



OXFORD INTERNATIONAL COLLEGE BRIGHTON

CAREERS POLICY

POLICY INTENDED FOR:	Students
CATEGORY:	Careers
POLICY IMPLEMENTED BY	Staff
REVIEWED BY:	Deputy Principal Academic
REVIEWED DATE:	January 2026
NEXT REVIEW	January 2027

CONTENTS

AIMS	2
CONTEXT	2
STATUTORY REQUIREMENTS	2
ROLES AND RESPONSIBILITIES.....	3
OUR CAREERS PROGRAMME	4
KEY STAGE 3.....	5
KEY STAGE 4.....	5
KEY STAGE 5.....	6
LINKS TO OTHER POLICIES	7
MONITORING AND REVIEW	7



AIMS

This policy aims to set out the College's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Promote a culture of high aspirations.
- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Engage parents, employers and external agencies to support career development and employability skills
- Promote equality of opportunity, celebrate diversity and challenge stereotypes in careers and employment choices

CONTEXT

Oxford International College Brighton is a co-educational, international independent college that opened for the first time in August 2023. We are the first UK school founded by Nord Anglia Education and our approach to learning is research-based and data-driven, benefitting from teacher and student development projects with MIT and metacognition projects with Harvard and Boston University. Our students are highly aspirational, with over 95% planning to attend university either in the UK or overseas.

STATUTORY REQUIREMENTS

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

As an international College with a majority of non-UK nationals, vocational and training pathways are not appropriate for most of our students. We therefore do not follow the Skills and Post-16 Act 2022, which states that schools and colleges must provide a minimum of 6 encounters with technical education or training providers to all pupils in Years 8 to 13. Instead, we ensure that these opportunities are signposted to UK nationals and other eligible students through bespoke guidance and interactions.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:



- Our College offers all students the opportunity to receive independent careers guidance through Elev8 Careers, a Brighton-based social enterprise providing CEIAG. Elev8 Careers is a member of the Career Development Institute.

While the 'Baker Clause' (requiring maintained schools and academies to be impartial and not show bias towards any route, be that academic or technical) does not apply to our setting, we nonetheless ensure that students receive unbiased guidance about their full range of future pathways. However, as stated above, we are aware of the fact that technical education is not an appropriate route for many of our international students.

ROLES AND RESPONSIBILITIES

Careers leader

Our careers leader is Dr Kirsten Dickers, who can be contacted by phoning 03003 733334 or emailing kirsten.dickers@oicbrighton.com. Dr Dickers works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the College's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our College's designated teacher for looked-after children (LAC) and previously LAC to:
- Make sure they know which pupils are in care or are care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Network with employers, education and training providers, and other careers organisations

The Governing Board

The Governing Board will:

- Provide clear advice and guidance on which the College can base a strategic careers plan which meets legal and contractual requirements



- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that details of our careers programme and the name of the careers leader are published on the College's website

OUR CAREERS PROGRAMME

Our College has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. The College accepts students from Years 9 to 13, and provides statutory independent careers guidance to pupils from Year 9 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

Our programme does not show bias towards any particular career path, and promotes a full range of technical and academic options, as appropriate for each student's personal situation and international background.

The programme is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods. ~~All students~~ Students from Years 11 to 13 take part in a weekly super curricular Career Pathways programme. Students are split into three streams, depending on their career aspirations: Healthcare and Biological Sciences; Physical Science and Mathematics; Humanities, Social Science, Humanities and Commerce. Each group receives career skills workshops, subject-focused sessions led by staff or external speakers, career talks, meetings with university representatives and preparation for university applications.

~~In addition, s~~Students in Years 9 and 10 receive a Career Pathways lesson every week as part of their timetable. This , which focuses on learning about the world of work and developing transferable skills. The programme is structured to include content appropriate to each of the three career streams outlined above. Year 9 and 10 students are also invited to attend some of the super curricular talks that are relevant to them, for example when external speakers are visiting. All students have a Unifrog account and are taught to use the website to research careers and universities, explore super curricular opportunities such as MOOCs, and keep a log of their activities and interactions.



KEY STAGE 3

Our Key Stage 3 careers programme will introduce students to the changing labour market and explain the importance of skills development. It also supports them in their planning and choices of GCSE subjects. This includes:

- Weekly careers lessons that introduce students to ideas about the changing labour market, the importance of transferable skills such as teamwork and communication, and how to find and apply for jobs.
- Use of [Unifrog](#) to explore their interests, personality, skills and aspirations, research careers and subjects, and log their activities.

KEY STAGE 4

Our Key Stage 4 careers programme aims to help students develop their understanding of their chosen career pathway, whilst also allowing them to move between streams if their ideas and interests change. They will also research and understand their choices and routes into education and training. For the vast majority of our students, this means progression to A Levels or another academic qualification, and guidance is given about suitable subject choices, given their higher education and career aspirations. This includes:

- For Year 10 students, weekly careers lessons to reinforce and develop the concepts introduced in Year 9. Students work on developing their transferable skills and learn more about finding and applying for jobs.
- Advice on finding and applying for work experience. Students are signposted to online work experience through providers such as [Springpod](#) and [InvestiN](#), and are also able to take part in career experience workshops through our enrichment programme.
- ~~For Year 11 students, the~~ weekly super curricular Career Pathways programme, with workshops and seminars focused on our three career streams as listed above. The programme includes subject workshops (extension material, discussions, debates and practical work), careers workshops focused on the relevant career area and guest speakers.

Year 11 students also receive guidance on university choices, both in the UK and overseas, which feeds into their selection of Sixth Form subjects.

- Use of [Unifrog](#) to research careers and higher education opportunities. Students are encouraged to explore and develop their own interests through participation in MOOCs, competitions and taster events both on campus and with external providers, and to log their interactions and activities.

Every student in Year 11 has an individual meeting with ~~the Head of Sixth Form an external independent careers adviser to discuss their future choices.~~ [Dr Kirsten Dickers, to discuss their A-Level options.](#)



Commented [KD1]: We used OXSS this year but may go back to Leading Education next year. Should we include both??

KEY STAGE 5

Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways. This includes:

- The weekly Super Curricular Career Pathways programme, with workshops and seminars focused on our three career streams (Healthcare and Biological Sciences; Physical Sciences and Mathematics; Social Sciences, Humanities and Commerce). The programme includes subject workshops (extension material, discussions, debates and practical work), careers workshops focused on the relevant career area and guest speakers.
- The Career Pathways programme also includes talks from university representatives (both UK and international), guidance on writing a personal statement or application essay, preparation for admissions tests and university interviews.
- Career-related life skills as part of the Career Pathways programme, with workshops on topics such as CVs, personal branding and social media profiles.
- Preparation for work experience, with advice on finding and applying for opportunities and guidance on keeping a work experience journal. Students are encouraged and supported to be proactive in arranging their own work experience, but are also able to take part in career experience workshops through our enrichment programme. Use of [Unifrog](#) to research opportunities and shortlist university courses of interest and prepare their applications. Students are encouraged to explore and develop their own interests through participation in
- MOOCs, competitions and taster events both on campus and with external providers, and to log their interactions and activities.

Pupils with special educational needs of disabilities (SEND)

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to students without SEND that is not also offered to our students with SEND

Access to our careers programme information

A summary of our College's careers programme is published on our website in the form of this policy, including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting the Head of Sixth Form and Careers, Dr Kirsten Dickers (kirsten.dickers@oicbrighton.com).



Assessing the impact on pupils

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys at the beginning and end of each academic year, to find out all pupils' career aspirations, knowledge and the skills they want to develop. This allows us to measure their progress and skills development, and to identify gaps in their knowledge or our provision.
- Termly focus groups with students to discuss the careers programme and listen to their ideas and feedback.
- Use of Unifrog to monitor students' engagement with careers research and the activities they have undertaken.
- Analysis of student destinations after Year 13

LINKS TO OTHER POLICIES

This policy links to the following policies:

- Child protection policy
- Curriculum policy

MONITORING AND REVIEW

This policy, the information included, and its implementation will be monitored by the College's governing board and reviewed annually