

OASIS ACADEMY JOHN WILLIAMS

Careers Plan 2022-23



DREAM  
DISCOVER  
EXPLORE  
EXPERIMENT  
APPLY



## **Introduction:**

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training, and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. Young people need to prepare for a future where some jobs do not yet exist, and they need to be able to develop a range of self-presentation and marketing skills including the use of digital and social media. Whilst this can be an exciting prospect, it can also be a daunting one so it is crucial that students develop the knowledge and skills they will require to succeed in an ever-evolving job market.

Qualifications such as GCSE and A level are changing, opportunities in higher education now extend beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions, and they need quality careers education, information, advice, and guidance.

The Academy careers plan sets out how the school intends to provide a fit for purpose careers programme. The plan defines the available resources that will provide our students with the knowledge, inspiration, and ability to take ownership of their own career action plans enabling them to succeed in their chosen career paths.

The careers plan has been designed using theoretic elements, including the Gatsby Report of 2014, the DfE's 2017 'Careers Strategy: Making the most of everyone's skills and talents' report and their follow up 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' published in 2021, and practical elements using tried-and-tested provision from OAJW and a variety of partners across the South West.

Its aim is simple: to ensure that students are ready for their next phase of education, employment and life by the time they leave us at the end of year 11. The basic strategy behind preparing students for this is offering them a programme that incorporates activities that improve their decision-making skills, their awareness of the opportunities available to them, their preparedness to transition to a new setting at 16 and their self-recognition of themselves as people. Every student partakes in activities that promote these in each year of their journey with us, with tasks being age-appropriate to develop students in a structured way.

The Academy careers plan is laid out into three main sections. The first is the intent of the programme (from page 3), including analysis of our current provision and objectives for the upcoming academic year (formulated based on gaps in our current provision). The second section is on how we intend to implement the programme (from page 10), including explanations of why certain provision lies within certain year groups. Finally, the impact of the plan, if successfully implemented, will be explored (from page 25).

## Intent

### Statement

Oasis Academy John Williams provides all students with the opportunity to develop their self-awareness, transition skills, decision-making skills, and opportunity-awareness through a guided series of age-appropriate activities. The abilities they develop through our careers programme, tied in with the excellent academic education they access daily, ensure that they are prepared for the next phase of their development beyond secondary education.

### Objectives

The overall objectives for the programme are for the Academy to become 100% Gatsby-compliant, and in doing so ensure careers provision for students fully prepares them for the challenges that post-secondary life entails. The Gatsby Benchmarks and the progress the Academy has made in meeting them is detailed below:

Benchmark	Breakdown of Intended Provision	Progress towards meeting benchmark July 2022
1 A Stable Careers Programme	<p>1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person of authority responsible for it.</p> <p>1.2 The careers programme should be published on the school's website in a way that enables pupils, parents, teachers, and employers to understand the school's offer in this area.</p> <p>1.3 The programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process.</p>	100%
2 Learning from career and labour market information	<p>2.1 By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>2.2 Parents and careers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	100%
3 Addressing the needs of each pupil	<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>3.3 All pupils should have access to these records to support their career development.</p> <p>3.4 Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations after they leave school.</p>	72%

4 Linking curriculum learning to careers	4.1 By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective within, a wide range of careers.	62%
5 Encounters with employers and employees	5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.	100%
6 Experiences of workplaces	6.1 By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 6.2 By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.	100%
7 Encounters with Further and Higher Education	7.1 By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 7.2 By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.	100%
8 Personal guidance	8.1 Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	100%

## SWOT Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• The careers programme and careers lead have explicit backing of the senior leadership team, and has the required resources allocated to it as a result.</li> <li>• The programme incorporates both strategic and operational elements.</li> <li>• Our programme seeks to raise aspirations and challenge stereotypical thinking.</li> <li>• The Academy collects intended destination data and shares it with the local authority to support their planning of post-16 provision across the city.</li> <li>• The careful planning of appropriate post-16 provision and the support offered by our SEN department for students with additional educational needs is excellent, meaning our SEN students rarely leave us without being prepared for the next phase.</li> <li>• All year groups have Personal Development sessions which include meaningful CEIAG input.</li> <li>• All students encounter an employer at least once every year by attending our careers fair. We ensure encounters are meaningful by helping students practise how to approach and converse employers in a formal way.</li> <li>• All students get the opportunity to complete a work experience placement at the end of year 10.</li> <li>• We work closely with local Further and Higher Education providers to ensure plenty of contact time between them and our students.</li> <li>• We invite all the main local post-16 providers to our careers' fairs, and we invite them to deliver assemblies, parent presentations and lunchtime pop ups where appropriate.</li> <li>• We have close links to both universities in Bristol and try to achieve benchmark 7.2 for some of our students by the age of 16 (a requirement by 18 in the Gatsby Report).</li> <li>• All students receive an impartial, 1-to-1 guidance meeting with a Level 6 qualified careers advisor. The careers advisor has a vast amount of experience guiding young people, especially those from disadvantaged backgrounds, into appropriate post-16 provision.</li> <li>• We have a team of Careers' Leaders from the majority of departments who oversee implementation of CEIAG through our curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation needs to become systematic ensuring feedback from students, teachers, parents, and employers is gathered and considered to improve the programme.</li> <li>• The careers guidance section on the Academy's website needs updating for 22-23, and then signposting needs to go to parents/carers and students to use it.</li> <li>• Our attempt to keep systematic records of career and enterprise activity through the Grofar platform has not been successful, and we must look at ways to relaunch Grofar or an alternative.</li> <li>• Provision linking curriculum to real-world career paths is inconsistent across the Academy's subject areas.</li> <li>• Staff knowledge on post-16 options is improving, but it is still limited.</li> <li>• Whilst meeting benchmark 7 fully, we could do more around challenging stereotypical thinking around student finance to encourage more of our academically able students to consider Higher Education pathways. This includes supporting students into Level 3 courses.</li> <li>• Work experience placements could be better refined to ensure all students have a quality experience whilst completing their week.</li> </ul>

Opportunities	Threats
<ul style="list-style-type: none"> <li>• By publishing the careers plan on the Academy website, we can also use it as a vessel to collect feedback from various sources to improve the programme.</li> <li>• Labour market information is readily accessible via the West of England Combined Authority, Career Pilot, the Careers &amp; Enterprise Company, and other reputable sources so the resources are available if we can arrange appropriate times for provision.</li> <li>• A relaunch of Grofar, or an alternate system more appropriate to our student cohort, can be explored to gather data on students' career and enterprise activity.</li> <li>• The Academy is working on a way of collecting destination data for students three years after they leave through the creation of an alumni network (that will in turn present the Academy with a variety of opportunities for impactful provision involving former students).</li> <li>• Linking curriculum to careers will help students make the links between their daily learning and the opportunities available to them beyond school. This contextualisation of learning has been shown to increase attendance, engagement, and attainment.</li> <li>• Staff needing to know more about the changing post-16 landscape is a great opportunity to deliver some CPD on how they can support students in navigating the options available to them.</li> <li>• Having created a strong network of employers and Further and Higher Education providers, we should now investigate utilising their expertise in a more focussed capacity making their provision more impactful on our students.</li> </ul>	<ul style="list-style-type: none"> <li>• An individual currently plans the majority of careers provision. For resilience, responsibility for careers should be widened to avoid the problems of over-reliance on one member of staff.</li> <li>• Ensuring that sufficient time is allocated to staff members involved in expanding the careers remit within curriculum areas.</li> <li>• There is still some staff resistance to the wider rollout of careers responsibility due to the attitude held by some that careers provision is the sole responsibility of the careers lead.</li> <li>• The cost of the programme is significant, especially in meeting benchmark 6 (experiences of workplaces) and benchmark 8 (personal guidance). Alternatives, therefore, should be explored to safeguard against provision having to be cut should funding be reduced.</li> </ul>

## **Development Plan for 2021-22**

To date, we are progressing well towards becoming a Gatsby-compliant Academy in the near future. Our first key objective for academic year 2021-22 is ensuring that we at least maintain our current levels. Two further objectives on how we then improve in key areas for development during the same period are outlined below:

## **Objective 1: Benchmark 4 (currently at 62% Gatsby compliance)**

***Embed careers-related content through curriculum subject lessons, and establish links between employers and subject areas.***

### **Why must we meet this objective?**

What students learn through their subjects in the Academy must go together with how they develop personally. Various studies have shown how student engagement in the curriculum is increased when they understand how their learning fits into a bigger developmental picture. That may be as part of a scheme of work, as part of their GCSE course or part of their future progression into the world of work. By signposting the links between the knowledge and skills they garner in lessons, students will not just be better equipped for the next phase but also be more motivated to achieve during their time in secondary education.

As per point 241 of the new Ofsted inspection framework:

‘The curriculum provided by schools should extend beyond the academic, technical or vocational.’

With point 243 outlining the relevance of this to CIEAG, as schools should be:

‘supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully’

Whilst we must not plan provision just to ‘tick boxes’ for Ofsted, their guidelines do set out clear structure on how schools need to create opportunities for students’ personal development.

### **How will we meet this objective?**

- During academic year 21-22, careers’ lead rolled out the careers in curriculum programme with uptake coming from the majority of subjects (maths, English, art, geography, business studies, food & nutrition, Spanish, computer science, drama, music and physical education). All subjects planned and delivered careers input during National Careers Week and embedded provision into schemes of work for the summer terms. The careers display board in the atrium has been updated to highlight the links between subjects areas and careers.
- From this academic year, all subjects will have CEIAG incorporated into all key stage 3 schemes of work. CPD has been provided to support staff in planning meaningful and appropriate careers provision.
- Careers in curriculum will be re-launched to staff during autumn term 2 with all departments onboarding and CPD provided on how to maintain careers in curriculum and establish partnerships.
- The National Careers Week provides a platform to launch a more visible careers programme, and we will work to ensure it remains high-profile when that rolls around in March.

### **How will we know that we have met this objective?**

- Evidence of more careers-related education taking place in lessons.
- We will get feedback from sample groups of students about their careers knowledge before and after this project.
- Although harder to measure directly, we should see an increase in engagement, motivation, and attendance across the Academy as we provide greater contextualisation of learning across all subjects.

## **Objective 2: Benchmark 3 (currently at 72% Gatsby compliance)**

***Develop the strategy to keep student careers records, both whilst they are at the Academy and for the three years after they leave. In doing the latter, we shall also establish an alumni network.***

### **Why must we meet this objective?**

As laid out by Gatsby benchmark 3, 'collecting data on pupils' education, training, or employment destinations...is important, not only for purposes of record-keeping for the individual pupils, but also because good records can be valuable when it comes to getting alumni back to act as ambassadors (Benchmark 5). Destination data could also be an important way of incentivising schools to deliver good career guidance.'

In addition, tracking students' careers activities and interest records in school is a vital way of planning provision suitable to the needs of our cohort.

Finally, having an alumni network we can tap into for events such as assembly talks, mock interviews and careers fairs is a powerful way for students to engage with a familiar face in a professional setting. Alumni, whether they know it or not, can act as the gateway for many younger students to raise their own aspirations and believe that they can replicate the successes of former pupils. It will also provide a great way for us to support our former students as they navigate those difficult next few years beyond secondary education.

### **How will we meet this objective?**

- Revisit Grofar and research alternatives (such as Compass+ and Uni Frog) to find a suitable way of logging student careers activity records.
- Use the data collected from students, in terms of their interests and goals, to add provision to the careers calendar to ensure they have exposure to their areas of interest.
- Collate intended destination data for year 11, including their personal email addresses to keep in touch once they leave the Academy.
- Invite former students back into the Academy to support activities during National Careers Week.

### **How will we know that we have met this objective?**

- Regular student engagement with a platform that tracks their careers activity be that Grofar or an equivalent.
- Provision will be added to the careers calendar based on trends collated in terms of student interest areas, development needs, etc.
- All year 11 intended destination data will again be collected and shared with the local authority in a timely manner. This will include collecting personal email addresses for our future reference.
- Alumni events for previous students will be well attended, and former students will begin taking part in careers activities for our current students.



## **Implementation**

Through a stable careers' programme students will develop an understanding of their own strengths and weaknesses, skills, talents, and abilities as well as developing knowledge about different career pathways, job sectors and employability skills which will enable them to make informed and ambitious decisions about their future.

Whilst the careers leader has overriding control of the careers plan, it is the responsibility of every staff member at Oasis Academy John Williams to contribute to the delivery of the programme. For the programme to optimise success, it requires a joined-up approach from all staff with links to future plans and guidance on how to achieve personal goals offered at every plausible step.

### **Roles & Responsibilities**

As outlined in the above section, delivery of a successful careers programme must be the responsibility of the whole staff body. This section will delve into the roles that different groups and/or individuals play at Oasis Academy John Williams in providing the best possible careers education, information, advice, and guidance to our students.

#### **Academy Council & Senior Leadership Team**

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the Academy and its curriculum to promote high standards of educational attainment. Effective careers guidance contributes to raising aspirations, improving motivation, and overcoming barriers to success. As part of this, they name a member of the Senior Leadership Team and an Academy Council member who have primary responsibility for CEIAG.
- The Academy Council should identify a link governor such as a local employer governor to support and challenge the careers staff (where the Academy has a policy of linking individual governors with different departments/projects).
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the Academy.
- Provide regular opportunities for discussion and feedback about upcoming provision to ensure maximum output and minimal disruption on the rest of the Academy (especially for events such as dropdown events)
- Ensure the Careers Leader is prepared for Ofsted inspections, including the chance to present with internal reviewers (OCL).
- Ensure Academy at least meets (and ideally exceeds) the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed time and resources are available during the year.
- Review progress and achievements versus the careers plan and adjust as necessary.

#### **Senior Leader with overall responsibility for careers provision**

- Recruit and support the Head of Careers in delivering the programme.
- Be the link contact between the Head of Careers and the Senior Leadership Team.
- Promote the programme and its importance to the wider staff body through all staff briefings, year team meetings and CPD sessions

## **Head of Careers**

- Prepare, deliver, evaluate, and review the careers plan.
- Be the key contact between the school and external providers such as the local authority, Further and Higher Education establishments, guest speakers, careers advisors (both those offering student guidance and those supporting the Head of Careers in delivering the programme), local businesses, apprenticeship providers and mock interview volunteers.
- Track all careers activity and be flexible to update the plan dependent on quality of provision.
- Manage the careers budget, including reviewing annual spend against effectiveness of provision for all contracts.
- Regularly update careers guidance section of the Academy website.
- Seek to establish more links with local employers and explore the provision they can support us with.
- Lead the strategy for achieving benchmark 4, setting targets for provision both within lessons and in extra-curricular time and then supporting them to reach these targets.
- Stay up to date with the changing labour market environment by regularly reading articles and engaging in appropriate CPD opportunities.
- Plan and deliver periodic CPD for all staff to help them fulfil their roles towards delivering the careers plan.
- Plan CEIAG drop down sessions, and train staff on best practice in terms of delivery and engaging students.
- Monitor the quality of all careers provision, both by internal and external providers, and offer feedback for development where required.
- Regularly feedback to Senior Leadership Team on progression of the programme and actively seek their support to deliver provision that may have wide-lying reverberations.
- Work with the year 11 Learning Mentor team and the data manager to ensure intended destinations data is collated in a timely fashion.
- Coordinate access to careers guidance, prioritising those at risk of becoming NEET.
- Liaise with the SENCO to ensure additional provision is in place for those students who require it.
- Be the Academy's expert on all matters relating to careers education and the labour market and advise on policy update that affect other members of the Academy.
- Attend termly Careers Hub cluster meetings to discuss best practice and seek support from peers on achieving objectives.
- Complete a termly audit against the Gatsby Benchmarks using the Careers & Enterprise Company's Compass tool.
- Have regular contact with our designated Enterprise Coordinator and Enterprise Advisor who both feed into the overall Academy careers plan.
- Liaise with support staff to organise rooming and staffing of events in a timely manner, attempting to minimise disruption to regular Academy operations.
- Produce high quality careers displays linked to subject areas for all classrooms of that subject.

## **Middle Leaders – Curriculum**

- Identify opportunities for careers education within their subject area and provide resources for other teachers to use for all year groups.
- Explore opportunities for drop down sessions and trips that link classroom learning to careers within their subject area.
- Support teachers by providing CPD during morning CPD sessions, have influence over department displays and curriculum time built into MTPs for careers provision to be delivered.
- Offer guidance to staff on ensuring quality of delivery through other staff.
- Feedback to Head of Careers about success of provision, both in subject areas and across the Academy as a whole.

## **Class Teachers**

- Deliver quality careers education linked to their subject areas, as guided by careers in curriculum CPD.
- Attend CPD sessions that update on latest trends and advice regarding careers in their subject area.
- Contribute towards the development of a positive atmosphere towards CEIAG through enthusiastic and, where relevant, personal delivery.
- Signpost students to links between curriculum content and employability skills (e.g., demonstrating how solving algebraic functions hones a student's resilience and problem-solving skills).
- Identify opportunities to share their own personal journeys and experiences to help students better understand career routes and pathways.

## **Middle Leaders – Pastoral**

- Regularly liaise with Head of Careers to receive updated information and provision.
- Gather student names for the Head of Careers so they can provide additional support for those at risk of becoming NEET, disadvantaged students, and SEN.
- Familiarise themselves with the Academy careers plan and identify links between that and their own intended CEIAG/PSHE input for their year group.
- Identify opportunities for additional careers provision, suitable for their year group.
- Collect feedback from other members of their year team and feed this back to Head of Careers to support improvement of future provision.

## **Learning Mentors**

- Deliver quality careers education sessions to their mentees during Learning Mentor time, CEIAG (should their year group have a weekly slot) and dropdown sessions.
- Offer regular feedback on careers provision for their year group.
- Identify students at risk of becoming NEET, with justification, and feed the names back to Head of Year and/or Head of Careers.
- Be the front line of careers education delivery throughout the Academy, and therefore approach with enthusiasm and confidence to help develop a culture of positivity towards CEIAG.
- Stay up to date with post-16 provision so they can offer effective guidance to their students as the first port-of-call.

- Be capable of adapting careers resources to ensure they cater for all needs within a learning mentor group.

## **SENDCO**

- Familiarise themselves with the careers plan and ensure that it complements objectives and activities set out in the Academy's special education policy.
- Provide support to SEND students to help them generate their individual careers action plans.
- Review SEND students' careers action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the Head of Careers understands the Academy's statutory responsibility to students with SEND.
- Generate individual career action plans as part of the Education Health and Care Plan.
- Ensuring key players are supported with Post-16 choices, applications, and attend (or, where required, are taken to) college open days.
- Arrange a meeting with the Head of Careers to discuss any SEND needs of students attending careers trips.
- Gather student names for the Head of Careers so they can provide additional support for those at risk of becoming NEET, disadvantaged students and SEND.

## **Careers Advisor**

- Provide independent careers advice to students, informing them of post-16 pathways suitable to their interests, academic record, and personal career goals.
- Create an action plan for each student who has received independent 1-to-1 careers advice, suitable for sharing with the wider staff body allowing students to then be held accountable for actions they set about realising.
- Signpost the Head of Careers to useful links, local employment opportunities and relevant CPD.
- Liaise with the appropriate 360 Year Team Manager and Head of Year 11 regarding careers advice and guidance and to inform them about courses, apprenticeship opportunities and possible programmes for the most vulnerable.
- Keep records of all students they have met, so any follow-up meetings with individual students can be as efficient as possible.
- Inform the Head of Careers immediately of any safeguarding issue regarding a student that arises from any careers guidance meeting so that they can log it accordingly on CPOMS.

## **Admin & Support Staff**

- Support Head of Careers and careers champions in rooming and staffing events and advising alternate venues or times should proposed ones be deemed too disruptive to the regular functions of the Academy.
- Meet regularly with the Head of Careers to keep the website updated.
- Provide admin support in designing branded communications.
- Be role models in professional jobs, setting examples for our students of what good professionalism in a formal setting should look like.

## Careers provision framework



# OAJW Careers Plan

DREAM  
DISCOVER  
EXPLORE  
EXPERIMENT  
APPLY



Over the next few pages are a series of tables detailing the breakdown of the careers provision for each year group, and explanations of how each year group's provision fits into students' careers journey at Oasis Academy John Williams. Its purpose is to demonstrate how all year groups receive their relevant decision-making, opportunity awareness, transition skills and self-awareness provision during every year they are at Academy.

## **Year 7: DREAM**

Year 7 'Dream'	DECISION- MAKING	OPPORTUNITY AWARENESS	TRANSITION SKILLS	SELF-AWARENESS
Careers fair		X		
Dream job project	X	X	X	X

### **Aims:**

Studies have shown that students tend to begin putting a ceiling on their own future aspirations by the age of 13. If you were to contrast aspirations from a group of students in year 5 and then the same group's aspirations in year 9, it is likely that their ultimate career goals will have been 'lowered' in that time. By the age of 13, far less will dream of being astronauts or surgeons and will instead have 'settled' for careers in more 'day-to-day' professions.

Whilst an element of self-awareness and realism is good in managing expectations, in year 7 we should be focussing on keeping students' aspirations high. This is so that when they begin to understand better the world around them, we can at least prolong the process of the 'settling' and hopefully ensure their aspirational ceilings are just a little higher than they might have been without our guidance to keep dreaming big.

In addition, year 7 is the time when transition skills do not just mean preparing them for when they leave, but also ensuring they are equipped with the skills to successfully manoeuvre secondary education. For most students, the move from key stage 2 to key stage 3 is the biggest they will have encountered in their lives to date. Many of these students will not be fully prepared on how to deal with the daily rigours that our Academy demands, so some work around organisational skills, time keeping, communication and resilience, and working in a team is crucial to help them firstly succeed in their new environment (and secondly help prepare them for their post-16 adventures).

### **Outcomes:**

- Students maintain high aspirations through their first year at the Academy.
- Students are familiar with the conditions to thrive (self-direction, self-control, communication, and resilience) and understand their importance in helping them to be good learners.
- As the year goes on, students receive less sanctions for poor organisation such as late to lesson, lack of equipment or missing homework deadlines.

## **Year 8: DISCOVER**

<b>Y8 'Discover'</b>	<b>DECISION- MAKING</b>	<b>OPPORTUNITY AWARENESS</b>	<b>TRANSITION SKILLS</b>	<b>SELF-AWARENESS</b>
STEM Project	X	X	X	X
Aviation Day		X	X	
World of work talks	X	X		
Careers fair		X		

### **Aims:**

As students enter their adolescence, they begin to become more self-aware. We should see this as an opportunity to do some reflection with them about who they are, and what interests them. However, we must strike a healthy balance between switching them onto themselves as people, whilst also making sure the high aspirations we worked on keeping during year 7 do not fall drastically. This includes maintaining engagement through understanding future importance of STEM subjects.

In addition, with the first part of their GCSE options during term 4 of year 8, it is also vital that we begin to look at decision-making skills in more detail.

### **Outcomes:**

- Students are able to articulate who they are and what their strengths and interests are.
- Students can rationalise factors that go into making an informed decision.
- High aspirational targets set out in year 7 may become more realistic as students become more self-aware, but they still stay remain high.
- Engagement and attainment in STEM subjects remains high, encouraging students to consider careers in these sectors.

## **Year 9: EXPLORE**

<b>Y9 'Explore'</b>	<b>DECISION- MAKING</b>	<b>OPPORTUNITY AWARENESS</b>	<b>TRANSITION SKILLS</b>	<b>SELF-AWARENESS</b>
Cabot Learning Federation Raising Aspirations trip (or equivalent)	X	X	X	X
Build my future workshops	X	X	X	X
Careers fair		X		
GCSE Options process	X	X	X	X

### **Aims:**

By age 14, students have become far more self-aware than they were when they began key stage 3, and they have begun to form plans for their futures in terms of where in society their interests and strengths fall. This means that year 9 is the optimal time for the careers programme to get a little more 'hands-on' with students beginning to explore in more depth the areas that their personalities may suit.

The challenge of this is that student interests will cover a whole plethora of areas, so it is pivotal that provision in year 9 not only has depth but also excellent breadth.

It is also imperative to continue developing students' decision-making skills with the second round of GCSE options taking place in term 4 of year 9.

### **Outcomes:**

- Students have access to a wide range of opportunities regarding future employment, so they can begin putting together their own career pathways.
- The year group begins to divide into key areas of strength, allowing provision to become more specialist. (Examples of groups would be high prior attainers, high aspirational, low aspirational, vocational or SEN).
- Students can rationalise factors that go into making an informed decision.



## **Year 10: EXPERIMENT**

<b>Y10 'Experiment'</b>	<b>DECISION- MAKING</b>	<b>OPPORTUNITY AWARENESS</b>	<b>TRANSITION SKILLS</b>	<b>SELF-AWARENESS</b>
Career Pilot careers quiz session		X		X
CV Writing and searching for work experience session	X	X	X	X
Mock interviews			X	X
Work Experience	X	X	X	X
Careers fair		X		
St Brendan's Discovery Day	X	X		
Presentations by Post-16 providers	X	X	X	

### **Aims:**

The basic aim of the careers programme in year 10 is to prepare students for year 11 as much as possible. To achieve this aim, the year 10 programme must replicate the year 11 one as much as it can, making year 10 the ideal 'practice run' that prepares students for the challenges of year 11.

Everything that year 10 students do as part of their careers education is modelled on something they will have to do in year 11. CV writing and searching for work experience is a practice for researching post-16 providers and completing applications. Mock interviews ready them for the interviews they will have with post-16 providers. Graduation exams are their first set of mocks that help ready them for their real GCSE exams. Work experience serves as a chance for them to get out in the wider world and thrive, as they will need to after completing their GCSEs.

Students must get year 11 right to complete their secondary education in the best possible place. We must give them practice of this in year 10 so the challenging ground they face in year 11 is not wholly unfamiliar.

### **Outcomes:**

- Students can articulate who they are, what their aspirations are and how they intend on achieving them.
- Students can reflect on experiences and acknowledge positives, strengths, mistakes, and areas for development.
- Students can approach employers in a formal manner.
- Students have the skills and confidence to complete a work experience placement.
- Students finish year 10 equipped with the skills to be 'application ready' at the start of year 11.

## **Year 11: APPLY**

<b>Y11 'Apply'</b>	<b>DECISION- MAKING</b>	<b>OPPORTUNITY AWARENESS</b>	<b>TRANSITION SKILLS</b>	<b>SELF-AWARENESS</b>
Assemblies by Post-16 providers	X	X		X
Independent careers guidance interviews	X	X		X
SLT interviews	X			X
NCS summer project			X	X
Careers Fair		X		
Mock Interviews			X	X
Post-16 destinations check, and guidance follow up	X	X	X	X
Building an alumni network			X	

### **Aims:**

By the age of 16, students should have a good idea of what they wish to do in the future (for many this may just be a sector or area of interest, rather than a specific profession) and have some knowledge on the pathway they need to pursue to achieve their goal. They should also now have honed the decision-making skills that will prove so important when deciding on which provider they will trust with the next step on their journey.

Therefore, the Academy's responsibility for year 11 students is providing them with information and encounters with local post-16 providers and supporting them in making their choices. Then, once they have decided their intended course, we must help them with their final preparations to transition onto post-secondary life.

### **Outcomes:**

- Students can articulate, both verbally and written, whom they are and why they wish to pursue certain areas of interest.
- Students have the self-direction to visit post-16 providers, keep key stakeholders (parents, Learning Mentors, peers) updated of their plans and ask for support whenever they need it.
- Students all have a post-16 destination (and ideally a backup) arranged by February half term, but they acknowledge that there is still time to change should they wish.
- Students access the full range of post-16 providers and are not funnelled into a handful of the most common ones, as the information on the others was not readily available.
- Academy NEET figures, as well as 'current situation not known' figures, will continue to decrease (1.8% NEET, 6.7% current situation not known at February half term for 2019 leavers). Targets of <1% NEET and <5% current situation not known set for 2020 leavers.

## **Careers provision calendar 2022-23**

<b>Month</b>	<b>Provision (with Gatsby Benchmark(s) that it covers)</b>
September 2022	<ul style="list-style-type: none"> <li>- Year 11 team CPD on post-16 options and launch of post-16 strategy. (1,2,3,7)</li> <li>- Year 11 assemblies with post-16 providers, including St Brendan's Sixth Form, City of Bristol College, SGS College and the ASK Project (apprenticeships) (2,3,7)</li> </ul>
October	<ul style="list-style-type: none"> <li>- Year 11 Mock Interviews held (3,5)</li> <li>- Post-16 providers attending whole school LM parents evening</li> </ul>
November	<ul style="list-style-type: none"> <li>- Careers in Curriculum group relaunched (1,4)</li> <li>- Year 10 Work Experience programme launched to students and parents (2,4,6)</li> <li>- Year 10 CV Writing and searching for work experience session (2,3,4,6)</li> <li>- Year 10 Career Pilot career quiz &amp; Grofar (or equivalent) session (2, 3,4)</li> <li>- Year 11 Performance Week 1 (3,8)</li> </ul>
December	<ul style="list-style-type: none"> <li>- Careers in Curriculum group LinkedIn CPD (1,4)</li> </ul>
January 2021	<ul style="list-style-type: none"> <li>- Year 7 Dream Job project launched, and will continue until Easter (2,3,4)</li> </ul>
February	<ul style="list-style-type: none"> <li>- Year 11 Performance Week 2</li> <li>- Year 11 Find An Apprenticeship workshop with WTPN (2,5)</li> <li>- Year 9 Raising Aspirations event at UWE (or equivalent) (2,3,4,5,7)</li> </ul>
March	<ul style="list-style-type: none"> <li>- National Careers Week, including whole school careers fair and promotion of benchmark 4 project (2,4,5,7)</li> <li>- Year 11 intended destinations first draft shared with local authority (3)</li> <li>- Year 10 Mock Interview preparation session (3)</li> <li>- Year 9 personal development project launched (2,3,4)</li> <li>- Year 9 GCSE Options process launched (3,4)</li> <li>- Year 9 Build My Future workshops (2,3,4,5)</li> </ul>
April	<ul style="list-style-type: none"> <li>- Year 10 Mock Interviews Held (1,3,5)</li> <li>- Year 10 Parents Evening talks by Post-16 providers (2,3,7)</li> <li>- Year 8 STEM project launched, and will continue until end of the year (2,3,4)</li> </ul>
May	<ul style="list-style-type: none"> <li>- Year 11 GCSE exams</li> </ul>
June	<ul style="list-style-type: none"> <li>- Year 10 preparing for work experience session (3,4,6)</li> <li>- Year 10 Graduation exams</li> </ul>
July	<ul style="list-style-type: none"> <li>- Year 10 Work Experience Week (2,3,4,5,6)</li> <li>- Year 10 Discovery Day at St Brendan's Sixth Form (3,7)</li> <li>- Year 8 Aviation Day (2,3,4,5)</li> <li>- NCS summer programme to support year 11 students transition into year 12 (3,5,6,7)</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>- Year 11 (and year 10 from term 3) independent careers guidance interviews with Level 6 trained staff (2,3,7,8)</li> <li>- Year 11 Learning Mentors collate intended destinations data and personal email addresses from their mentees (3,7)</li> <li>- Lunch time pop-ups run by local businesses and post-16 providers (2,3,5,7)</li> <li>- South Bristol Youth targeted programmes (2,3,4,5,6,7)</li> </ul>

## Plans to expand the remit into 2023-24

Providing objectives for academic year 2022-21 are met, and none of the standards against the other benchmarks falls, then we will look to expand further our remit throughout the Academy. The table below has forecast data for how well we will be measuring against each benchmark by July 2023, and that then feeds into some suggestions for objectives for 2023-24 and beyond should we, as an Academy, make the necessary progress in 2022-23:

Benchmark	Forecasted progress towards meeting benchmark by July 2023 (July 2022 results)	Further actions required to meet benchmark
1 A Stable Careers Programme	100% (100%)	Update online resources on the Academy website, including uploading bank of resources for teachers to access to deliver careers education.
2 Learning from career and labour market information	100% (100%)	Further communication must go to parents/carers about how to find labour market information. They must also receive more guidance on how they can support their children in understanding the effects of market changes.
3 Addressing the needs of each pupil	85% (72%)	Continue to work with the local authority and the careers hub on how to tackle issues surrounding keeping track of accurate destinations data for three years after students leave the Academy. Seek ways to track students' CIEAG progress through Grofar or an equivalent platform, and ensure students have access to their records.
4 Linking curriculum learning to careers	100% (62%)	Complete CPD on benchmark 4, create and deliver Spanish scheme of work that incorporates careers and then roll out findings to other middle leaders. Establish links between employers and subject departments.
5 Encounters with employers and employees	100% (100%)	
6 Experiences of workplaces	100% (100%)	
7 Encounters with Further and Higher Education	100% (100%)	
8 Personal guidance	100% (100%)	

### **Anticipated objectives for 2023-24**

***Rollout systemic tracking of students destinations for the full three years after they leave OAJW.***

***Enhance parental engagement with labour market information, offering further communications through a newsletter, the Academy website and twilight market-insight presentations.***

***Redistribute funding for the careers programme, offering department areas funding to enhance careers in curriculum programme.***

## Impact

As a reminder, the overall aim of the careers plan (as outlined in the introduction) is:

‘To ensure that students are ready to apply for their post-16 provision during term 1 of year 11, and they are then ready to successfully transition into that provision during term 1 of year 12. The basic strategy behind preparing students for this is offering them a programme that incorporates activities that improve their decision-making skills, their awareness of the opportunities available to them, their preparedness to transition to a new setting at 16 and their self-recognition of themselves as people. Every student partakes in activities that promote these in each year of their journey with us, with tasks being age-appropriate to develop students in a structured way.’

Therefore, the overriding impact of the programme is that students leave the Academy prepared to go onto the correct provision for them, whilst also knowing how to deal with unforeseen circumstances that may mean, somewhere down the line, that provision is no longer right for them. However, if successful, the impact of the programme is far deeper for students. Listed below are the ways in which students who partake in the programme will be positively impacted by it, and the knock-on effects of that impact on the Academy and the wider community:

- Increased attendance, engagement, and attainment across the Academy.
- Students are knowledgeable about the careers options that are out there, and they know where they can find information on the labour market.
- Students can reflect about who they are as people, including their strengths, interests, motivations, areas for development and personal ambitions.
- Students are articulate in describing and explaining their reflections on themselves as people.
- Students know how to make informed decision by gathering a variety of sources, measuring validity of those sources, and calculating the best option based on reliable material.
- Students are competent in a range of key employability skills. These include, but are not exclusive to:
  - o Listening
  - o Presenting
  - o Teamwork
  - o Leadership
  - o Staying positive
  - o Aiming high
  - o Problem solving
  - o Creativity
- Students are confident and resilient in responding to change and take a pro-active approach in tackling challenges.
- Students understand better the role that education plays in preparing them to be British citizens, and thus are motivated by and engaged in the curriculum.
- Students feel positive about the CEIAG offer and are pro-active in seeking the provision available if they require it.
- Students are far less likely to become NEET between the ages of 16-19, meaning increased social benefits for the UK and economic savings to the Exchequer.
- Students become ambassadors for the Academy after they leave by being active members of the alumni network. This will enrich the community and provide added inspiration to existing students.