

# Careers Strategy 2019 – 2022

## Oasis Academy Brislington



## Introduction

Careers education plays a vital part in supporting young people to choose an appropriate post-16 pathway, which reflects their interests, talents, abilities and needs. A stable careers programme helps young people to understand the wider context of their learning and raises aspirations.

Oasis Academy Brislington provides students with a progressive careers programme, which enables students to plan and manage their careers effectively. Oasis Academy Brislington is committed to provide all students with a programme that is guided by the Gatsby Benchmarks and follows the statutory guidance set out in the "Careers strategy: making the most of everyone's skills and talents". The programme offers opportunities to explore a variety of career pathways through assemblies, tutor activities, employability masterclasses, employer visits, workshops, careers fairs and 1:1 impartial and independent careers advice and guidance.

Oasis Academy Brislington uses Grofar as a tool to record each student's careers activities, yearly careers action plans and skills development. This helps Oasis Academy Brislington to monitor and track each student's career journey as well as planning and organising "meaningful" encounters to raise their aspirations.

Oasis Academy Brislington is also committed to guiding students to follow appropriate pathways and gives all students various opportunities to research job sectors and regularly shares information with students and parents, which informs them about growth sectors, LMI and the fast changing world of work.

## Vision

To provide world class careers education for all our students which enables them to build the motivation, confidence and resilience to stand as first amongst equals and to achieve their potential, develop their talent and fulfil their ambition.

## Why?

- **1. Students:** because we want students to choose the best possible path, which reflects their talents and interests.
- **2. All stakeholders:** because we want students to fully understand the world of opportunities that is open to them in the future.
- **3. All stakeholders:** because we believe in the importance of developing employability skills so that students are careers ready and engage in a sustainable career in the future.
- **4. All stakeholders:** because students need to know their vocational identity and therefore need to have access to outstanding careers information and advice.

## How?

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.

## Objectives

### 1. To develop and maintain a culture of high aspirations.

<p>Importance of objective 1: All students have regular access to high quality careers information from various sources, i.e. speakers, assemblies, tutor sessions, curriculum areas, Grofar homework, web-sites, displays and have a good knowledge of job sectors, growth sectors, LMI and employability skills needed in order to be successful in the future.</p> <p><b>Link to Benchmarks: GB1, GB2, GB4</b></p>		
What will success look like (Targets)? What do we need to achieve?		What actions we will take as an Academy to achieve these targets?
<p>Year one 2019 - 2020</p>	<p>Completion of yearly action plan (Grofar) by all students to inform careers plan/ progression framework.</p> <p>All students have access to careers and labour market information – web sites, displays in curriculum areas and tutor groups, careers library.</p> <p>Benchmark 1: 100% achieved Benchmark 2: 100% achieved</p>	<p>Resource library for teachers/ tutors on Oasis Academy Brislington web-site ready for September 2019.</p> <p>All tutor groups to have tutorial on how to use Grofar for homework and as an evaluation tool.</p> <p>Careers Leader to regularly up-date careers and labour market information on the web-site.</p>
<p>Year two 2020 - 2021</p>	<p>75% of surveyed students show an understanding of different career pathways and how different curricular areas provide them with specific skills and knowledge for future careers.</p> <p>Grofar data shows that students regularly access their account to complete homework, up-date their profiles and complete research activities.</p> <p>Benchmark 4: 85% achieved</p>	<p>CPD for all staff – up-dated LMI and careers information.</p> <p>Grofar – embedded across all year groups.</p> <p>Targeted workshops for students who are interested in specific job-sectors (based on their Grofar profiles).</p>

<p>Year three 2021 - 2022</p>	<p>All students have an understanding of Post – 16 progression routes and understand how different curricular areas provide them with specific skills and knowledge for future careers.</p> <p>All year 11 students are making informed Post-16 choices which reflect their ability and talents (have a minimum of two Post – 16 choices).</p> <p>Benchmark 1 and 2 maintained Benchmark 4: 100% achieved</p>	<p>Subject Careers Champions – best practice meetings to ensure all subject areas provide high quality careers information.</p> <p>Targeted workshops for students who are interested in specific job-sectors (based on their Grofar profiles).</p> <p>Review three year plan and identify next steps.</p>
-----------------------------------	---	--

- To enable students to experience the world of work and develop transferable skills such as communication, problem solving, teamwork, listening, presenting, creativity, staying positive, aiming high and leadership.

Importance of objective 2: Every student has at least one meaningful encounter with an employer per year during which they learn about employability skills.

The Skills Builder Framework forms the basis of developing employability skills during PSHE sessions in years 8, 9 and 10. All student have developed all eight skills (at least one step a year).

Link to Benchmarks: GB1, GB3, GB5, GB 6, GB7

What will success look like (Targets)? What do we need to achieve?	What actions we will take as an Academy to achieve these targets?
<div style="background-color: #00b050; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); display: inline-block;">Year one 2019 - 2020</div> <p>Baseline employability survey – identification of students’ understanding of employability skills as well as individual’s baseline identification of each skill.</p> <p>80% of year 9, 10 and 11 students have accessed information regarding Post – 16 provision and options.</p> <p>All students have had one meaningful encounter with an employer either in school or in the workplace.</p> <p>Benchmark 1: 100% achieved                      Benchmark 3: 90% achieved                      Benchmark 5: 100% achieved                      Benchmark 6: 75% achieved                      Benchmark 7: 80% achieved</p>	<p>Developing links with various Post – 16 providers which enable students to make better-informed choices about their Post – 16 pathway.</p> <p>Advertising Post – 16 options to staff, students and parents on a regular basis.</p> <p>Developing business links with at least three businesses who can provide students with up-to-date information regarding employability skills and LMI.</p> <p>Grofar – event evaluations – to identify areas for improvement of events.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year two 2020 - 2021</p>	<p>2<sup>nd</sup> baseline employability survey – identification of gaps to inform PSHE programme.</p> <p>90% of students in year 9, 10 and 11 have accessed information regarding Post – 16 provision and options.</p> <p>Year 7, 9 and 11 students have accessed HE information and visited at least one University and one work place.</p> <p>Benchmark 1 and 5 maintained                      Benchmark 3: 100% achieved                      Benchmark 6: 90 % achieved                      Benchmark 7: 90% achieved</p>	<p>Further development of links with Post – 16 providers, HE providers and business partners.</p> <p>Advertising Post – 16 options to staff, students and parents on a regular basis.</p> <p>Targeted visits to colleges, universities and workplaces depending on individual interests and ability.</p> <p>Grofar – event evaluations – to identify areas for improvement of events.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year three 2021 - 2022</p>	<p>3<sup>rd</sup> baseline employability survey – identification of gaps to inform PSHE programme.</p> <p>All students in year 9, 10 and 11 have accessed information regarding Post – 16 provision and options.</p> <p>Year 8 and 10 students have accessed HE information and visited a second University and employer.</p> <p>Benchmark 1, 3 and 5 maintained                      Benchmark 6: 100 % achieved                      Benchmark 7: 100% achieved</p>	<p>Embedded links with providers, HE and business partners.</p> <p>Advertising Post – 16 options to staff, students and parents on a regular basis.</p> <p>Targeted visits to colleges, universities and workplaces depending on individual interests and ability.</p> <p>Grofar – event evaluations to support the review of the three year plan and to identify next steps.</p>

- To provide high quality CPD to all staff so that they can support students in KS3 to develop necessary employability skills provided by the “Skills Builder Framework” and in KS4 to develop an understanding of post-16 pathways.

Importance of objective 3: Students show a better understanding of employability skills and Post-16 pathways. All tutors/ staff are leaders of careers and develop the knowledge and skills to support students to become career ready.

Link to Benchmarks: GB8

What will success look like (Targets)? What do we need to achieve?	What actions we will take as an Academy to achieve these targets?
<p><b>Year one 2019 - 2020</b></p> <p>All year 8, 9 and 10 students develop their employability skills by one step per year (Skills Builder Framework).</p> <p>Initial CPD for all staff – Skills Builder Framework (understanding the Why, How and What of the framework).</p> <p>60% of all students indicate that the current careers programme is accessible to them and that they have been provided with useful information through various activities and events.</p> <p>Benchmark 8: 75% achieved</p>	<p>Staff CPD – Skills Builder Framework including assessment (Grofar skills profile). Termly skills analysis.</p> <p>Develop and source high quality resources for tutors and Students Progress Leaders (PSHE sessions and assemblies).</p> <p>Grofar – events evaluations.</p>

<p>Year two 2020-2021</p>	<p>All year 8, 9,10 and 11 students develop their employability skills by one step per year (Skills Builder Framework).</p> <p>Regular CPD for all staff – Skills Builder Framework (understanding the Why, How and What of the framework and how it is embedded into the PSHE programme).</p> <p>75% of all students indicate that the current careers programme is accessible to them and that they have been provided with useful information through various activities and events.</p> <p>Benchmark 8: 90% achieved</p>	<p>Staff CPD – Skills Builder Framework including assessment (Grofar skills profile). Termly skills analysis.</p> <p>Develop and source high quality resources for tutors and Students Progress Leaders (PSHE sessions and assemblies).</p> <p>Grofar – events evaluations.</p>
<p>Year three 2021-2022</p>	<p>All students develop their employability skills by one step per year (Skills Builder Framework).</p> <p>80% of students have developed their employability skills by at least three steps.</p> <p>90% of all students indicate that the current careers programme is accessible to them and that they have been provided with useful information through various activities and events.</p> <p>Benchmark 8: 100% achieved</p>	<p>Staff CPD – Skills Builder Framework including assessment (Grofar skills profile). Termly skills analysis.</p> <p>Develop and source high quality resources for tutors and Students Progress Leaders (PSHE sessions and assemblies).</p> <p>Grofar – events evaluations.</p> <p>Review three year plan and identify next steps</p>

More detailed information on how these objectives will be achieved year by can be found in Appendix 3.

## **Implementation**

The Academy guarantees impartial and independent careers advice and guidance, which will:

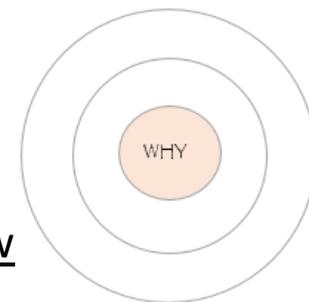
- Provide information about various education and training options and providers, including apprenticeship and other vocational pathways.
- Provide access for all students and staff to careers web-sites and resources to support advice and guidance via the Academy's web site as well as careers advice and guidance sessions during PSHE sessions.
- Provide access to a variety of external speakers, employers, representatives from higher education institutions and former students who are a valuable source for students to understand employer needs.
- Provide access to LMI in order to enable students to make informed decisions regarding their future career pathways.

There is a Senior Leader and a manager of South Bristol Youth and Future Quest programmes responsible for the implementation of the careers strategy. However, all staff play a part in the implementation of the careers strategy. Up-to-date careers information can be found on the Academy's web -site as well as in the careers section in the PLC (prospectuses are available for students to either study or take away).

Throughout students' academic journey with Oasis Academy Brislington, students will have various opportunities to engage with a vast variety of educational and training providers to seek advice on courses and requirements (see detailed Progression Framework – Appendix 2).

## **Partnerships**

The CEIAG programme is greatly enhanced through links with various partners who can offer insights into further and higher education, apprenticeship and vocational routes as well as supporting the Academy in developing the employability skills employers are seeking in the future. As a Careers Lead School we have developed close relationships with the Careers and Enterprise Company, The West of England Mentoring, South Bristol Youth and the Enterprise Adviser Network as well as various businesses.

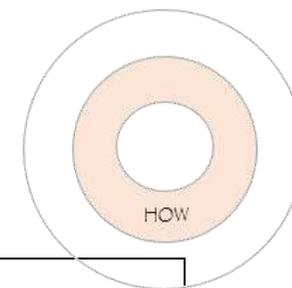


**Oasis Academy Brislington – Careers Progression Framework - Overview**  
**(Student Entitlement)**

Year	7	8	9	10	11
<b>Theme</b>	<p><b>Inspire</b></p> <p>self-knowledge development of transferable skills</p>	<p><b>Building the Future</b></p> <p>self-knowledge study options development of transferable skills</p>	<p><b>Opening Doors</b></p> <p>self-knowledge LMI local learning providers and partnerships development of transferable skills</p>	<p><b>Stand up – Stand out</b></p> <p>decision making and careers management skills LMI local learning providers and partnerships development of transferable skills</p>	<p><b>Aim High</b></p> <p>occupational knowledge, decision making and careers management skills LMI local learning providers and partnerships 1:1 Careers Advice and Guidance</p>
<b>Why</b>	<b>Why 1</b>	<b>Why 1</b>	<b>Why 1 and 2</b>	<b>Why 1, 2 and 3</b>	<b>Why 1, 2, 3 and 4</b>
<b>Aim</b>	<ul style="list-style-type: none"> <li>Understanding yourself by identifying</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to understand yourself as a</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to understand yourself and</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of Post-16</li> </ul>	<ul style="list-style-type: none"> <li>Developing skills, knowledge regarding future</li> </ul>

	<p>your personal traits, strengths and skills.</p> <ul style="list-style-type: none"> <li>• Determining aspirations by exploring a range of job sectors.</li> </ul>	<p>person by identifying your strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>• Engagement with LMI and information regarding job sectors and possible career pathways.</li> </ul>	<p>your talents, ambitions and what careers they might lead to.</p> <ul style="list-style-type: none"> <li>• Engaging in activities which develop an understanding of LMI and growth sectors locally as well as nationally.</li> </ul>	<p>options and possible providers across the city.</p> <ul style="list-style-type: none"> <li>• Engagement in activities which build LMI knowledge, employability skills and an understanding of recruitment processes and requirements.</li> </ul>	<p>careers and being prepared for Post-16.</p> <ul style="list-style-type: none"> <li>• Completion of an aspirational destinations plan, including 1<sup>st</sup> and 2<sup>nd</sup> choices for post-16 education or training.</li> </ul>
Outcomes	All students understand their strengths and weaknesses and had various opportunities to	All students understand the importance of LMI and how this information might influence their options choices	All students have developed an understanding of the impact of career choices and its financial and lifestyle	All students have continued to develop their understanding of the impact of career choices on their life.	All students have a clear understanding or their Post-16 options and have completed applications to appropriate

	explore future career options.	through the PSHE programme: “My Future – my Choice”	impact through the PSHE programme. All students have completed their careers action plan and careers event evaluations and have identified skills and knowledge gaps.	All students have a good understanding of their current skills, skills employers are seeking and the gap between them. All students have up-dated their careers action plan and have evaluated all careers events they have participated in.	providers, which match their strengths, talents, interests and ambitions.
Evaluation	Grofar Report Homework Completion 2 annual reports (February and July)	Grofar Report Homework completion 2 annual reports (February and July)	Grofar Report Homework completion 2 annual reports (February and July)	Grofar Report Homework completion 2 annual reports (February and July)	Destinations Data  1 <sup>st</sup> draft – February 2 <sup>nd</sup> draft – April Final draft - June



## Oasis Academy Brislington – Careers Programme - Overview

Benchmark	Requirements
1. A stable careers programme	Oasis Academy Brislington has an embedded careers programme of careers education and guidance that is known and understood by all stakeholders.
2. Learning from careers and labour market information	Oasis Academy Brislington provides access for students and parents to good quality information about future study options and LMI.
3. Addressing the needs of individuals	At Oasis Academy Brislington all students have access to careers advice and guidance tailored to their needs.
4. Linking curriculum learning to careers	Oasis Academy Brislington provides students with opportunities to link the curriculum to future careers. There are various opportunities for students to understand how what they study links with future careers.
5. Encounters with employers and employees	Oasis Academy Brislington provides students with various opportunities to learn from employers about work, employment and employability skills.
6. Experience of the world of work	Oasis Academy Brislington provides opportunities for students to experience the world of work through work place visits, work shadowing and / or work experience.
7. Encounters with further and higher education	Oasis Academy Brislington provides students with opportunities to understand Post-16 options, including both academic and vocational routes. They have the opportunity to meet a variety of providers.
8. Personal guidance	Oasis Academy Brislington offers the opportunity for guidance interviews, which are conducted by a trained careers professional.

## Appendices

Appendix	Page
1. SWOT analysis and Compass Results	17
2. Progression Framework 2019 - 2020	21
3. Action Plan 2019 - 2020	42
4. External Stakeholder Plan	52
5. Roles and Responsibilities	58

## Appendix 1 – SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• We have a variety of engagements with different providers and businesses.</li> <li>• Applications tracking and careers advice for all.</li> <li>• The overall careers programme is embedded and is backed by the senior leadership team.</li> <li>• Teachers and students have a good understanding of the importance of careers guidance.</li> <li>• Oasis Academy Brislington has an identified lead with responsibility for overseeing the programme.</li> <li>• Students and parents have been shown the local Labour Market information and have access to the info via the web-site.</li> <li>• All activities’ aims are to raise aspirations of our students.</li> <li>• Using an online platform helps us to systematically record all activities for each pupil.</li> <li>• All students have at least one meaningful encounter with an employer every year.</li> <li>• All year 10 students have a meaningful encounter with a 6<sup>th</sup> Form college – they all attend a college taster day.</li> <li>• All students in year 10/ 11 have guidance on the full range of apprenticeships – contact with ASK.</li> <li>• All students in year 9/ 10 and 11 have access to further education providers as well as independent training providers (Careers Fair/ Pop-Up sessions).</li> <li>• All year 8, 9, 10, 11 students have encounters with Universities – through workshops with WON, SBY students attend a variety of Universities.</li> <li>• Students have access to independent careers advice.</li> <li>• There is a small budget available.</li> </ul> <p>Ofsted quote:</p> <p>Drive of careers lead whose vision it is that all students follow an appropriate careers path.</p>	<ul style="list-style-type: none"> <li>• Only a limited % of students has a work experience placement.</li> <li>• Only students on SBY/ Future Quest programme have access to work place visits – 25%.</li> <li>• Only limited number of students have been to a university or two.</li> <li>• Activities are not always evaluated and the overall programme is evaluated through the compass tool, however, a more in depths analysis is needed .</li> <li>• Teachers/ tutors need to understand the importance of their role within careers guidance/ shaping students futures much more and take a more proactive role in careers education – this seems to be just the careers lead’s responsibility.</li> <li>• Careers in the curriculum – CPD for all directors of faculties and subject leaders so that they understand the importance of careers education and how they can contribute in their areas to it.</li> <li>• The use of Labour Market Information needs to be more regular so that students understand what kind of jobs will be available to them when they are older and, therefore, what choices they need to make for post-16 provision.</li> </ul>

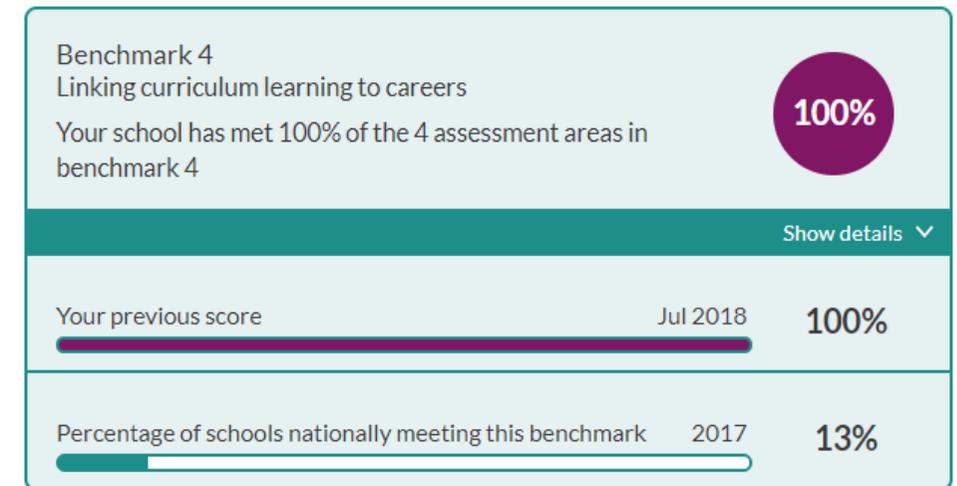
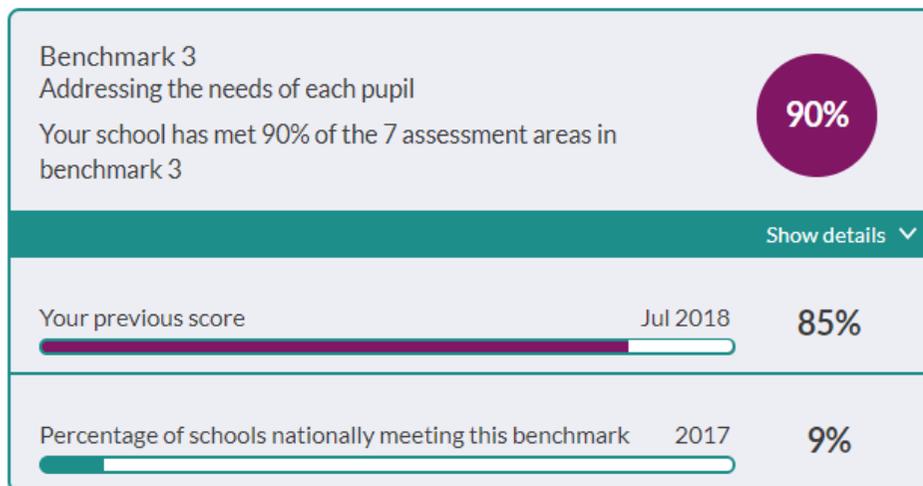
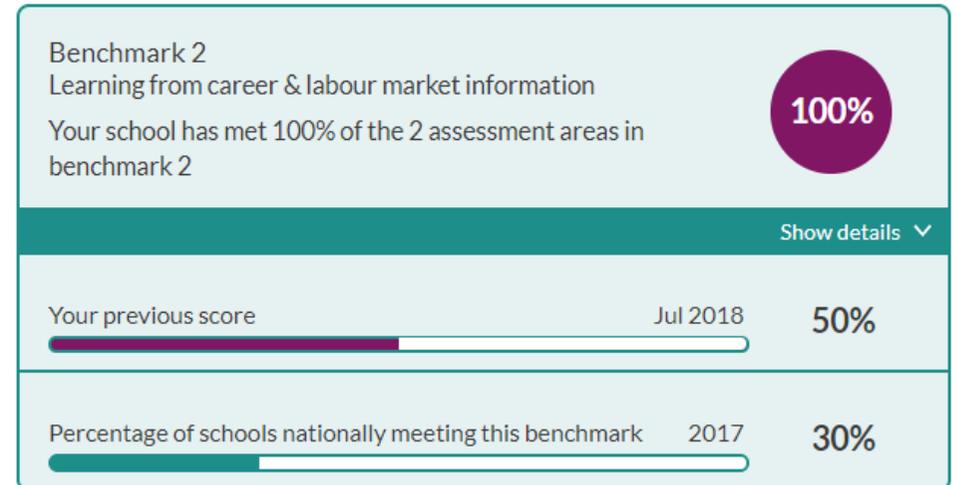
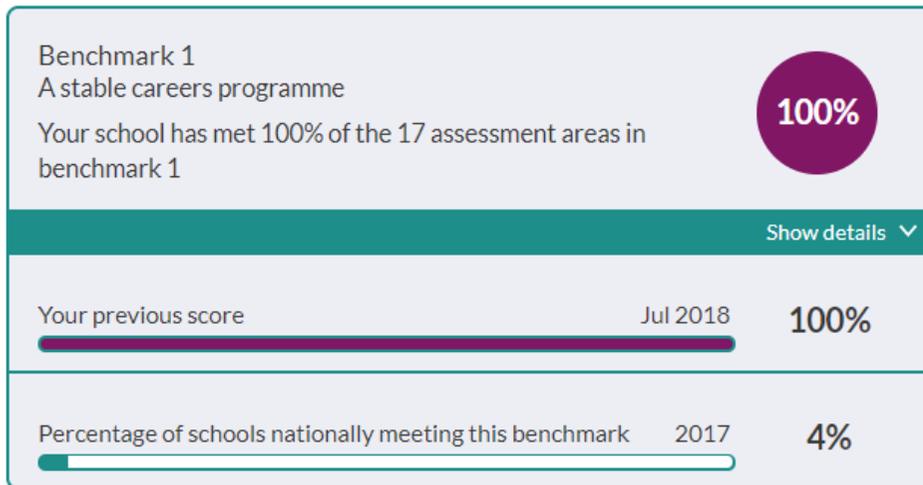
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• There is a need to extend the network with businesses and universities so that all students have access to aspirational and inspiring careers.</li> <li>• Evaluation tool – Grofar (utilise it more frequently to allow for more in depth evaluation of activities).</li> <li>• Use Teach First/ CEC contacts to build partnerships which are sustainable and long lasting with businesses.</li> <li>• Alumni needs to be built in order to utilise them for careers talks and various events throughout the year (Future First).</li> <li>• Communications team – to support the work of the careers leader by communicating information with businesses, parents and alumni.</li> <li>• Resources available on the internet – finding appropriate resources to support curriculum leaders and the pastoral team (Careers Ready, careers resources database).</li> </ul>	<ul style="list-style-type: none"> <li>• Financial restraints – some programme are currently free, i.e. Grofar due to promotional offer, what is going to happen when the offer ends?</li> <li>• Time restrictions – Careers Lead currently works in a very isolate position, teaches 40% of a timetable and is also responsible for PSHE, enrichment, progress of disadvantaged students - how will this affect the quality of provision.</li> <li>• There is currently not a careers team, which means if the current careers leader left there would be a big gap.</li> </ul>

# Results

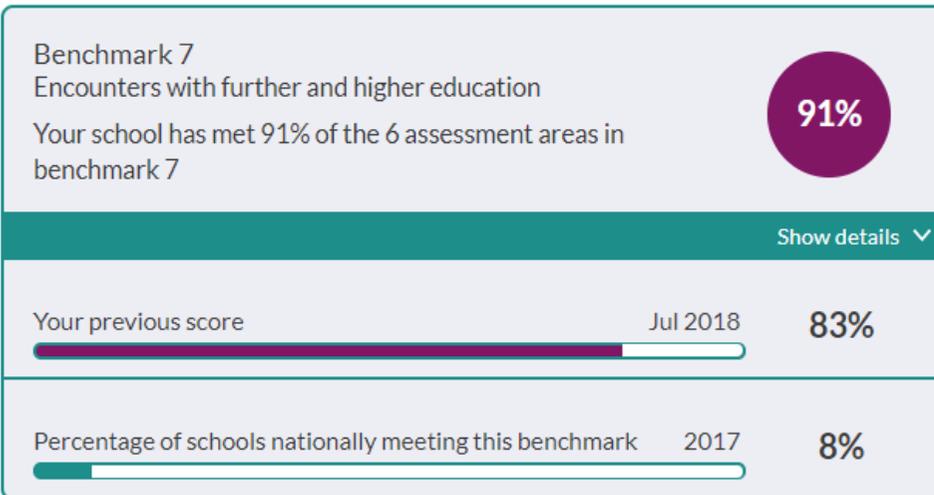
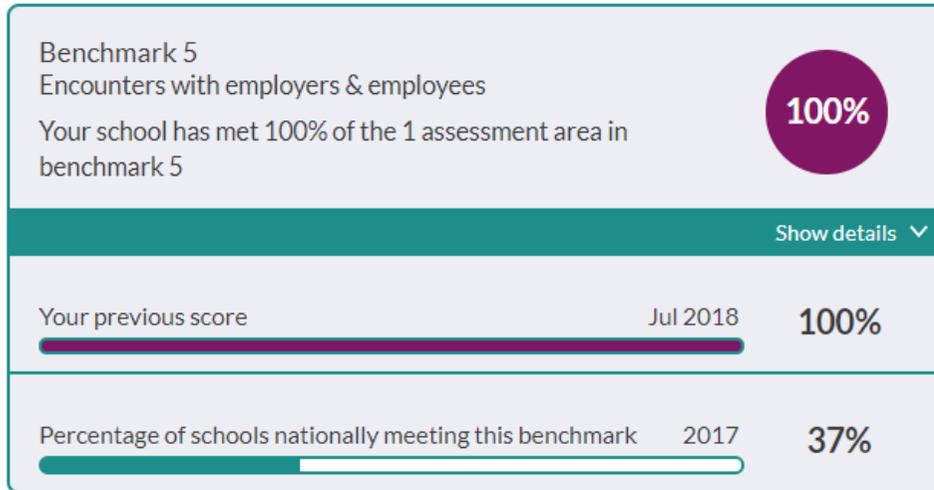
27th November 2018

## Oasis Academy Brislington

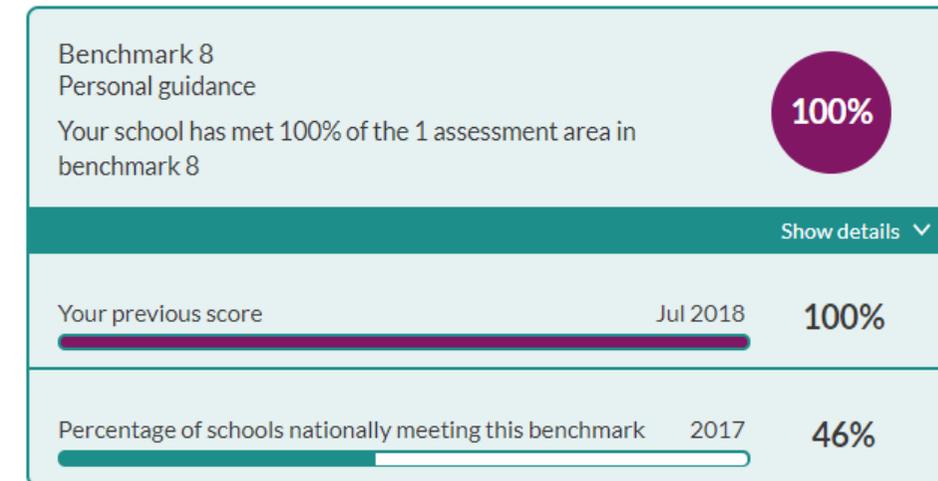
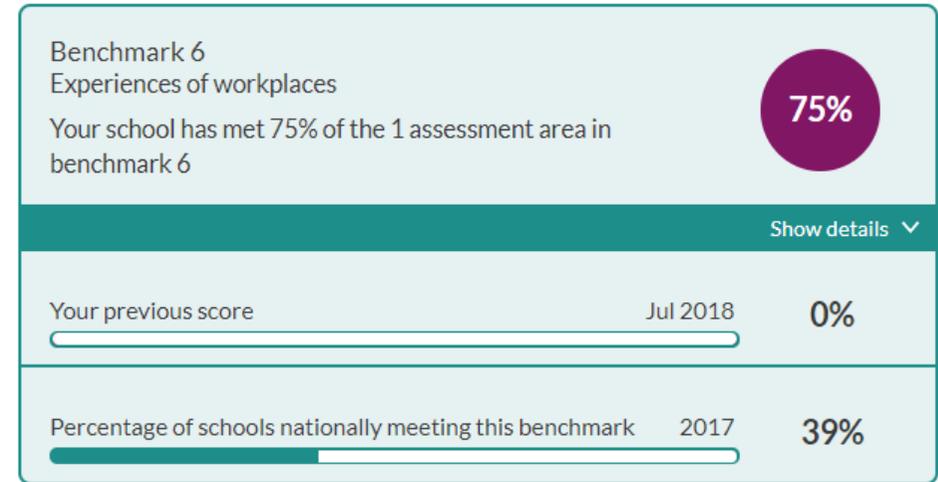
Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.



Oasis Academy Brislington: Careers Strategy 2019 - 2020



Dr Ina Goldberg



# Progression Framework 2019 - 2020





<p><b>Extra</b></p> <ul style="list-style-type: none"> <li>• To enable HPA disadvantaged students to explore various work places and develop skills such as communication and team working skills.</li> <li>• Students with an interest in STEM careers will experience a highly professional workplace visit in the STEM sector and engage with experts in the field.</li> </ul>	<p>Students attended 90% of workshops and complete the evaluations after each event.</p> <ul style="list-style-type: none"> <li>• 70% of students engaged in the event and found it a worthwhile experience.</li> </ul>	<p>4, 5, 6, 7</p> <p>4, 5, 6</p>	<p><b>Unlocking Potential (throughout the year)</b> 15 students are taking part in whole year programme which includes a variety of activities and events (6 days – throughout the year).</p> <p><b>Digital Explorer Programme (Term 4)</b> Students have the opportunity to develop their team working and communication skills, while learning more about technology especially concepts such as Big Data, Cloud, Social Media, Mobility and Robotics.</p>
<p><b>Evaluation</b></p> <p>Grofar – Evaluation tool (events evaluation to be regularly completed by students either during PSHE session or homework)</p>	<p>To be completed after each event</p> <p><b>Western Outreach Network:</b></p> <p><b>Assembly Talks:</b></p> <p><b>Deep Learning Days:</b></p> <p><b>Unlocking Potential Programme:</b></p>		

**Digital Explorer Programme: Example evaluation form completed in Grofar**

## Digital Explorer - Airbus

26 Mar 2019

**Event Details**  
Digital Explorer - Airbus

Total Attendees	Student Attendees	Employer Attendees	Alumni Attendees	Feedback Requested	Feedback Completed	Interested in Similar	Recommend to Friend
46	45	1	0	36	19	13   68%	10   53%

**Activity Comments**

12

- I loved the coding aspect of the day, it was the most fun.  
*Nina Jackson, Year 7*
- it was fun. And interesting.  
*Hemish Jitesh, Year 7*
- it was fun  
*Harry Alway, Year 7*
- no  
*Maggie Brown, Year 7*
- No  
*Samual McLary, Year 7*

**Suggested Improvements**

13

- Choosing if you wanted to speak in front o the crowd or not.  
*Nina Jackson, Year 7*
- im not sure what they could have improved. Because they were good at getting their point across  
*Hemish Jitesh, Year 7*
- although it was fun there was also some boring parts to it so my suggestion is to do less talking although the people that came in were good it would have been better if you would have described quicker.  
*Harry Alway, Year 7*
- no  
*Maggie Brown, Year 7*
- No it was fun  
*Samual McLary, Year 7*

Year 8	Outcomes	Gatsby	Activities
<p><b>All</b></p> <ul style="list-style-type: none"> <li>Continuing to understand yourself as a person by identifying your strengths and weaknesses.</li> <li>Engagement with LMI and information regarding job sectors and possible career pathways.</li> </ul>	<ul style="list-style-type: none"> <li>All student understand the different pathways they can take in order to achieve a degree.</li> <li>Students engage in the options process in order to be able to make an informed decision – process to be completed by April.</li> <li>Students learn about the career journeys of various professionals and understand how different pathways can lead to certain careers/ jobs.</li> </ul>	<p>7</p> <p>1, 2</p> <p>1, 2, 4, 5</p>	<p><b>Western Outreach Network (Term 3)</b> Introduction to University 1 hour workshop - Information and guidance for schools to encourage more young people to access higher education.</p> <p><b>PSHE (Term 3) – My Future – My Choice</b> 6 sessions - Options process and online resources (Booklet and Videos). Introduction to LMI and its importance.</p> <p><b>SBY – Aspirations Event (Term 4)</b> Speakers from the world of work – various topics</p>

	<ul style="list-style-type: none"> <li>• Students learn about various possible career pathways.</li> <li>• Students improve the skills outlined in the framework. They will work on a specific skill until mastered at a specific level.</li> <li>• Students have completed their action plan and all events evaluations.</li> </ul>	<p>1, 2</p> <p>1, 3</p> <p>1, 2, 3,</p>	<p><b>Assembly Talks (throughout the year)</b> Three assembly talks from experts about University Apprenticeships College</p> <p><b>Skills Builder Framework (throughout the year)</b> Students develop eight essential employability skills during the PSHE programme. Skills include: teamwork, presenting, listening, problem solving, leadership, staying positive, creativity and aiming high.</p> <p><b>Grofar (throughout the year)</b> Students complete their action plan and regularly up-date outstanding event evaluations.</p>
<p><b>Extra</b></p> <ul style="list-style-type: none"> <li>• To enable HPA and/or disadvantaged students to explore various work places and develop skills such as.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of students have engaged in the process and have learnt more about themselves.</li> </ul>	<p>3, 5, 6</p>	<p><b>RPC Mentoring (Terms 1 and 2)</b> Students are working with mentors on a 1:1 basis or in small groups in order to identify students' aspirations and what they need to do in order to achieve it.</p>

<p>communication and team working skills.</p>	<ul style="list-style-type: none"> <li>• Students attend the activities provided by Future Quest regularly (90% attendance).</li> <li>• Students attend the activities provided by SBY regularly.</li> </ul>	<p>4, 5, 6, 7</p> <p>4, 5, 6</p>	<p><b>Future Quest (throughout the year)</b> 6 workshops – exploring different universities, colleges and courses.</p> <p><b>Discover Maths (throughout the year)</b> Students use their Maths skills to solve problems in the work place.</p>
<p><b>Evaluation</b> Grofar – Evaluation tool (events evaluation to be regularly completed by students either during PSHE session or homework).</p>	<p>To be completed after each event:</p> <p><b>Western Outreach Network</b></p> <p><b>PSHE (Term 3) – My Future – My Choice</b></p> <p><b>SBY – Aspirations Event (Term 4)</b></p> <p><b>Assembly Talks (throughout the year)</b></p> <p><b>Skills Builder Framework (throughout the year)</b></p> <p><b>Grofar (throughout the year)</b></p> <p><b>RPC Mentoring (Terms 1 and 2)</b></p>		

	<p><b>Future Quest (throughout the year)</b></p> <p><b>Discover Maths (throughout the year)</b></p>
--	---

Year 9	Outcomes	Gatsby	Activities
<p><b>All</b></p> <ul style="list-style-type: none"> <li>Continuing to understand yourself and your talents, ambitions and what careers they might lead to.</li> <li>Engaging in activities, which develop an understanding of LMI and growth sectors locally as well as nationally.</li> </ul>	<ul style="list-style-type: none"> <li>All student understand the different pathways they can take in order to achieve a degree.</li> <li>Provide information to all students re Post-16 options/ pathways and requirements.</li> <li>Students develop an understanding how their career choice can impact of lifestyle.</li> <li>Students learn from employers and employees about the world of work.</li> </ul>	<p>7</p> <p>1, 2, 5, 7</p> <p>1</p> <p>1, 2, 4, 5</p>	<p><b>Western Outreach Network (Term 3)</b> Introduction to University 1 hour workshop - Information and guidance for schools to encourage more young people to access higher education.</p> <p><b>Careers Fair (Term 2)</b> 35 providers from various job sectors and post-16 pathways, i.e. higher education, colleges and apprenticeship schemes.</p> <p><b>PSHE (Term 2) – Developing financial capability</b> Students learn about budgeting, bills, income and tax etc.</p> <p><b>Speakers from the world of work – various topics (throughout the year)</b> Students hear from speakers from different curriculum areas.</p>

	<ul style="list-style-type: none"> <li>• Post-16 options to enable them to make informed decisions regarding their future career.</li> <li>• Students improve the skills outlined in the framework. They will work on a specific skill until mastered at a specific level.</li> <li>• Students have completed their action plan and all events evaluations.</li> </ul>	<p>1, 2</p> <p>1, 3</p> <p>1, 2, 3</p>	<p><b>Assembly Talks (throughout the year)</b> Three assembly talks from experts about University Apprenticeships College</p> <p><b>Skills Builder Framework (Throughout the year)</b> Students develop eight essential employability skills during the PSHE programme. Skills include: teamwork, presenting, listening, problem solving, leadership, staying positive, creativity and aiming high.</p> <p><b>Grofar (throughout the year)</b> Students complete their action plan and regularly up-date outstanding event evaluations.</p>
<p><b>Extra</b></p> <ul style="list-style-type: none"> <li>• To enable HPA and/or disadvantaged students to explore various work places and develop skills such as</li> </ul>	<ul style="list-style-type: none"> <li>• Students attend the activities provided by Future Quest regularly (90% attendance).</li> </ul>	<p>4, 5, 6, 7</p>	<p><b>Future Quest (throughout the year)</b> 6 workshops – exploring different universities, colleges and courses</p>

<p>communication and team working skills.</p>	<ul style="list-style-type: none"> <li>• Students attend the activities provided by Future Quest regularly (90% attendance).</li> <li>• Students develop employability skills and then use them in various work places.</li> </ul>	<p>4, 5, 6</p> <p>5, 6</p>	<p><b>Insight into apprenticeships (throughout the year)</b> 6 workshops – exploring different apprenticeships and at different levels.</p> <p><b>Bright Sparks (throughout the year)</b> Students learn about employability skills and how employers are incorporating them in the work place.</p>
<p><b>Evaluation</b> Grofar – Evaluation tool (events evaluation to be regularly completed by students either during PSHE session or homework).</p>	<p>To be completed after each event:</p> <p><b>Western Outreach Network</b></p> <p><b>Careers Fair</b></p> <p><b>PSHE (Term 2) – Developing financial capability</b></p> <p><b>Speakers from the world of work – various topics</b></p> <p><b>Assembly Talks</b></p> <p><b>Skills Builder Framework</b></p> <p><b>Grofar</b></p> <p><b>Future Quest</b></p>		

	<p><b>Insight into apprenticeships</b></p> <p><b>Bright Sparks</b></p>
--	--

Year 10	Outcomes	Gatsby	Activities
<p><b>All</b></p> <ul style="list-style-type: none"> <li>• Developing an understanding of Post-16 options and possible providers across the city.</li> <li>• Engagement in activities, which build LMI knowledge, employability skills and an understanding of recruitment processes and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• All student understand the different pathways they can take in order to achieve a degree.</li> <li>• Provide information to all students re Post-16 options/ pathways and requirements.</li> <li>• Students develop an understanding how their career choice can impact of lifestyle.</li> <li>• Students learn from employers and employees about the world of work.</li> </ul>	<p>7</p> <p>1, 2, 5, 7</p> <p>1</p> <p>1, 2, 4, 5</p>	<p><b>Western Outreach Network (Term 3)</b> Introduction to University 1 hour workshop - Information and guidance for schools to encourage more young people to access higher education.</p> <p><b>Careers Fair (Term 2)</b> 35 providers from various job sectors and post-16 pathways, i.e. higher education, colleges and apprenticeship schemes.</p> <p><b>PSHE (Term 2) – Continuing to develop financial capabilities</b> Students learn about budgeting, bills, income and tax etc.</p> <p><b>Speakers from the world of work – various topics (throughout the year)</b> Students hear from speakers from different curriculum areas.</p>

	<ul style="list-style-type: none"> <li>• Post-16 options to enable them to make informed decisions regarding their future career.</li> <li>• Students engage in a workshop which explores the fixed and growths mind-set.</li> <li>• All year 10 students attend a day at college and find out a typical college day.</li> <li>• Students improve the skills outlined in the framework. They will work on a specific skill until mastered at a specific level.</li> </ul>	<p>1, 2</p> <p>1</p> <p>1, 7</p> <p>1, 3</p>	<p><b>Assembly Talks (throughout the year)</b> Three assembly talks from experts about University Apprenticeships College</p> <p><b>Positively Mad – motivational workshop (Term 3)</b> Inspirational and motivational 2 hour workshop to re-engage students in their learning.</p> <p><b>Discover Day – college experience (Term 6)</b> Students attend a day at a local college and find out about specific courses.</p> <p><b>Skills Builder Framework (throughout the year)</b> Students develop eight essential employability skills during the PSHE programme. Skills include: teamwork, presenting, listening, problem solving, leadership, staying positive, creativity and aiming high.</p>
--	---	--	--

	<ul style="list-style-type: none"> <li>• Students understand the recruitment process in certain job sectors.</li> <li>• Students take-up opportunities to speak to providers who visit the Academy.</li> <li>• Students have completed their action plan and all events evaluations.</li> </ul>	<p>1, 5</p> <p>1, 2</p> <p>1, 2, 3</p>	<p><b>Mock Interviews/ Assessment Day (Term 1)</b> Students follow a typical assessment day (recruitment process) and work with volunteers to work out their strengths and weaknesses.</p> <p><b>Pop –ups (throughout the year)</b> Fortnightly lunchtime session – various providers throughout the year.</p> <p><b>Grofar (throughout the year)</b> Students complete their action plan and regularly up-date outstanding event evaluations.</p>
<p><b>Extra</b></p> <ul style="list-style-type: none"> <li>• To enable HPA and/or disadvantaged students to explore various work places and develop skills such as communication and team working skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students attend the activities provided by Future Quest regularly (90% attendance).</li> <li>• 85% of students engaged in the event and found it a worthwhile experience.</li> </ul>	<p>4, 5, 6, 7</p> <p>4, 5, 6</p>	<p><b>Future Quest (throughout the year)</b> 6 workshops – exploring different universities, colleges and courses.</p> <p><b>Digital Explorer Programme (Term 4)/ BT Mentoring Workshop</b> Students have the opportunity to develop their team working and communication skills</p>

	<ul style="list-style-type: none"> <li>All students have had careers advice and guidance from a trained adviser.</li> </ul>	<p>3, 8</p>	<p><b>1:1 Careers Advice and Guidance (Terms 5 and 6)</b> Weekly independent careers advice and guidance session.</p>
<p><b>Evaluation</b> Grofar – Evaluation tool (events evaluation to be regularly completed by students either during PSHE session or homework).</p>	<p>To be completed after each event:</p> <ul style="list-style-type: none"> <li><b>Western Outreach Network</b></li> <li><b>Careers Fair</b></li> <li><b>PSHE (Term 2) – Continuing to develop financial capabilities</b></li> <li><b>Speakers from the world of work – various topics</b></li> <li><b>Assembly Talks</b></li> <li><b>Positively Mad – motivational workshop</b></li> <li><b>Discover Day – college experience</b></li> <li><b>Skills Builder Framework</b></li> <li><b>Mock Interviews/ Assessment Day</b></li> <li><b>Pop -ups</b></li> </ul>		

	<b>Grofar</b>
--	---------------

Year 11	Outcomes	Gatsby BM	Activities
<p><b>All</b></p> <ul style="list-style-type: none"> <li>• Developing skills, knowledge regarding future careers and being prepared for Post-16.</li> <li>• Completion of an aspirational destinations plan, including 1<sup>st</sup> and second choices for post-16 education or training.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information to all students re Post-16 options/ pathways and requirements.</li> <li>• Students learn from employers and employees about the world of work.</li> <li>• Students learn about Post-16 options to enable them to make informed decisions regarding their future career.</li> <li>• Students engage in the workshop fully.</li> </ul>	<p>1, 2, 5, 7</p> <p>1, 2, 4, 5</p> <p>1, 2</p> <p>1, 4, 7</p>	<p><b>Careers Fair (student and parent fair) –Term 2</b> 35 providers from various job sectors and post-16 pathways, i.e. higher education, colleges and apprenticeship schemes.</p> <p><b>Speakers from the world of work – various topics (throughout the year)</b> Students hear from speakers from different curriculum areas.</p> <p><b>Assembly Talks – motivational speakers, career pathways, Post-16 options -(throughout the year)</b> Three assembly talks from experts about University Apprenticeships College</p> <p><b>Positively Mad – motivational workshop –Term 3</b></p>

	<ul style="list-style-type: none"> <li>• All students have applied to an appropriate destination.</li> <li>• Students attending applications clinics have applied for a Post-16 destination</li> <li>• Students have completed the destinations section in Grofar.</li> <li>• Students take-up opportunities to speak to providers who visit the Academy.</li> </ul>	<p>3, 8</p> <p>3, 8</p> <p>1, 2, 3</p> <p>1, 2</p>	<p>Inspirational and motivational 2 hour workshop to re-engage students in their learning.</p> <p><b>Destinations Interview day (Term 3)</b> All students have an appointment with a careers adviser or member of ALT to discuss post-16 route.</p> <p><b>Applications clinics (throughout the year)</b> Students can attend applications clinics in case they are stuck or have not yet chosen their post-16 pathway.</p> <p><b>Grofar (throughout the year)</b> Students complete their action plan and regularly up-date outstanding event evaluations.</p> <p><b>Pop – ups (throughout the year)</b> Fortnightly lunchtime session – various providers throughout the year</p>
<p><b>Extra</b></p> <ul style="list-style-type: none"> <li>• To enable HPA and/or disadvantaged students to</li> </ul>	<ul style="list-style-type: none"> <li>• Students attend the activities provided by Future Quest regularly.</li> </ul>	<p>4, 5, 6, 7</p>	<p><b>Future Quest</b> One session to Sky Studios in London.</p>

<p>explore various work places and develop skills such as communication and team working skills.</p>	<ul style="list-style-type: none"> <li>All students have had careers advice and guidance from a trained adviser.</li> </ul>	<p>3, 8</p>	<p><b>1:1 Careers Advice and Guidance (throughout the year)</b> Weekly independent careers advice and guidance session.</p>
<p><b>Evaluation</b> Grofar – Evaluation tool (events evaluation to be regularly completed by students either during PSHE session or homework)</p>	<p>To be completed after each event:</p> <p><b>Careers Fair (student and parent fair)</b></p> <p><b>Speakers from the world of work – various topics</b></p> <p><b>Assembly Talks – motivational speakers, career pathways, Post-16 options</b></p> <p><b>Positively Mad – motivational workshop</b></p> <p><b>Destinations Interview day</b></p> <p><b>Applications clinics</b></p> <p><b>Grofar</b></p> <p><b>Pop – ups</b></p> <p><b>Future Quest</b></p> <p><b>1:1 Careers Advice and Guidance</b></p>		

# Action Plan 2019 - 2020



<p><b><u>Strategic Objective 1:</u></b> To develop and maintain a culture of high aspirations.</p>		
<p><b><u>End of Year Target:</u></b> All students have regular access to high quality careers information from various sources, i.e. speakers, assemblies, tutor sessions, curriculum areas, Grofar homework, web-sites, displays and have a good knowledge of job sectors, growth sectors, LMI and employability skills needed in order to be successful in the future.</p>		
<p><b><u>Success Indicator – Term 1:</u></b> Students (80%) have completed Grofar profile to identify providers, speakers, assembly and PSHE content.</p> <p>Careers information is up- to-date and has been communicated with all stakeholders.</p> <p>Curriculum areas/ pastoral teams have received CPD and have planned at least one session/ module in which careers links are integrated (pre and post survey to identify staff’s understanding of the importance of careers in the curriculum/ skills development – outcomes have improved by at least 50%).</p>	<p><b><u>Success Indicator – Term 2:</u></b> Students have had access to various sources/ resources and have researched at least three job sectors (80% have up-dated their Grofar Profile).</p> <p>Careers information is displayed in all tutor/ classrooms with general employability skills and subject specific careers information (Learning walk – 75% of compliance)</p>	<p><b><u>Success Indicator – term 3:</u></b> <b>Student</b> quiz – key terminology, i.e. LMI, job sector etc. (80% of students understand all key terms).</p> <p>Staff questionnaire regarding the implementation of careers in the curriculum/ PSHE programme – impact summary report identifies best practice (all resources from curriculum areas/ PSHE programme are in the shared area)</p> <p><b><u>Impact analysis</u></b> Student voice: cross grou (HPA, MPA, LPA, PPC, SEND, Non-PPC, Non-SEND) interviews regarding skills development and students’ aspirations in year 7, 9 and 10</p> <p>7 case studies per year group one student from each of the groups to identify how</p>

			<p>careers education has impacted on their overall confidence, motivation and aspirations.</p> <p>Both student voice and case studies show an improved knowledge of careers and employability skills and students are clear about their career pathways. All students have completed their careers profile on Grofar. Grofar skills profile shows a significant improvement of each students' skills set.</p>	
<b>Actions required to achieve 2019 – 2020 target</b>	<b>Milestones and timescales</b>	<b>Responsible</b>	<b>Resources required</b>	<b>Reporting</b>
Regular web-site up-dates – termly up-dates of overall content as well as monthly careers newsletter.	<ol style="list-style-type: none"> <li>1. July 2019 – careers web-site has been updated with latest LMI and new careers strategy is up-loaded.</li> <li>2. up-dates have been communicated with staff, students, parents and partners.</li> </ol>	IGO, SSA	<p>PPT for staff briefing, IT</p> <p>Careers newsletter to communicate with parents and partners.</p>	Up-dated web-site shared with staff and ALT.
Speakers for schools – at least three speakers for schools events for years 9, 10 and 11.	<ol style="list-style-type: none"> <li>1. Sign-up for speakers for schools for 2019/2020 (July 2019).</li> <li>2. Logistics for presentations.</li> </ol>	<p>IGO</p> <p>IGO, SSA</p>	Hall, IT, wireless microphone and sound	Grofar – event evaluation
Assemblies – termly careers assembly for all year groups.	<ol style="list-style-type: none"> <li>1. Assembly rota confirmed (September 2019).</li> </ol>	<p>IGO, SPLs</p> <p>IGO, SPLs</p>	<p>Hall, IT, wireless microphone and sound</p> <p>PPTs, Hall and IT</p>	IGO to attend Careers assemblies and report to ALT

	2. Assembly content confirmed for each year group and possible speakers confirmed (September 2019).			
PSHE sessions – development of employability skills as well as the knowledge of LMI, growth sectors, job sectors	1. Up-date of PSHE content to include Skills Builder Framework (July 2019) 2. Planning of termly careers session.	IGO  IGO	PPTs, SOL, student workbooks and worksheets	Learning Walks
Curriculum – all curriculum areas organise three careers inputs (How do the skills I develop and the knowledge I learn in ... will help me in my future career?) – displays and resources saved in shared area.	1. CPD of subject leaders (June/ July 2019) – Career Ready/ STEM Hub. 2. Planning at least three sessions/ small project in each subject area which have a careers link – to make the subject more relevant to the everyday life (September 2019). 3. Best practice meeting – subject leaders/ Careers champions (February and June 2020).	IGO/ Careers Ready  Subject leads/ subject careers champion.  Subject leads/ subject careers champion	PPTs, IT, Careers Ready web-site and resources  Various web-sites for subject career champions to explore	Subject leaders to report to LM (at the end of each term – part of ALT Line Management proforma)
Grofar homework – monthly homework set to either complete event evaluations or research specific job sectors	1. CPD for teachers – Briefing (June/ July 2019). 2. Re – issuing of passwords – each tutor	IGO  IGO/SPLs/ Tutors	PPTs  PPTs and worksheet	Monthly report to SPLs/ Tutors

	<p>group to access IT to support students in accessing the web-site and to navigate it (June/ July 2019).</p> <p>3. Monthly homework set (Year 10 week 1, Year 9 week 2, Year 8 week 3, Year 7 week 4, Year 11 – ongoing to complete destinations section).</p>	IGO/ SPLs/ Tutors		
Displays in tutor rooms – job sectors, jobs in specific curriculum areas, employability skills	<p>1. Career Ready CPD for all subject leaders/ subject career champions and staff – exploring resources (June/ July 2019)</p> <p>2. Job of the Week display (September 2019).</p>	<p>IGO/ Career Ready</p> <p>IGO/ tutors/ subject career champions/ SSA – up-dating of web-site/ plasma screens</p>	PPTs, IT, Career Ready resources	

**Strategic Objective 2:**

To enable students to experience the world of work and develop transferable skills such as communication, problem solving, teamwork, listening, presenting, creativity, staying positive, aiming high and leadership.

**End of Year Target:**

<p>Every student has at least one meaningful encounter with an employer per year during which they learn about employability skills.                  The Skills Builder Framework forms the basis of developing employability skills during PSHE sessions in years 8, 9 and 10.                  All student have developed all eight skills (at least one step a year).</p>		
<p><b>Success Indicator – Term 1:</b>                  Employability skills analysis (all year 8, 9, 10 students –analysis from previous year) – identification of skills that need developing.</p> <p>All Year 9, 10 and 11 students have spoken to at least three providers during the careers fair – Grofar evaluation (70 % of students found the careers fair informative).</p> <p>At least 50 % of year 11 parents attend the parent careers fair.</p>	<p><b>Success Indicator – Term 2:</b>                  All students in year 7 and 9 have attended a higher education workshop – Grofar evaluation indicates that 70 % of students found the workshop informative.</p> <p>Year 7, 8 and 9 students have successfully completed an employability workshop with one of Oasis Academy’s Business partners (Grofar evaluation shows 75% satisfaction with the workshop).</p>	<p><b>Success Indicator – term 3:</b>                  Employability skills analysis (all year 8, 9, 10 students – end of year analysis (70% of students have improved their employability skills by at least one step.</p> <p>Year 10 students have successfully completed and “Assessment Day” with RPC – development of interview skills as well as problem solving, communication and team working skills (Grofar feedback shows that 70% of students engaged well on the day and found the activity useful).</p> <p><b>Impact analysis</b>                  Student voice: cross grou (HPA, MPA, LPA, PPC, SEND, Non-PPC, Non-SEND) interviews regarding skills development and students’ aspirations in year 7, 9 and 10</p> <p>7 case studies per year group one student from each of the groups to identify how careers education has impacted on their overall confidence, motivation and aspirations.</p> <p>Both student voice and case studies show an improved knowledge of careers and employability skills and students are clear</p>

			about their career pathways. All students have completed their careers profile on Grofar. Grofar skills profile shows a significant improvement of each students' skills set.	
<b>Actions required to achieve 2019 – 2020 target</b>	<b>Milestones and timescales</b>	<b>Responsible</b>	<b>Resources required</b>	<b>Reporting</b>
Survey Monkey survey completed by all students - HWK (September 2019).	1. Create Survey Monkey survey for students to complete as HWK.	IGO - tutors	N/A	Analysis of skills by tutor group – information shared with tutor – baseline for skills development
Careers Fair – programme completed and hall ready for the day event as well as set-up for evening planned and communicated with all stakeholders (this includes student and parent provider information as well as key note speakers).	<p>1. June 2019 – organisation of careers fair – contacting providers with programme/ outline of the day.</p> <p>2. October 2019 – finalise programme for careers fair as well as arranging pop-up sessions for November – February 2020.</p> <p>3. Careers Fair evaluation set-up on Grofar – student and provider evaluations.</p>	<p>IGO</p> <p>IGO, SSA (Skanska liaison)</p> <p>IGO, tutors</p>	<p>Provider list (e-mail addresses)</p> <p>Programme for the day (PPT for all tutors + provider information for students)</p> <p>Evaluations set-up on Grofar – HWK set</p>	Grofar – evaluation completed by students and providers

<p>Business links for HE workshops and employability workshops – invites/ pledges, programme for the day, logistics.</p>	<ol style="list-style-type: none"> <li>1. Invite business partners/ WON to provide workshops (November 2019).</li> <li>2. Organise with workshop providers the set-up of the day – all logistics ready at least 4 weeks prior to events.</li> <li>3. Event evaluations – analysis completed two weeks after each event</li> </ol>	<p>IGO</p> <p>IGO, SSA</p> <p>IGO</p>	<p>Programme for each event which includes all logistical elements of each day (including timings, groupings etc).</p>	<p>Grofar – event evaluations to be completed by students and providers</p>
--	---	---------------------------------------	--	---

**Strategic Objective 3:**

To provide high quality CPD to all staff so that they can support students in KS3 to develop necessary employability skills provide by the “Skills Builder Framework” and in KS4 to develop an understanding of post-16 pathways.

**End of Year Target:**

Students show a better understanding of employability skills and Post-16 pathways.  
 All tutors/ staff are leaders of careers and develop the knowledge and skills to support students to become careers ready.  
 All tutors/ staff have developed an improved knowledge and confidence in careers guidance through focused termly CPD.

<p><b><u>Success Indicator – Term 1:</u></b>                  Staff survey on careers guidance terminology, i.e. LMI, Post-16 pathways, job sectors, Bristol based job sector information/providers (information will be basis for CPD).</p> <p>KS3 – Skills survey</p> <p>KS4 - Destinations information (What do students need – Grofar destinations data completed by the end of Term 1 – 100% completion).</p> <p>KS3 - Tutor CPD on Skills Builder Framework (up-date).</p> <p>KS4 – students will have at least three meaningful encounters with Post -16 providers to improve their understanding of Post-16 pathways.</p>	<p><b><u>Success Indicator – Term 2:</u></b>                  All KS3 students have had one meaningful encounter with employers to develop their employability skills (70% of students found it useful).</p> <p>KS4 – <b>All</b> year 11 students have at least one destination (application completed and requirements are understood).</p>	<p><b><u>Success Indicator – term 3:</u></b>                  End of year staff survey – 60% improvement of scores in comparison to beginning of year survey.</p> <p>KS3 – Skills survey (improved scores – students can name all 8 employability skills from the Skills Builder Framework and have developed each skill by at least one step).                  KS4 – <b>All</b> year 10 students have visited at least one Post-16 provider (college taster day).</p> <p><b><u>Impact analysis</u></b>                  Student voice: cross group (HPA, MPA, LPA, PPC, SEND, Non-PPC, Non-SEND) interviews regarding skills development and students’ aspirations in year 7, 9 and 10</p> <p>7 case studies per year group one student from each of the groups to identify how careers education has impacted on their overall confidence, motivation and aspirations.</p> <p>Both student voice and case studies show an improved knowledge of careers and employability skills and students are clear about their career pathways. All students have completed their careers profile on Grofar. Grofar skills profile shows a</p>
---	--	--

			significant improvement of each students' skills set.	
<b>Actions required to achieve 2019 – 2020 target</b>	<b>Milestones and timescales</b>	<b>Responsible</b>	<b>Resources required</b>	<b>Reporting</b>
Set-up survey – collecting base-line data about students' understanding of employability skills	<p>1. Staff presentation _ September 2019 – update on Skills Builder Framework.</p> <p>2. October 2019 – all students have completed the employability skills survey – introduction during PSHE session/ survey completed as homework.</p> <p>3. June 2020 completion of second student survey.</p>	<p>IGO</p> <p>IGO and tutors</p> <p>IGO and tutors</p>	<p>PPT for staff briefing</p> <p>Surveys (Survey Monkey for HWK)</p>	Analysis of Survey pre careers work and end of year – how has the knowledge about employability skills (KS3) and Post-16 pathways (KS4) improved
Access to Grofar destinations App – all year 11 students to complete destinations section on their passport	<p>1. September 2019 – meeting with year 11 tutors – training on how to access Grofar destinations app.</p> <p>2. October half term – all year 11 students have completed destinations data section in Grofar.</p>	<p>IGO</p> <p>Year 11 tutors and 360</p>	<p>PPT for staff training</p> <p>Computer rooms (three rooms X two Thursday morning sessions</p>	<p>Analysis of destinations data – reported to ALT</p> <p>Identification of students who need further intervention, i.e. careers interview – initial report to ALT</p>

<p>Meaningful encounters with Post – 16 providers – Organise careers fair, careers pop-ups, college taster days, careers talks, Mock Interview/ Assessment Day session with Year 10s.</p>	<p>1. All year 9, 10 and 11 students to complete Profile page on Grofar – identification of possible providers for meaningful encounters. 2. Send pledge invite to all providers (June 2019)</p>	<p>Tutors  IGO</p>	<p>Grofar – HWK (PPT for tutors)  Provider list (e-mail addresses)</p>	<p>End of year analysis of employer encounter evaluations  Provider Evaluation of careers fair</p>
---	--	----------------------------	--	--

# External Stakeholder Engagement Plan 2019 - 2020



What contacts and partnerships currently exist across the school with employers and education and training providers?					
Current contact/partner name	Relationship Holder in school	Last activity or communication	Year Groups and Department Involved	Types of Activities	Engagement Level (Frequent supporter, occasional supporter, one-Off supporter )
KPMG	Dr Ina Goldberg	Year10 Mock Interviews	Year 10	Mock Interview Aspirations Day Dragons Den	Frequent supporter
Access to Music	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair Pop-up session	One-off
3AAA	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair	One-off
Bath College	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair Pop-up session	One-off
Boomsatsuma	Dr Ina Goldberg	Assembly Talk	Year 9, 10 , 11	Careers Fair Assembly Talk Pop-up session	One-off
Baths University	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair	One-off
Bridgewater and Taunton College	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair	One-off
Bristol City Community Trust	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair Pop-up session	Occasional supporter
Bristol University	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair P6 activities - Bristol Hub Motivational Workshops Assembly Talks linked to Curriculum & PSHE	Frequent supporter
Brunel Care	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair	One-off

Bristol Technology College	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair Pop-up session	Occasional supporter
Grofar	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair Careers Software Enterprise advisor	Frequent supporter Support provided by James Robertson – Managing Director of Grofar through termly meetings with Careers Lead to work on improvements of careers platform, business engagements, best practice meetings etc.
Careers Near Here	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair	One-off
City of Bristol College	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair Pop-up session	Occasional supporter
Coachmakers	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair	One-off
N-gaged	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair Pop-up session	One-off
Network Rail	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair	One-off
On-Site	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair Pop-up session Assessment session	Occasional supporter
QA Apprenticeships	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair	One-off
Reflections	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair	One-off
SGS	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair	One-off
St Brendan's 6th Form College	Dr Ina Goldberg	Careers Fair	Year 9, 10, 11	Careers Fair Assembly Talks Applications Clinic Year 10 Destinations Day	Frequent supporter Support provided by Nicky Mills and her team through

				Year 11 Destinations Interviews	frequent assembly talks, applications clinics, taster days – yearly action plan in place
T2 Apprenticeships	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair	One-off
The Park	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair	One-off
S&B Automotive Academy	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair	One-off
South Bristol Youth	Harriet Moore	Sky Studios London	Year 7,8,9, 10 , 11	University Visits Workplace Visits Profiling Team Building Days Theater Shows Curriculum Links Apprenticeship Activities	Frequent supporter Support provided by Camilla Chandler-Mant (CEO SBY) through regular review meetings. IGO trustee and board member of SBY youth which enables her to influence decision making on programmes as well as evaluation processes and outcomes of each programme.
Ask	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 11	Careers Fair Assembly Talks	Occasional Support
Babcock International	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 12	Careers Fair	One-off
Burges Salmon	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 13	Careers Fair	One-off
digitechstudioschool	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 14	Careers Fair	One-off
EDF Energy	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 15	Careers Fair	One-off
Highcroft Vets	Dr Ina Goldberg	Careers Fair	Year 9, 10 , 16	Careers Fair	One-off

Hit Training	Dr Ina Goldberg	Careers Fair	Year 9, 10, 17	Careers Fair	One-off
MOD	Dr Ina Goldberg	Careers Fair	Year 9, 10, 18	Careers Fair	One-off
Pensions, HMR	Dr Ina Goldberg	Careers Fair	Year 9, 10, 19	Careers Fair	One-off
Princes Trust	Dr Ina Goldberg	Careers Fair	Year 9, 10, 20	Careers Fair	One-off
Professional Apprenticeships	Dr Ina Goldberg	Careers Fair	Year 9, 10, 21	Careers Fair	One-off
Royal UHS	Dr Ina Goldberg	Careers Fair	Year 9, 10, 22	Careers Fair	One-off
St Mary Redcliffe and Temple	Dr Ina Goldberg	Careers Fair	Year 9, 10, 23	Careers Fair	One-off
UWE	Dr Ina Goldberg	Careers Fair	Year 9, 10, 24	Careers Fair	One-off
Weston College	Dr Ina Goldberg	Careers Fair	Year 9, 10, 25	Careers Fair	One-off
RPC	Dr Ina Goldberg	Careers Fair	Year 9, 10, 26	Careers Fair Year 7 employability workshop Year 7 and 8 mentoring Year 10 assessment day	Frequent supporter Support provided by Ashley Daniels and his team. Working with students on employability skills and the understanding of recruitment processes. Agreed Business partner of Oasis Academy Brislington.
West of England Mentoring	Dr Ina Goldberg	Mentoring	Year 7, 8, 9	Mentoring	Frequent supporter
PwC	Dr Ina Goldberg	Assembly Talk	Year 11	Assembly Talk	One-off
Speakers for schools	Dr Ina Goldberg	Assembly Talk	Year 11	3 Assembly Talks throughout the year	Occasional Support New partnership with Speakers4Schools will make them a more frequent

					supporter in the future
CSW	Dr Ina Goldberg	Work Experience	Year 10 & Year11	Work experience	Occasional Supporter
Destinations Bristol	Dr Ina Goldberg	Meeting with CEO	Year 11	Assembly Talk Subject specific career talk	Occasional Supporter
Business in the Community	Dr Ina Goldberg	Meeting with BITC co-ordinator	Year 9	Dragon's Den – employability workshop	Occasional Supporter
Western Outreach Network	Dr Ina Goldberg	Year 7 Workshop	Year 7, 8, 9, 10	University Workshops	Frequent Supporter
Careers Ready	Dr Ina Goldberg	Staff CPD - Curriculum	Year 7, 8, 9, 10, 11	Staff CPD and resources	Occasional Supporter
Future First	Dr Ina Goldberg	Alumni		Alumni	Frequent supporter
Young Enterprise	Dr Ina Goldberg	Year 10 Employability Workshop	Year 10	Employability Workshop	One-off
CDK Global	Dr Ina Goldberg	Meeting with Tracey Irons HR Coordinator	Year 9, 10 and 11	Workplace visits Engagement with students in the academy – curriculum support Careers Fair	Currently one-off, however, wants to become a full business partner
GallifordTry	Dr Ina Goldberg	Meeting with Laura Beddis – CSR Manager	Year 9, 10, 11	Workplace visits, Engagement with students in the academy – curriculum support Careers Fair	Currently one-off, however, wants to become a full business partner
Active Leaders	Dr Ina Goldberg	Meeting with	Year 9 and 10	1 Week programme for 20 students to develop their	Occasional supporter
Skills Builder Framework	Dr Ina Goldberg	Meeting with	Year 8, 9 and 10	Skills development tool	Occasional supporter
Envision	Dr Ina Goldberg	Meeting with Jess Steadman	Year 10	12 week programme x2 To develop team work, communication and presenting skills	Frequent supporter Working with mainly disadvantaged



## Roles and Responsibilities 2019 - 2020



**To maintain and run an effective Careers Service several groups and individuals within the Academy are identified along with their roles and responsibilities in order to provide support and guidance to the service.**

### **Governors & SLT responsibilities**

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the Academy and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor 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).
- Ensure the annual Careers Strategy is completed and signed off by the end of November.
- Ensure that the agreed careers objectives are understood and implemented across the Academy.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure Academy meets and exceeds the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

### **Senior Leader with overall responsibility for careers provision – Dr Ina Goldberg**

- Ensure the careers programme is adequately resourced to deliver the agreed careers strategy.
- Recruit, retain and support the careers leader.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved.

### **SENCO responsibilities – Mrs J Newman**

- Ensure that the careers plan complements objectives and activities set out in the Academy's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN students' careers action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the Academy's statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care Plan.
- Ensuring identified groups such as LACs are supported with Post-16 choices/ application and are attending/ taken to college open days.

### **Curriculum leader for careers education responsibilities – Harriet Moore/ Charlotte Pitt**

- Ensuring links with SBY/ Future Quest are well developed.
- Administrative responsibility for all SBY/ Future Quest trips.
- Regular communication with SBY/ Future Quest.
- Reporting to Careers Leader/ Member of ALT with the overall responsibility for careers.

### **Careers leader responsibilities – Dr Ina Goldberg**

- Prepare and deliver the careers strategy.
- Recruit, retain and develop the support staff needed to deliver the careers strategy.
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide as required.
- Ensure engagement with all your stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.

- Put systems in place to ensure that measurable year on year improvements to the careers programme are delivered.
- Ensure best value from the agreed budget reviewing each of the annual contracts and other discretionary spend.
- Be the Academy expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure accessibility to all stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.
- Leading the team of teachers, administrators and external partners.
- Advice the Academy Leadership Team on policy, strategy and resources.
- Report, review and evaluate careers programme.
- Up-date careers web site.
- Plan programme – progression framework - of careers activities for the year.
- Complete Compass Evaluation Tool - monitoring of the delivery of the 8 Gatsby Benchmarks.
- Managing the work of others - independent careers adviser, SBY/ Future Quest Lead, Year 11 360, Year 11 SPL, Admin.
- Monitor access to and take-up of careers guidance.
- Ensuring colleges and apprenticeship providers have access to the Academy (see Baker Clause Statement on Academy web-site).
- Managing the careers budget.
- Managing own CPD as well as supporting the CPD of members of staff in the careers team.
- Provision of careers information and LMI.
- Liaise with Year 11 SPL and 360 to identify students in need of careers guidance.
- Referring students to independent careers adviser.
- Establishing and developing links with Post - 16 providers.
- Establishing and developing links with employers.

### **Careers information staff responsibilities – Dr Ina Goldberg**

- Ensure a broad suite of quality, unbiased resource is available on all pathways.
- Ensure the resource meet the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research how and what the best schools examples are providing.

### **Administrative and support staff responsibilities – Mrs Sandra Saunders**

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures, which enable the careers leader to deliver your services efficiently.
- Web-site design and regular up-date of information.
- Communication with stakeholders via Twitter, groupcall.

### **Teachers and teaching support staff responsibilities**

- Ensure familiarity with the Academy's careers strategy and its objectives.
- Ensure that career readiness and careers education are embedded in lesson plans.
- Monitor the effectiveness of embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

### **Pastoral and pastoral support staff**

- Ensure familiarity with the Academy's career strategy and its objectives.
- Working with the Careers Leader to provide additional support for NEETs and other at risk groups such as PAs and disadvantaged students.
- Contribute towards the development of an atmosphere (within the Academy) of learning, confidence and ambition.

- Where and when there is an opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.

### Curriculum Leaders/ Careers Champions

- To ensure all members of the department understand their role in career education.
- To identify lessons and resources for career education within their area.
- To regularly up-date members of their teams on LMI, career opportunities within their subject area.
- To produce high quality displays for subject area.
- To create a network of alumni and business links to bring in and support the careers education within their area.

### Careers Adviser

- To provide independent careers advice to students informing them of different Post – 16 pathways.
- To provide the Academy with an action plan for each students who has received independent 1:1 careers advice and record the action plan and the outcomes of 1:1 meetings on Grofar.
- To liaise with the appropriate 360 and the careers lead regarding careers advice and guidance and to inform them about courses, apprenticeship opportunities and possible programmes for the most vulnerable.
- To – up-date destinations data after 1:1 careers advice and guidance meetings.