



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

CAREERS POLICY

POLICY INTENDED FOR:	Students and Staff
CATEGORY:	Careers
POLICY IMPLEMENTED BY:	Director of University Admissions and Careers
POLICY MONITORED BY:	Senior Leadership Team (SLT)
REVIEWED BY:	Vice Principal
CONSULTATION WITH:	Pathway Advisors
REVIEW DATE:	September 2026
FUTURE REVIEW:	September 2027

The Three Pillars

The three pillars of Oxford International College (OIC) are:

- Academic Excellence
- Personal Development
- Career and University Pathways

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1. Aims

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

Oxford International College (OIC) is committed to ensuring that every student graduates ready for life in the modern world. This involves instilling in each young person the values, skills and behaviours necessary for success. Our aim is for students to develop a critical approach to information about jobs and educational opportunities, gaining the skills and understanding needed to make informed decisions about their futures.

High-quality careers guidance is a key part of our provision, and 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 pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they are interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- 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

2. Statutory requirements

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

This guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)

As an international College, the majority of our students are not UK residents and are therefore not eligible for vocational and training routes. We therefore do not follow the [Skills and Post-16 Education Act 2022](#) (the 'provider access legislation'), which explains that schools must provide a minimum of 6 encounters with technical education and apprenticeship providers to all pupils in Years 8 to 13. Instead, we ensure that these opportunities are signposted to UK residents and other eligible students through bespoke guidance and interactions.

This policy also pays regard to the [Education \(Careers Guidance in Schools\) Act 2022](#), which amends the existing duty in The Education Act 1997, and requires maintained sector schools to secure independent careers guidance for all pupils. Oxford International College will offer all students the opportunity to receive independent careers guidance, sourced through the Career Development Institute.

While the Provider Access Legislation or '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 the full range of future pathways. However, as stated above, we are aware that technical education is not an appropriate route for many of our international students.

3. Roles and responsibilities

3.1 Governors

The governors will:

- Actively engage in setting the direction for the College's approach to careers guidance with the Principal, to make sure it is aligned with the College's vision, priorities and development plans
- Provide clear advice and guidance on which the College can base a strategic careers plan that meets legal and contractual requirements
- Maintain strategic oversight of the College's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is available to all pupils, 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

3.2 Principal

The Principal will:

- Work with the Governors to set the direction for the College's approach to careers guidance, making sure it is aligned with our vision, priorities and development plans
- Support the careers team to deliver the College's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the Careers Leader, Pathway Advisers and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The 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 budget, and has the appropriate training, to perform their duties to a high standard
- Support the Pathways Advisers to deliver personal guidance to pupils, making sure the department has the resources to provide high-quality information, advice and guidance
- Work closely with the Careers Leader and Pathway Advisers in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers Leader

At OIC, the Careers Leader is the Director of University Admissions and Careers. They work together with two Pathway Advisers to support students' university and career ambitions. The Pathways Team can be contacted by emailing pathways@oxcoll.com.

The Careers Leader will:

- Take responsibility for planning and delivering the careers programme, using the Gatsby Benchmarks to inform best practice
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents, guardians and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to the needs of our international student cohort
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and Pathway Advisers, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans where required
- Support the Pathway Advisers to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work with the designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know of any pupils who 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
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils

4. Our careers programme

We have 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.

Our programme has been developed with reference to the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme does not show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options, as appropriate for each student's personal situation and international background. We consider the best interests of each individual pupil to whom the career guidance is given.

The programme is structured in a way that builds upon previous years, with aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods. Every student receives a weekly careers lesson, covering topics such as career research, developing transferable skills, skills for job applications and work, researching UK and international universities, and university application support. Students also take part in two super-curricular electives per week, designed to help them explore their interests beyond the curriculum and further develop the skills needed for future study and work. During the year, external speakers are invited to talk to students about their own career journey, routes into a particular career or university applications.

Students are divided into four pathways, depending on their career aspirations, each with a dedicated Pathway Adviser:

1. Clinical and Life Sciences
2. Physical and Applied Sciences
3. Social and Commerce Sciences
4. Computational and Data Sciences

All students have a [Unifrog](#) account and, as part of the careers curriculum and Careers Thursday sessions in tutor time, 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.

Year 13 students have the opportunity to join a one-week UCAS programme before the beginning of the academic year. During this week, they receive intensive one-to-one personal statement and interview preparation, supported by the Pathway Advisers and by mentors who are studying at leading universities.

The OIC Amplify programme in the October and February mid-term breaks is open to all students, and includes hands-on career experience programmes focused on each of the four pathways. These are run in collaboration with external providers such as [Study Mind](#) and [BioGrad](#).

Students also have the opportunity to join our unique OIC Fusion programme, taking part in university research projects involving computational analysis, data science and artificial intelligence. Students gain experience of university level research, collaborate with academics and research students and have the opportunity to contribute to academic research papers and conference posters.

Throughout the academic year, we organise career events to support our students' future planning. These include a University Fair, trips to universities and workplaces, and attendance at online events through Unifrog.

4.1 How we meet our requirements

The Careers Leader works with Heads of Department to promote the links between curriculum learning and careers, and reviews the extent to which this is achieved on an annual basis.

Every student has the opportunity for one personal guidance with a qualified independent careers adviser by age 18. A further opportunity is provided by age 18. These meetings are in addition to regular group and individual meetings with Pathway Advisers throughout each student's time at the College.

Information about careers guidance and how to access it, is communicated to students at the start of each academic year and in the weekly careers lessons, and to parents and guardians through webinars that are recorded and shared in the weekly bulletin.

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:

- Weekly careers lessons, with units in: Self discovery; Exploring Higher Education; Study skills for higher learning; Career skills
- Advice on finding and applying for work experience. Students are signposted to online work experience through providers such as [Springpod](#) and are also able to take part in career experience workshops through our OIC Amplify programme
- Two super-curricular electives per week
- Guidance on higher education and careers, both in the UK and overseas, which feeds into their selection of post-16 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.
- Regular individual meetings with their Strategy Tutor, where each student can discuss their aspirations and develop a personal action plan.

Key Stage 5

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

- Weekly careers lessons, building on the topics covered in Year 11. The 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.
- In Year 13, students also cover academic and social transition skills for university and career-related life skills 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 OIC Amplify 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.
- Two super-curricular electives per week. These include preparation for university admissions tests and interviews.

4.2 Pupils with special educational needs or disabilities (SEND)

Our careers programme is based around the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our Pathways Team will work with teachers, the SENCO and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships 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 pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website in the form of this policy. Pupils, parents and carers, guardians, teachers, and employers can request any additional information about the careers programme by contacting pathways@oxcoll.com.

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

These records will be kept in line with our data protection policy, which can be found at [Data Protection Policy](#).

4.5 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. 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 each student's 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 our provision.
- Surveys after each five-week elective block to receive staff and student feedback, so that the programme can be modified during the year.
- Use of Unifrog to monitor students' engagement with careers research and the activities they have undertaken.

5. Links to other policies

This policy links to the following policies:

- Curriculum policy
- Data protection policy
- Educational visits policy
- Safeguarding and Child protection policy
- SEND and Access Arrangements policy

6. Monitoring and review

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

The next review date is: 1 September 2027