses' offered by local science and engineering establishments and universities. The links with Oxford University Modern Languages Department are also very strong. Students have access via the school network to a Careers Education Program which they can work through. All staff are kept up to date about Careers Department activities through a Careers section in the Staff Newsletter which is sent out weekly during term time.

Our students have remote support via google classroom for careers particularly during higher education application rounds in S7. All students receive training on using the Europa UCAS platform

## **6. SEND and Careers**

Every student with SEND follows the same programme of careers as their peers, with adaptation and support from the SEND team where appropriate. A Careers Support Group runs for students who are recommended for extra support from S4 (Y10). As part of this support group, students will meet with the Careers Adviser 2-3 times a year in S4 and S5. Parents will be informed of their child's inclusion in the group and can opt out with the option to opt back in again at any time.

The SENCO meets with parents/carers to discuss option suitability where their need is likely to have an impact on their choices during the option process. The SENCo supports the development of work experience placements, ensuring that providers are aware of individual needs, highlighting any considerations that need to be made and promoting a positive experience. We also work with local colleges and agencies to provide extra activities in smaller groups to support these students. (SENCo to review)

## **7. Partnerships and links**

Europa School enjoys many strong community links with businesses and individuals who give of their time to support the school in their delivery of Careers Education. The school is very much using their link with OxLEP and our Enterprise Adviser. S6 have a mentoring scheme using the school links and parental support. We are also using local school links to provide access to careers fairs and activities for our students. Provider Access for Careers Provision Policy Statement can be found on the school website at (<https://europaschooluk.org/wp-content/uploads/Provider-access-for-Careers-Provision-at-Europa-School.pdf> ).

A link has recently been developed with B4 Business whom we support in the running of the project 'Your Introduction to the World of Work' which is a fortnightly live streamed session with different local employers. This is open to all students in Europa. Through this link we are increasing our mentor and employer network.

## **8. Monitoring, Review and Evaluation**

The Careers Leader with the UCAS Co-ordinator maintain a spreadsheet to map progress and choices during S6 (Y12) and S7 (Y13). A database of future destinations for HE and work-based training is also

held for at least 3 years following a student's departure from the school. Google Form surveys are used to provide baseline and impact data for careers' activities.

Starting in September 2021, from S1 and every other year students are asked via the University of Oxford's Litmus programme to highlight their areas of interest for their future careers and then activities and speakers for the academic year can be provided and targeted based on this information. This is also shared with all staff to show where our students interests lie and to help link curriculum and careers.

At the start of the academic year the Careers Leader will, in consultation with stakeholders, create an action plan for the year as well as a SWOT analysis. This will be shared with Governors and SLT.

At the end of every academic year, as part of the parent questionnaire, parents will be asked about their children's experience of Careers Education in school. This information will be used to review our work in school for the following year. The Careers team along with the school Senior Leadership and OxLEP and Enterprise Advisors will review through the Careers and Enterprise Company Compass system how well the school has met the Gatsby Benchmarks and where there is room for improvement. The Careers Lead will also meet with representative of each year group to understand their Careers Education experiences from that year and what they would like to see in the coming years. A report will then be made by the Careers Lead to self-evaluate the careers provision.

Year Programme

Year	Autumn term	Spring term	Summer term
<b>S1 (Y7)</b>	Introduction for Careers Software online program  Careers Programme delivered through RSE	Careers Programme delivered through RSE	Careers Programme delivered through RSE
<b>S2 (Y8)</b>	Careers Programme delivered through RSE	Careers Programme delivered through RSE  S3 options event – student assembly	Careers Programme delivered through RSE  Human Library Event
<b>S3 (Y9)</b>	Careers Programme delivered through RSE	Careers Programme delivered through RSE  S4 options event – students’ assembly and parents’ evening	Careers Programme delivered through RSE  Understanding different Careers – video interviews of different careers
<b>S4 (Y10)</b>	Employability Skills session  Work experience introduction session including with parents	Apprenticeship and technical education presentation.  Evening apprenticeship session for parents	Work experience preparation sessions including  Work experience
<b>S5 (Y11)</b>	Careers Advice and Guidance interviews begin. Individual meeting with every student throughout the year  Healthcare Careers Event  Assembly on opportunities at 16  Work experience half day session: cv and interview preparation	Post-16 assembly and parents’ evening  Post-16 taster sessions  Apprenticeships – support with applications	Work experience preparation sessions  Work experience

<p><b>S6</b> <b>(Y12)</b></p>	<p>Work experience planning (through CAS)</p> <p>Mentoring</p>	<p>Higher education (HE) fair.</p> <p>Assembly re Post 18</p> <p>Oxbridge/Medical Applications Information Evening at SHKS (Learning Partnership Collaboration)</p> <p>Mentoring</p>	<p>Careers days, researching HE courses and writing personal statements</p> <p>Gap year opportunities</p> <p>Meeting with ex-students re University experience and applying to Oxbridge</p> <p>Subject references preparation Work experience</p> <p>University Open Days</p> <p>Post-18 assembly – apprenticeships</p>
<p><b>S7</b> <b>(Y13)</b></p>	<p>Choices for Baccalaureate examinations</p> <p>HE applications meeting with students and parents</p> <p>Allocation of referee</p> <p>Individual mentoring with allocated Advisers</p> <p>HE and higher apprenticeship applications</p> <p>Aptitude Tests</p> <p>Practice Interviews</p>	<p>Assembly on UCAS, student finance and other opportunities (apprenticeships)</p>	<p>Individual; meetings with students and/ parents following Baccalaureate results to discuss options.</p>

**Staffing and Development:**

Staff	Position	Responsibilities within CEIAG
Lindsay Powell	Careers Lead	Strategic management and co-ordination of CEIAG, linking CEIAG to wider school policies and development plan priorities. Link between CEIAG and SLT/ and the Governing Body.
Ivana Charalambous	UCAS / HE Coordinator	Delivery of H/E advice and guidance and coordination of UCAS applications and advice. Coordination of H/E guidance for other countries
Ivana Charalambous	Work Experience Coordinator	Co-ordination of work experience for S4-6.
Annie McLeod	Careers Adviser	Delivery of individual careers advice to students

Lynn Wood	Principal with oversight of CEIAG	Monitoring of all CEIAG activities for S1-7
Class Teachers		Support for careers and curriculum links Mentoring support for UCAS applications
Robin Barter	Link Governor	CEIAG
Sally-Anne Lloyd	Admin Support	Admin support for UCAS / HE

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