



Careers Policy

Revised August 2022
Review date: August 2023

Introduction

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education and provider access.

The careers provision at the College is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

In addition, the College is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that education and training providers must be given the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

The College is always supportive of students' aspirations, strengths and skills. The focus of the support is aimed at university destinations associated with an academically non-selective sixth form College and for students studying the One Year GCSE programme, the selection of an appropriate post-16 programme and provider. The College seeks to raise aspirations and support young people to achieve their full potential.

Oxford Sixth Form College's career guidance begins at a student's admissions interview when a discussion is held with an applicant to identify career goals and ambitions. This then ensures that a student is given advice that ensures that the correct subjects and programme (A-levels, BTEC Business, One Year GCSE, Pre-A-level) is studied.

The College's careers guidance continues throughout a student's attendance at the College via a range of activities, meetings with senior tutors, and the principal, to ensure that a student's career ambitions have not changed or, where they have changed, provide appropriate guidance and support.

Progress in language development for EAL students is monitored by the EAL department and Senior Tutors, with a view to ensuring that the student's career ambitions are met where possible. Where the student's aspirations are not realistically obtainable, the student will be supported to identify alternative options, and/or given a plan to improve their language skills to achieve their original goal.

At the College, the principal both directly and via senior tutors provides impartial, personalised

and tailored careers advice to students.

The Local Authority will be consulted with, for those students who have an EHCP, in order to ascertain the most appropriate path for the student. Considerations include, but are not limited to, the academic ability of the student, and their achievements, the students' mental fitness and the level of support the University, or workplace is able to offer and how well that meets the needs and desires of the student.

Aims and purpose

- Prepare students for the transition to higher education and the world of work
- Support students in making informed decisions which are suitable and ambitious for them
- Inspire and motivate students to develop their aspirations

All students have access to the following:

- Guidance on choice of subjects and programmes appropriate to a student's chosen career path and language ability during an admissions interview
- One-to-one careers discussions with a senior tutor and/or the principal
- Guidance on appropriate programmes and subjects when transitioning from one key stage to another including personalised support from the SENCO and external bodies where appropriate
- Oxford Sixth Form College Annual Universities Mini-Fair held at the College
- Attendance at the annual UCAS Conventions held in London and Oxford
- UCAS Week at the end of each summer term that includes career and subject and university additional admissions tests specific workshops
- Mock interviews whether for a university or employment application
- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects whilst Student Council Activities promote active citizenship and charity fundraising
- Participation in the Duke of Edinburgh Award

Students are encouraged to visit university open days, masterclasses, taster courses and summer schools at a variety of universities, to develop their application profile.

Senior Tutors and the principal support students with the UCAS process. Interview preparation, practice and workshops are drawn from amongst the whole staff body. There is preparation for and support with aptitude and pre-admissions test.

Provider Access

This statement sets out the College's arrangements for managing the access of Providers to students at the College for the purposes of giving them information about the Provider's education or training offer. This complies with the College's legal obligations under Section 42B of the Education Act 1997.

Students are entitled:

To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

To hear from a range of local Providers about the opportunities they offer, including technical education and apprenticeships

To understand how to make applications for the full range of academic and technical courses

A Provider wishing to request access should contact the College via 01865 793333 or info@oxfordsixthformcollege.com

Providers can be given opportunities to speak with students during senior tutor group periods or, if appropriate, arrangements can be made for a presentation to a large group of students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Librarian. The Library is available for students throughout the College teaching day. Lunch time and after school.

Evaluation

An evaluation of the data of retention of One Year GCSE students, university, employment and apprenticeship destinations, participation in trips and attendance during UCAS Week will enable measurement of success.

This policy should be read in conjunction with the following policies:

Curriculum, Teaching, Learning & Assessment Policy

Admissions Policy