



CAREERS POLICY

Policy Author: Elizabeth Caldicott	Version No: 1
Date of Approval: 8 th March 2026	Approved By: Georgina Mendez (Proprietor)
Effective Date: 8 th March 2026	Next Review Date: 9 th March 2028

Introduction

Careers Education, Information, Advice and Guidance (CEIAG) is an essential part of the support we offer to pupils at Orion. Effective careers support can help to prepare our pupils for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as pupils and workers. As options for pupils become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum. To achieve our objectives, we aim to utilise the Eight Gatsby Foundation Benchmarks, ensuring we are fulfilling our legal duties and providing a framework for good careers guidance development ensuring the best possible careers education, information, advice and guidance for our pupils. The Careers Leader will establish and deliver the Careers Programme across all Eight Gatsby Benchmarks.

To ensure we meet the new duties which enable our pupils to have access to further technical careers information and opportunities, we have incorporated within the curriculum, the opportunity for guest speakers, employers, colleges and training providers to engage with our pupils on site.

The Benchmarks

A Stable Careers Programme

We aim to deliver a stable structured careers programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers. The programme will be delivered across several stand-alone sessions with different topics based on each year group.

Learning from Career and Labour Market Information

All pupils and parents should have access to good-quality information about future study and work options. Pupils will receive and have access to suitable information and advice regarding career paths and labour markets allowing them to make informed choices with the support of their parents.

Addressing the Needs of Each Pupil

We aim to make certain that all careers advice and guidance provided is differentiated based on the pupils needs and have ensured that the careers programme has considered equality and diversity throughout.

All activities that have been carried out in terms of career development will be systematically recorded and available to each pupil at any given time in order for them to see development and progress.

Linking Curriculum Learning to Careers

All Teachers will be tasked with making suitable links between curriculum learning and careers, effectively enabling all pupils to learn and make clear links between how different STEM subjects help them to gain access to wider range of careers opportunities within different industries.

Encounters with Employers and Employees

Pupils will be given access to multiple opportunities to learn from employers about work and essential employability skills through enrichment activities including speakers and mentoring embedded throughout the curriculum as-well as stand-alone careers sessions. Through the schools motor vehicle studies programme, pupils will undertake a module on working in the engineering industry which involves understanding organisations that make-up the various sectors of the engineering industry. There are units which will give pupils the understanding and the skills to plan, problem solve, work with others. Pupils learn about the how the industry is structured, and the various sectors that make up the world of engineering Pupils work on real cars in a purpose build garage workshop and complete 'job cards' which mirror 'jobs' which would likely to come into a real working garage, enabling pupils to experience daily life as a mechanic.

Experience of Workplaces

Every pupil will be given the opportunity to undertake work experience, allowing them to increase their experience and careers opportunities and build-on and expand their networks in work. This usually occurs in the Spring Term of year 10.

Encounters with Further and Higher Education

Pupils will be given access to and understand the full-range of learning opportunities that are available to them at both academic and vocational options in schools, colleges, apprenticeships, university and within the workplace. This will be achieved through attending open-days, careers events, guest's speakers and visitors and attending exhibitions.

Personal Guidance

Every pupil will be given the opportunity for guidance interviews on a regular basis (not less than two times per academic year) and will be based on their individual needs. Pupils will be supported in developing interviews skills and techniques, including communication skills, body language and positive attitude.

Aims and Objectives

Orion's careers programme aims to:

- Ensure all pupils have access to external sources of information on a full range of education and training options.
- Utilise all Eight Gatsby Benchmarks to improve the Careers Programme to a high standard
- Continually review the Careers Programme to ensure it adheres to the Gatsby Benchmarks
- Encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- Ensure pupils' readiness to take their next step in their learning or career.

The objectives for the careers programme are as follows:

- Helping pupils to understand the changing world of work
- Facilitating meaningful encounters with employers for all pupils
- Supporting positive transitions post-16
- Enabling pupils to develop the research skills to find out about opportunities
- Helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work and their next steps or career goals.
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation.

Pupil Entitlement

All pupils are entitled to be fully involved in an effective CEIAG programme. Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises pupil participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. During their time at school, all pupils can expect:

- The support they need to make the right choices in each year group.
- Access up-to-date and unbiased information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- Career lessons during tutor time covering options after school, the world of work, the job market and the skills needed for the future

- At least four meaningful encounters with representatives from the world of work; this could be through work experience, World of Work Week activities, assemblies, careers talks (in or outside lessons), projects and visits
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff
- Access to one-to-one guidance with a trained, impartial careers advisor, by appointment; this is available to pupils of any year group. A meeting with an adviser independent of the school can also be requested.
- The school is to keep parents/carers informed of their child's progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- Pupils to be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.

Parental Involvement

Pupils do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their child. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for Parents and Carers

Parents/carers are invited into school twice a year to discuss their son/daughter's progress, on Parents Evening. In readiness for these events, pupils' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and (in KS4) career planning, as well as academic progress. Careers staff, as well as education and training providers, attends events for specific year groups.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website and social media. With the pupil's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the careers staff at school, should they have any questions or concerns.

Delivery of the Careers Programme Careers Education

Explore Career Options

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Be introduced to career resources to explore career preferences and options available.

Develop Self-awareness

- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

Work experience and Mock Business Interviews

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options. All pupils will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form, training provider or college setting
- Learn about the different Post-16 pathways.

Post-16 applications

Pupils will learn how to write a personal statement for post-16 applications; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. All pupils will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Develop further experience in the workplace
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a career's adviser.

Career Guidance Meetings

Pupils are entitled to appropriate guidance to meet their individual needs. All pupils at school can request an appointment with the careers adviser. Pupils are identified for careers meetings based on need and through self-referral.

Needs-Based Referral

The referral procedure works as follows:

- Teachers or Pastoral staff can identify pupils who would benefit from early intervention, for example pupils with a lack of direction, self-awareness or lack of motivation; pupils with SEND; certain pupils receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Year 10, teachers identify any pupils based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Pupils complete their own careers questionnaire late in Year 10 where they are asked about their career and post-16 ideas. Pupils are also seen in small groups in Year 10/early Year 11 to discuss and explore the different progression routes where the careers adviser can identify pupils who might need further support.

The outcome of all these activities allows the careers adviser to identify pupils for interviews, helping to ensure that pupils of all abilities can access the support they need. For those pupils identified as being at risk of NEET, further interventions are arranged as appropriate for each pupil. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the pupil leaves school.

Self-Referral

Pupils may refer themselves for a careers meeting at any point, directly via the school office or via Teachers, pastoral or special educational staff. An appointment with the adviser will then be arranged. Pupils are made aware of the careers adviser through assemblies and Teachers. Careers staff will record details of career meetings on action plans. Pupils will receive a copy and parents and staff have the option to see this information so they can support the process. If a pupil is away or fails to attend, an alternative time will be arranged.

Career Information

Career information is available in the Careers, Education, Information, Advice and Guidance (CEIAG) room through relevant displays and notice boards or cascaded via teachers or through year group assemblies. The CEIAG room includes a range of training provider, university and college prospectuses, career guides, apprenticeship and employer

information, as well as guides on employment and job-search activities. Online resources include a range of reliable websites collated by the careers staff.

External Providers

A range of external providers are invited into school to support the careers curriculum. These might include local colleges, universities, training providers, apprenticeship organisations, employers, ex-pupils, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

Any external providers wishing to access our pupils to inform of any careers information should contact the Head of School.

Premises and Facilities

Orion will ensure that suitable rooms are available for all meetings and discussion between providers and pupils. Providers are welcome to leave behind prospectus and leaflets pertaining to careers opportunities at reception, available to all pupils.

Management and Staffing

The Head of School is responsible for taking a strategic lead and direction for careers work in the school; with responsibility for careers and employability, delegated to nominated staff.

Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes Pastoral staff, Teachers and senior staff.

The Governing Body

The Careers guidance provided will be reviewed by the proprietor and school governors who will determine its suitability on the grounds of it being suitable, impartial and without bias (towards a particular institution, education or work option) programme. They will ensure that it includes information on a range of education or training options including apprenticeships and technical education routes. The proprietor and school governors will also ensure that careers staff are suitably equipped to deliver impartial and relevant advice, support and guidance to all pupils.

A school governor will be specially chosen to take on a strategic interest in careers, education and guidance and encourage employer engagement and who will also have the responsibility to provide clear advice and guidance to the Head of School on which they can base a strategy for careers advice and guidance which meets legal requirements.

They will ensure that Orion have a schedule that allows training providers, colleges and employers to visit the Pupils on site and provide them with information, advice and guidance on technical/vocational and academic qualifications that are available to them and progression routes.

Staff Development

Staff are introduced to the concepts, aims and programme for CEIAG at Orion during internal staff training days. Senior staff attend conferences and network meetings to keep up to date with best practice and legislation.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Employer Links

Links with employers, businesses and other external agencies continue to grow through the Admissions team at Orion.

Equal Opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of pupils requiring additional support, with no limit placed on how many times a pupil might see careers staff. Pastoral staff will also provide support to pupils who may be facing other specific challenges. Role models including, community leaders, business leaders, current apprentices and university pupils are brought in to raise aspirations and demonstrate what is possible after Orion, while non-traditional routes are supported and encouraged. The destinations of school-leavers are monitored and trends identified.

Monitoring and Evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for pupils. The careers programme is evaluated in a number of ways, including:

- Pupil feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, mock interviews etc
- Gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of internal quality assurance programme
- Pupil destination/September Guarantee figures post-16.