



## Europa School UK

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# Europa School UK 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
Policy Updated:	January 2023
Review Date:	January 2025
Shared with parents:	
Shared with staff:	

Europa CEIAG Policy  
Approved:  
Review Date:

## **1. Introduction**

### **Aim**

**To open the minds of all students to know their skills and value their opportunities.**

### **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 Leader.

### **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 education providers 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 Level 6 qualified Career Adviser who hold one to one interview with students and works in the best interests of the students meeting at least once in S5 and once in S6 and available for extra support through personal, parental or staff referral
- 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 and alternative pathways, 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 and are provided with information to understand the school structure, qualifications and use of Skills Builder.
- 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

From September 2021, Careers Education lessons will be delivered to all of KS3 and KS4 as part of their Personal and Cultural Development (PCD) lessons.

### 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 and S6. They will also receive a certificate recognising their efforts. 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. 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) 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. Requests for placements abroad will be discussed with the parents, student and SLT on an individual basis.

## **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 and supported by displays in classrooms, around school and in the 6th form study room. 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. Google Classroom is used to share information with students. S6 and S7 have access to the UCAS / HE Google Classroom and each year group have their own PCD Google Classroom where information is shared regarding work experience and other opportunities. The school website has a CEIAG section which is kept up to date with reference to current legislation, how to access further information for all stakeholders (such as on LinkedIn and Instagram).

## **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 where required. 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 will use information from CEIAG support during review meetings and share information gained through these meetings.

## **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 (part of the HUB from September 2022) and our Enterprise Adviser. Our School is also part of the South Oxfordshire Learning Partnership.

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, through this link we are increasing our mentor and employer network.

As of July 2021, we have a partnership with Neuro-Bio where they provide mentoring and curriculum support to us and we provide language support in various ways including through CAS projects. To date Neuro-Bio have attended a number of in school sessions and talks and have hosted our older students for lab-based work experience during school holidays.

As of September 2021, Europa School have been delivering the Skills Builder Programme to develop Skills Education in school. The Silver award was achieved in the 2021-22 academic year and local employer funding received for academic year 2022-23 to aim for the Gold Award. Skills Builder is used throughout school and displays will be provided in every classroom in the stream languages, progress in MYP is to be tracked using Skills Builder skills and students will develop the language of these employability skills.

## **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. GoogleForm surveys are used to provide baseline and impact data for careers' activities. Future First Alumni Programme is being used from January 2023. From September 2022 we have been able to upgrade to Compass+ and are moving our monitoring of Careers experience progression to the Compass+ system. We are also using this system to plan provision; self-assess against the Gatsby Benchmarks and log our employer and provider contact details.

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 along with our Annual Report reflecting on the previous year.

In a regular cycle, all stakeholders, parents, students, staff, employers and school community, will be provided with a questionnaire to provide feedback on the careers provision from that year. This information will be used to review our work in school for the following year. The Careers team along with the school Senior Leadership, 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 Leader will also meet with representatives 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 Leader 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 PCD	Careers Programme delivered through PCD	Careers Programme delivered through PCD
<b>S2 (Y8)</b>	Careers Programme delivered through PCD	Careers Programme delivered through PCD  S3 options event – student assembly	Careers Programme delivered through PCD  Human Library Event
<b>S3 (Y9)</b>	Careers Programme delivered through PCD	Careers Programme delivered through PCD  S4 options event – students' assembly and parents' evening	Careers Programme delivered through PCD
<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  Assembly on opportunities at 16	Post-16 assembly and parents' evening  Post-16 taster sessions  Apprenticeships – support with applications	
<b>S6 (Y12)</b>	Work experience planning (through CAS)	Higher education (HE) fair.  Assembly re Post 18  Oxbridge/Medical Applications Information Evening at SHKS	Careers days, researching HE courses and writing personal statements  Gap year opportunities

	Mentoring	(Learning Partnership Collaboration - when available)  Mentoring  Careers Advice and Guidance Interviews begin	Meeting with ex-students re University experience and applying to Oxbridge  Meeting with ex-students and learning about their experience after a year of university  Subject references preparation  University Open Days  Post-18 assembly – apprenticeships
<b>S7 (Y13)</b>	HE applications meeting with students and parents  Allocation of referee  Individual mentoring with allocated Advisers  HE and higher apprenticeship applications  Aptitude Tests  Practice Interviews	Assembly on UCAS, student finance and other opportunities (apprenticeships)	Individual; meetings with students and/ parents following Baccalaureate results to discuss options and ongoing support with firm and insurance choices

#### 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. Oversee PAL legislation and apprenticeship information being delivered to school community
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
Steve Wright	Link Governor	CEIAG
Sally-Anne Lloyd	Admin Support	Admin support for UCAS / HE

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