

Oasis Academy Wintringham Policy Statement on Provider access

This policy statement sets out the school's arrangements for providing students with impartial Careers Education, Information, Advice and Guidance (CEIAG). All students will have access to a range of CEIAG providers, from FE, HE and the Labour Market. This complies with the school's legal obligations under section 42B of the Education Act 1997.

Students in Y7 – Y11 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
- Access a range of local providers about the opportunities they offer, including technical education through events which include; assemblies, lunchtime drop in sessions and taster events
- Understand how to make applications for the full range of academic and technical courses

Procedure for any stakeholder to contact the Academy about CEIAG

All pupils, parents, teachers and employers can make contact with the Academy to discuss any aspect of our careers programme, using the contact details below. The Academy website also contains information on our careers programme.

Craig Monaghan : Careers Lead

craig.monaghan@oasiswintringham.org

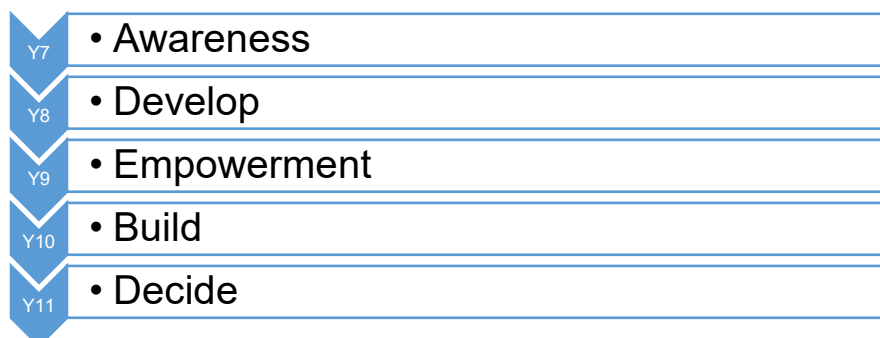
Karen Holland : Careers Advisor

karen.holland@oasiswintringham.org

Telephone 01472 871811

IMPLEMENTATION - Progression Framework

A huge number of events are integrated into the Academy careers programme. These offer opportunities for providers to come in to school and speak to the students and/or their parents/carers.



| Year | Careers Focus | Measurable Outcomes |
|------|--|--|
| 7 | <p>To raise students awareness of the wide range of careers/pathways, and their link to the curriculum</p> <p>CDI 4,5,8</p> | <ul style="list-style-type: none"> • Students can describe a range of different jobs • Students have an awareness of career opportunities provided by different subjects and are aware of discrimination and stereotyping • Students have developed an awareness of the national qualifications framework and different progression routes through school and beyond (ie Level 2 -3 academic/vocational and beyond) |
| 8 | <p>To further develop students awareness of employment opportunities available with particular employers, both nationally and locally</p> <p>CDI 4, 5, 6, 7</p> | <ul style="list-style-type: none"> • Students research a range of employers and the different careers available within various organisations • Students are aware of Labour Market Information (LMI) and career opportunities on the Humber Bank • Students start to consider how these might map to their own interests |
| 9 | <p>To empower students with the required knowledge and skills, to be able to make 3 informed options choices for study into KS4</p> <p>CDI 8,10,11,12,14,15,16,17</p> | <ul style="list-style-type: none"> • Students have developed/practised employability skills and interview skills through externally provided workshops (Humber Outreach Programme, HOP funded) • Students can identify a range of possibilities that might affect a person's future, and the importance of a career plan to provide direction through difficult times • Students can articulate the link between the subjects they are studying and careers they may lead to • Students are aware of equality and the law |
| 10 | <p>To build students employability skills and positive personality traits</p> <p>CDI 1,2,4,5,6,7,8,9,11,14,15</p> | <ul style="list-style-type: none"> • Students learn strategies for coping with stress and learn about the personality traits of success (Inspirational external speaker) • Students can articulate skills they are developing in school which are relevant to employers and the workforce, such as perseverance, punctuality, attendance and recognising diversity • Students get first-hand experience of Further Education, FE/Higher Education, HE in a range of settings • Students talk to employers at a skills fair and develop insights into their own future employment |
| 11 | <p>To facilitate students in deciding their own future post-16 pathway, through 1:1 advice, tutorials and visits</p> <p>CDI 1,2,4,5,6,7,8,9,11, 14,15,17</p> | <ul style="list-style-type: none"> • Students have explored in depth their personal next steps, be it into FE (academic or vocational), apprenticeships, traineeships. • Presentations from local FE and apprenticeship providers (Humberside Engineering Training Association, HETA) • Students complete college applications including personal statements with support from external Local Authority, LA advisor |

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| | | <ul style="list-style-type: none">• Students focus on securing high Level 2 grades to meet the requirements for courses they have applied for (personalised intervention programmes for all students) |
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Premises and Facilities

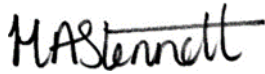
The Academy will make the main hall, sports hall, classrooms and the careers office available for discussions between the provider and students, as appropriate to the activity.

The Academy will make available any IT support and specialist equipment to support the provider presentations.

Providers are welcome to leave a copy of their current prospectus or any other relevant course literature in the Career office. The office is available to students during tutor time and lunch.

Approval and review

Approved by the Academy council



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Ms H Stennett

Regional Director



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Miss R Revell

Principal

Next review : 6th September 2024