Careers **E**ducation **I**nformation **A**dvice **G**uidance

Approved by:		Date: May 2020
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Contents

Section 1: Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work.

The intent of our Careers Curriculum at Oasis Academy Enfield is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolving world of work. It is important, that when a student leaves Oasis Academy Enfield, they will be ready, confident and better equipped to navigate their chosen career route. Through self-awareness of skills and interests, we intend to raise students' aspirations, improve social mobility, develop the eight employability skills* and enhance knowledge of labour market information whilst providing them with access to all career pathways. Students are presented with a range of opportunities, tailored to their individual needs and circumstances, which will include encounters in the workplace and employers, an insight into apprenticeships, further and higher education establishments and personal guidance. Oasis Academy Enfield, will support and empower all students to make informed choices that will prepare them for the next stage of their education, employment, self-employment or training

*Employability Skills
1. Self-management
2. Team working
3. Business and Customer awareness
4. Problem Solving
5. Communication
6. Numeracy
7. IT Skills
8. Positive Attitude

Oasis Academy Enfield has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks (summarised below) by 2021.

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

Section 2: Strategic Objectives

Objective 1 - Promote and increase careers education in the curriculum across all year groups.

Gatsby Benchmarks: 1, 2, 3, 4,

- Encourage all staff to work in their departments to lead Careers Education Information and Guidance (CEIAG) initiatives in their subject areas.
- All departments to incorporate careers into schemes of work.
- Include careers on the agenda of departmental meetings
- Provide training and guidance to the academic leadership team

Objective 2-Increase student and parental involvement and confidence in career planning.

Gatsby Benchmarks: 2, 3, 6, 8

- Post 16 and post 18 pathways through termly events and meetings for students and parents e.g. information sessions via coffee mornings.
- Introduce online platform to allow students to build up a portfolio of achievements and successes to be used during and on leaving the academy
- Parental Guidance to careers

Objective 3 - Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Gatsby Benchmarks: 3, 5, 6, 7

- Develop an ALUMNI network of support.
- Continue to develop links with organisations and build on existing relationships
- By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.

Section 2: Destination Data

Staffing:

Staffing includes one full time member of staff who has overall responsibility as Careers Leader for the Academy, an Enterprise Coordinator (LEAN EAST Network Local London Strategic Partnership), a volunteer Enterprise Adviser who uses knowledge of the local business landscape to support us to develop an effective careers plan and to create opportunities with their business contacts in the area for our students and the academy, and one member of office staff can be called on for administrative support. The Academy Leadership Team fully supports the development of CEIAG at Oasis Academy Enfield which aims to raise the aspirations of ALL students.

Destination Data

Destination- Year 11	2018	%	2019	%
Number of year 11 students	**174**	**100**	**162**	**100**
Education	167	96	157	97
Number in an Apprenticeship	0	0	1	0.6
Number in Employment without Training	0	0	0	0
Number in Training	1	0.6	0	0
Number known to be NEET / Not Participating	6	3.4	2	1.2
Number - Moved away/ Cannot be contacted	0	0	2	1.2
Number whose Destination is Unknown	0	0	0	0
Total number Leaving Full Time Education	7	4	5	3.1

Areas for development

- Create an ALUMNI network of support - to help support Benchmarks 3, 6 & 7.
- Create and publicise careers on a school Twitter feed - to help support student and parental engagement and LMI Benchmark 2
- Offer greater support for those applying for traineeships and apprenticeship focussing on the 'at risk' groups to avoid students becoming NEET (Benchmarks 3 & 8).

Section 3: Strategic Action Plan

<table>
<tr>
<td colspan="3" align="center">Strategic Objective 1
Promote and increase careers education in the curriculum across all year groups.
Benchmarks: 1, 2, 3, 4</td>
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<tr>
<td></td>
<td align="center">Targets</td>
<td align="center">Actions</td>
</tr>
<tr>
<td>Year 0ne

2020
-
2021</td>
<td>All faculties to lead CEIAG initiatives within their subject areas.

Fast Tomato/ START on-line platform introduced to the whole academy</td>
<td>Departments to state on their curriculum overview/ intent reference to careers and Labour Market Information (LMI).

Planning schemes of work to incorporate careers.

Staff receive CPD on CEIAG and Fast Tomato/START on-line platforms.</td>
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<tr>
<td>Year Two

2021
-
2022</td>
<td>Departments implementing CEIAG initiatives in their subject areas.

Fast Tomato/START on-line platform to be fully implemented by the whole academy</td>
<td>Knowledge organisers (KOs) widely used across the academy with reference to careers and Labour Market Information (LMI).

Staff are talking about careers in lessons.

Fast Tomato/ START logos used to introduce topics and career related learning across all departments.

Appoint careers champions to lead on subject projects relevant and create links with businesses.</td>
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<tr>
<td>Year Three

2022
-
2023</td>
<td>Faculties take ownership of and lead CEIAG initiatives in their subject areas.

Fast Tomato/START on-line platform to be widely used in school</td>
<td>Knowledge organisers (KOs) reviewed, developed to incorporate LMI and skills.

Project based learning used by all faculties.

Links with business employers embedded and Projects ongoing.</td>
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Strategic Objective 2
Increase student and parental involvement and confidence in career planning.
Benchmarks: 2, 3, 6

		Targets	Actions
Year One **2020** **-** **2021**		Introduce Fast Tomato/START on-line platform to allow students to build a portfolio of achievements and successes Raise profile of Careers Education at Oasis Academy Enfield	Fast Tomato/START on-line platform introduced to all students and students produce a basic profile. Staff CPD on Fast Tomato/START on-line platform Year 9 Careers programme of lessons focus on progression routes and LMI. Promote CEIAG in a half termly newsletter. Careers and LMI promoted at Parents Evenings. Termly information sessions for parents. Where possible, parents/carers can work with Oasis Academy Enfield as guest speakers School website to be updated with LMI
Year Two **2021** **-** **2022**		Raise awareness of post 16 and post 18 pathways Careers lessons in KS3 Increased number of parents attending information sessions	Students to take ownership of Fast Tomato/START on-line platform profile Year 8 Careers programme of lessons focussing on LMI and future planning. Bespoke employability workshops for year 11 and post 16 students. Parent & student fair (LMI) to be arranged
Year Three **2022** **-** **2023**		Students confidence with Fast tomato/START on-line platform increases Increased awareness of pathways for all students Engagement/attendance with 1:1 guidance meetings Increased number of parents at options and parents evenings/events	Student confidence using Fast Tomato/START on-line platform Departmental displays and use LMI in classrooms. Whole year group visit to University or FE College (Year 7) Employer encounters to be incorporated into lessons through employer links. Celebration Evening for students to showcase talent and achievement Review KS3 programmes

Strategic Objective 3
Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.
Benchmarks: 3, 5, 6, 7

	Targets	Actions
Year 0ne **2020 - 2021**	Develop links with organisations and build on existing relationships Work more closely with the volunteer Enterprise Advisor Track careers interactions to ensure coverage across all students in all year groups as appropriate	Meet with targeted and local organisations and get service level agreements in place Review tracking system, Identify and fill gaps. Highlight students that need specific or additional support and put this into practice- E.g. SEND students
Year Two **2021 - 2022**	Develop an ALUMNI of support. Increase variety of businesses / organisations we work with - Sector - Size Continue to increase variety of businesses / organisations we work with Work more effectively across the Oasis Trust to share resources and contacts for the benefit of all pupils	Start collecting data from leavers to keep in touch with them Set up data capture process and system for storing information Set up social media account to attract/contact former students Maintain current external relationships
Year Three **2022 - 2023**	Increase employer and education links within curriculum areas (link to ob1)	Careers champions to work on implementing and embedding this Match up ALUMNI with facilities relating to experiences and interests.

Section 4: Monitoring & Evaluation Plan

The careers programme at Oasis Academy Enfield is delivered through a variety of activities including enrichment days at Key Stage 3, as part of the Life Day programme, within curriculum areas as well as bespoke opportunities, activities and events run by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this informs our future planning.

Monitoring activities include:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies and student voice
- Work scrutiny
- Knowledge organisers
- On-line platforms - Fast Tomato/START

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Oasis Academy Enfield are:

- Analysis of careers tracking- Fast Tomato/START
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Questionnaires - students, staff, parents & carers, external agencies and student voice
- Destination data

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.

Section 5: Careers Programme Overview

	Aims	Learning Outcomes	Term 1	Term 2	Term 3
Year 7 *'I discover'* Introduction to Careers	To discover their own skills and qualities. To raise awareness of a wide range of careers and pathways. To identify personal traits, strengths and skills. To develop confidence and have expectations of themselves and for their futures.	Students can list a wide range of careers and pathways. Students can identify personal traits, strengths and skills. Student can identify a range of ambitions which align with their interests and preferences. Students can explain what is meant by LMI, how it can be useful and are able to interpret basic LMI.	START launch-careers database-Introduction to Skills self-assessment Dreams & Aspirations European Languages week-careers focus Life Day-Employable Me Assembly-progression pathways Careers library	Life Day- Money smart (Life skills lessons). National Careers Week. Aim Higher – ongoing opportunities The WOW Show (March)	The world of work – Learning Family Time Aim Higher – ongoing opportunities Life Day-University visit
Year 8 *'I explore'* Options and Opportunities	To explore routes and pathways available To explain the importance of STEM subjects and their importance to a wide range of careers. To link curriculum subjects to careers and use this knowledge to inform their GCSE option choices. Students	Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages. Students can link curriculum subjects to careers. Students can explain the importance of STEM subjects to a range of careers. Students can identify and challenge stereotyping and discrimination.	START launch-careers database-Skills self-assessment update Dreams & Aspirations European Languages week-careers focus Life Day (Money Skills) Enterprise Enrichment	STEM - British Science Week (March) Apprenticeship week (March) Subject specific University Taster sessions/ workshops/visits The WOW Show (March) Career Insight Talks (enrichment).	STEM London - Big Bang Fair STEM - Atkins Young Engineers & Scientists Programme (Bronze Award) Careers library Introduction to 'Careers' & job families

	Aims	Learning Outcomes	Term 1	Term 2	Term 3
Year 9 **'I focus'** **Routes to Success**	To focus research and visits to meet individual needs To prepare for GCSE options considering how these link to future careers pathways and progression routes. To be able to use LMI in career planning. To be able to describe key employability skills. To recognise the skills and qualities developed in and out of school which will make them employable.	To link curriculum subjects to careers and use this knowledge to inform their GCSE option choices. Students have a clear action plan for their KS4 transition and beyond; considering what they might like to achieve when they leave OAE. Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages. Students can identify key trends in local, regional, national and global labour markets. Students can identify key employment sectors in the London. Students are able to access LMI independently. Students assess personal strengths and focus on transferable skills. Students investigate different jobs and careers	START launch- careers database- Skills self-assessment update Introduction to Option Choices Visiting speakers – Subject careers talks University Visit	Annual Careers Fair Apprenticeship week (March) STEM - British Science Week (March) National Careers Week (March) The WOW Show (March) 1-1 guidance interviews Options Night Parents' Evening	Aim Higher 'Life at University' workshop Year 9 focus group- feedback from the Year 9s regarding the CEIAG programme

	Aims	Learning Outcomes	Term 1	Term 2	Term 3
Year 10 **'I plan'** **The World of Work**	To plan their future by focussing their decisions. To gain experience of the world of work. To describe how the world of work is changing and how this might impact on students' own careers. To explain and evidence how they are developing their employability skills.	Students have a least one meaningful experience of a workplace. Students explore post 16 pathways. Students can explain and evidence how employability skills are being developed and demonstrated. Students complete a mock interview with an employer. Students can describe rights and responsibilities in the workplace. Students can describe how the world of work is changing and how this might impact on future careers.	START launch-careers database- Skills self-assessment update Routes to Employment: University	Duke of Edinburgh Award Aim Higher 'Life at University' workshop Global Bridge Workshop.	Post-16 Options Talk FE & Apprenticeship Talks College taster sessions/skills based session 1-1 Guidance interviews 'Aim Higher Trips'
Year 11 **'I decide'** **Future Pathways**	To decide what they are going to do post 16 and apply for this To make well-informed realistic choices for post 16 transition. To be able to link post 16 pathways to progression routes and future careers. To have an appropriate intended destination.	Students can identify post 16 pathways. Students can describe the advantages and disadvantages of each post 16 pathway. Students can explain how post 16 pathways align to their interests and future careers. Students are able to link their post 16 and post 18 options to future careers including the best progressions routes through to specific goals. Students have a completed CV and cover letter. Students have an up to date Global Bridge profile.	START launch-careers database- Skills self-assessment update Pathways to Success- careers fair Bespoke talks (HE, Armed Forces, Marine Engineering etc.) 6th Form assemblies 6 Form Open Evening Parents' Evening	National Careers Week. CV writing Routes to Employment: University Routes to Employment: FE & Apprenticeships Year 11 Evaluation Forms- An opportunity to get feedback from the Year 11s regarding the CEIAG programme	

	Aims	Learning Outcomes	Term 1	Term 2	Term 3
Year 12 **'I research'**	To research post 18 options. To be able to link post 18 pathways to progression routes and future careers	To research routes available. To find out about and develop independence skills Students can identify post 18 pathways. Students can describe the advantages and disadvantages of each post 18 pathway.	START launch-careers database-Skills self-assessment update Skills & Qualities Research Skills Life Day-Finance	HE & FE Employment Study Skills workshops Apprenticeship Assembly University Visit	Personal statements-preparation UCAS conferences Work experience /volunteering placements
Year 13 **'I prepare'**	To prepare for their transition to education or employment . To have an appropriate intended destination.	Students can explain how post 18 pathways align to their interests and future careers. Students are able to link their post 18 options to future careers including the best progressions routes through to specific goals. Students have a completed personal statement Students have an up to date Global Bridge profile.	START launch-careers database-Skills self-assessment update Applications UCAS Employment Apprenticeships Life Day- Finance Life Skills	Apprenticeship Workshops	

Section 7: Additional Targeted Provision

	Aims	Learning Outcomes	Term 1	Term 2	Term 3
High Prior Attainers students	To prepare students for potential Oxbridge applications	To apply to participate in Cambridge University's HE+ programme, which is designed to give the students a better understanding of what studying at a Russell Group university will involve;	Employer networking Employer mentoring Cambridge university visit	Oxford university visit	Face-to-face high quality career guidance and advice
SEND students	To support students with special education needs and disabilities (SEND)	To nurture aspirations and expand horizons of students by: building self-esteem, skills and getting employment-confident and employment-ready	Face-to-face high quality career guidance and advice Developing a better understanding of the world of work	Liaising with parents to ensure support mechanism are in place for Post -16 education and skills development	Workplace visits
Pre- NEET students	To support students to make informed decisions about their learning and careers	To nurture aspirations and expand horizons of students by: building self-esteem, skills and getting employment-confident and employment-ready	1-2-1 Personal Guidance session	Apprenticeship application workshops	workshops with local provider,