



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

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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 evolutionary world of work. It is important, that when a student is ready to leave 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 student's 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 will be presented with a range of opportunities, tailored to their individual needs and circumstances, which will include encounter of workplaces and employers, an insight into apprenticeships, further and higher education establishments and personal guidance. Oasis Academy Enfield, wish to 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

Careers Programme Overview 2022/23

Oasis Academy Enfield

THE CAREERS & ENTERPRISE COMPANY

Vision Statement

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

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Milestones

Year 13

I PREPARE

Year 12

I RESEARCH

Year 11

I DECIDE

Year 10

I PLAN

Year 9

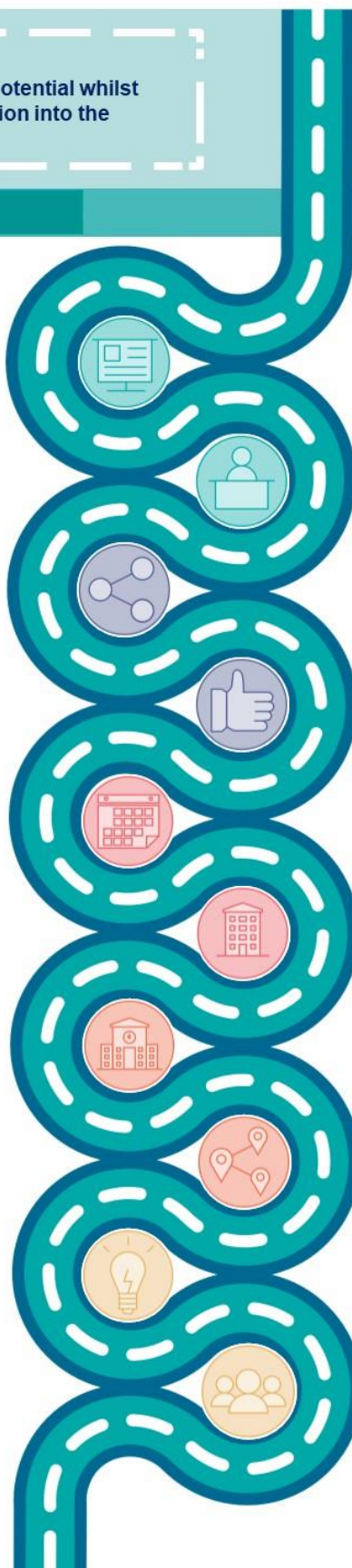
I FOCUS

Year 8

I EXPLORE

Year 7

I DISCOVER



Outcome

Year 13

To prepare for the transition into higher education or employment

Year 12

To be able to research link post 18 pathways to progression routes and future careers

Year 11

Hone your skills and apply knowledge

Year 10

To understand the world of work and challenge stereotypes

Year 9

To demonstrate how your passion can help you pursue career pathways

Year 8

Showcase a breadth of careers and how to pursue particular pathways

Year 7

To introduce careers and get them thinking about their skills and strengths

Inspiring and preparing young people for the world of work.

Section 2: Strategic Objectives

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

Gatsby Benchmarks: 1, 2, 3, 4,

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract students towards their field and the careers that flow from it.
- 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 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, a part time Careers and Work Experience Advisor who plans and create opportunities for students and the academy with external businesses in the area. 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 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

<p align="center">Strategic Objective 1</p> <p align="center">Promote and increase careers education in the curriculum across all year groups.</p> <p align="center">Benchmarks: 1, 2, 3, 4</p>		
	Targets	Actions
<p>Year One</p> <p>2022 - 2023</p>	<p>Encourage all faculties to lead CEIAG initiatives within their subject areas.</p> <p>Morrisby on-line platform introduced to the whole academy</p>	<p>Departments to state on their curriculum overview/ intent reference to careers and Labour Market Information (LMI).</p> <p>Planning schemes of work to incorporate careers.</p> <p>Staff receive CPD on CEIAG and Morrisby platform..</p>
<p>Year Two</p> <p>2023 - 2024</p>	<p>Departments implementing CEIAG initiatives in their subject areas.</p> <p>Morrisby platform to be fully implemented by the whole academy</p>	<p>Knowledge organisers (KOs) widely used across the academy with reference to careers and Labour Market Information (LMI).</p> <p>Staff are talking about careers in lessons.</p> <p>Appoint careers champions to lead on subject projects relevant and create links with businesses.</p>
<p>Year Three</p> <p>2024 - 2025</p>	<p>Faculties take ownership of and lead CEIAG initiatives in their subject areas.</p> <p>Morrisby on-line platform to be widely used in school</p>	<p>Knowledge organisers (KOs) reviewed, developed to incorporate LMI and skills.</p> <p>Project based learning used by all faculties.</p> <p>Links with business employers embedded and Projects ongoing.</p>

Strategic Objective 2
Increase student and parental involvement and confidence in career planning.
Benchmarks: 2, 3, 6

	Targets	Actions
Year One 2022 - 2023	<p>Morrisby on-line platform to allow students to build a portfolio of achievements and successes</p> <p>Raise profile of Careers Education at Oasis Academy Enfield</p>	<p>Morrisby on-line platform introduced to all students and students produce a basic profile.</p> <p>Year 9 Careers programme of lessons focus on progression routes and LMI.</p> <p>Promote CEIAG in a half termly newsletter.</p> <p>Careers and LMI promoted at Parents Evenings.</p> <p>Termly information sessions for parents.</p> <p>Where possible, parents/carers can work with Oasis Academy Enfield as guest speakers</p> <p>School website to be updated with LMI</p>
Year Two 2023 - 2024	<p>Raise awareness of post 16 and post 18 pathways</p> <p>Careers lessons in KS3</p> <p>Increased number of parents attending option evenings</p>	<p>Students to take ownership of Morrisby on-line platform profile</p> <p>Year 8 Careers programme of lessons focussing on LMI and future planning.</p> <p>Bespoke employability workshops for year 11 and post 16 students.</p>
Year Three 2024 - 2025	<p>Increased awareness of pathways for all students</p> <p>Engagement/attendance with 1:1 guidance meetings</p> <p>Increased number of parents at options and parents evenings/events</p>	<p>Departmental displays and use LMI in classrooms.</p> <p>Whole year group visit to University or FE College (Year 7)</p> <p>Employer encounters to be incorporated into lessons through employer links.</p> <p>Review KS3 programmes</p>

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
<p>Year One</p> <p>2022 - 2023</p>	<p>Develop links with organisations and build on existing relationships</p> <p>Track careers interactions to ensure coverage across all students in all year groups as appropriate</p>	<p>Meet with targeted and local organisations and get service level agreements in place</p> <p>Review tracking system, Identify and fill gaps.</p> <p>Highlight students that need specific or additional support and put this into practice- E.g. SEND students</p>
<p>Year Two</p> <p>2022 - 2023</p>	<p>Develop an ALUMNI of support.</p> <p>Increase variety of businesses / organisations we work with</p> <ul style="list-style-type: none"> - Sector - Size <p>Continue to increase variety of businesses / organisations we work with</p> <p>Work more effectively across the Oasis Trust to share resources and contacts for the benefit of all pupils</p>	<p>Start collecting data from leavers to keep in touch with them</p> <p>Set up social media account to attract/contact former students</p> <p>Maintain current external relationships</p>
<p>Year Three</p> <p>2022 - 2023</p>	<p>Increase employer and education links within curriculum areas (link to ob1)</p>	<p>Careers champions to work on implementing and embedding this</p> <p>Match up ALUMNI with facilities relating to experiences and interests.</p>

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 inform our future decision making.

Monitoring activities adopted by Oasis Academy Enfield are:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies and student voice
- Work scrutiny
- Knowledge organisers

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:

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

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

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

<p>Year 12</p> <p>'I research'</p>	<p>To research post 18 options.</p> <p>To be able to link post 18 pathways to progression routes and future careers</p>	<p>To research routes available.</p> <p>To find out about and develop independence skills</p> <p>Students can identify post 18 pathways.</p> <p>Students can describe the advantages and disadvantages of each post 18 pathway.</p>	<p>Unifrog Platform signed up</p> <p>Insight into Industry</p> <p>Fortnightly Enrichment sessions</p> <p>Trips to Industry</p>	<p>HE & FE Fair</p> <p>Study Skills workshops</p> <p>Apprenticeship Assembly</p> <p>University Visit eg Oxbridge</p>	<p>Personal statements-preparation</p> <p>UCAS conferences</p> <p>Work experience /volunteering placements</p>
<p>Year 13</p> <p>'I prepare'</p>	<p>To prepare for their transition to education or employment</p> <p>To have an appropriate intended destination.</p>	<p>Students can explain how post 18 pathways align to their interests and future careers.</p> <p>Students are able to link their post 18 options to future careers including the best progressions routes through to specific goals.</p> <p>Students have a completed personal statement</p> <p>Students have an up to date Global Bridge profile.</p>	<p>Ongoing use of Unifrog</p> <p>Applications UCAS</p> <p>Employment Apprenticeships</p> <p>Ongoing Enrichment sessions</p>	<p>Apprenticeship Workshops</p> <p>Industry Visits</p>	<p>Student finance workshop</p> <p>Budgeting and finance workshop</p> <p>Resilience</p>

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