



Approved by: Jules Millar	Last reviewed in: Jan 2024	Next review due by: Sept 2025
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Oasis Academy Lister Park

Careers Strategy

2024-2025

Careers Leader: Mrs R Aslam

Rationale and Vision

At Oasis Academy Lister Park we are committed to ensuring all students have access to impartial careers advice and have access to employers who can help students consider their future options it is our intention that pupils leave school with a Careers Education that has helped to raise aspirations, give students the skills to achieve their full potential and provide them with the opportunity to experience different career pathways.

In order to achieve this, we have a careers curriculum programme in place, which delivers employability and work-related learning skills from Years 7-11 and Post-16, as well as many other careers linked activities such as our REACH days, which take place throughout the academic year.

Careers is an integrated part of the curriculum. All subject areas make reference to and discuss career opportunities specific to individual areas, as well as exploring the transferable, enabling skills which enables pupils to develop across all year groups. The PSHCE programme plays a key role in supporting the delivery of the Careers Strategy. Pupils with SEND are further supported by staff in Learning Support; our school SENCo liaises with our Careers Leader, Skills House Career advisor and additional outside agencies for pupils as necessary.

To help us do this we link our careers guidance to the DfE's Careers Strategy (2017), Gatsby Benchmarks (2018) and the CDI Framework (2020) which have been explicitly referenced throughout this plan.

At present we meet each of the Gatsby Benchmarks through the following provisions:

Impartial Careers Advice (Benchmark one, two, three and eight) All Year 11 students have at least one meeting with an impartial careers advisor over the course of Year 10 and 11. These meetings are designed to help students identify the best route for them post-16 such as Bradford or Shipley College. Students are given information on college's apprenticeships/traineeships and other Post 16 local training provision. Students are helped to fill in application forms and given interview preparation through our career's advisor. These interviews also focus on career and the steps students need to take in order to get there.

Our careers advisor is also present at key events at the school. They attend both parents/ options evening and GCSE results day to work with young people and their families. At these events they can give advice and guidance to both students and their parents. Attending results day enables them to talk to students regarding their grades and next steps. Our Careers adviser also works closely with local partnership with local providers to ensure opportunities are made available to Year 11 school leavers.

During the summer term students in Years 10 will access the careers advisor through one-to-one drop-in sessions.

Careers Assemblies (Benchmarks one, two, three, four, five and seven). For KS3 careers assemblies take place (Growth sectors, Future Goals, & Employer Led Learning) delivered by visiting speakers and internal staff. All assemblies have focused on either STEM or Growth Sector. External providers also visit and deliver assemblies on options available to students in their studies.

Experiences of Workplaces and Higher Education (Benchmark five and seven). Throughout their time at the school students are given the opportunity to go on trips to different universities/colleges/sixth form providers, including Russell Group universities.

Experiences of the workplace (Benchmark six) is delivered to year 10 students.

Throughout KS3 and KS4 careers education is accessed by all at Oasis Academy Lister Park. Through meetings with careers advisors, visiting speakers, REACH days, work experience and PSHCE lessons students are helped to explore the possible avenues they may take in the future for them to have the best start in life.

Each year every student (Years 7-11) in the school will be introduced to the careers advisor during an assembly, they will be told about the careers wall and drop in service in the LRC and that they all have access to the careers section in the library and Unifrog. During Years 8 and 11 students will also have assemblies on careers options, career guidance, employability skills and different routes they can take after they have finished at OALP.

The 8 Gatsby benchmarks are outlined below:

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

By using the Gatsby benchmarks as a framework of best practice we have a CEIAG programme that meets the needs of our ever-changing cohort of students, providers and labour market landscape within Bradford and the surrounding areas. Our plan promotes equality of opportunity, celebrates diversity and challenges stereotypes whilst inspiring, raising aspirations and giving our students an optimistic outlook on life and their place in the world of work. We are always guided by our 9 habits:

<p>Compassionate</p> <p><i>'To be compassionate and kind whilst acting justly.'</i></p> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>	<p>Patient</p> <p><i>'To be patient and persevering.'</i></p> <p>Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul; not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.</p>	<p>Humble</p> <p><i>'To be honouring of others through serving with humility.'</i></p> <p>To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud themselves or use power to coerce, or pursue position and status, but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.</p>
<p>Joyful</p> <p><i>'To be joyful and positive and help others to be the same.'</i></p> <p>Real joy is not shallow or momentary but is rooted in a deep sense of commitment with self, free from grasping and wishing. Such joy brings peace and calm to ourselves and others as it is loving and life-giving and builds resilience in our lives and the teams we are a part of.</p>	<p>Honest</p> <p><i>'To be honest and have integrity.'</i></p> <p>Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.</p>	<p>Hopeful</p> <p><i>'To be hopeful in seeking transformation.'</i></p> <p>Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight.' So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.</p>
<p>Considerate</p> <p><i>'To choose to love others like you love yourself.'</i></p> <p>To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.</p>	<p>Forgiving</p> <p><i>'To be forgiving and committed to healthy relationships.'</i></p> <p>To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming...it always changes things.</p>	<p>Self-controlled</p> <p><i>'To be self-controlled.'</i></p> <p>Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.</p>

The Gatsby Benchmarks

The careers and employability programme at Oasis Academy Lister Park consists of a range of activities in the following areas:

Careers Education: Planned programmes in the curriculum giving students knowledge and skills to help them to plan and manage their own career.

Career Information: Including qualifications, skills, occupations, labour market information (LMI), pathways and progression routes.

Careers Advice and Guidance: Independent and impartial careers advice and guidance provided by qualified careers advisors.

Work Related Learning: Experiences within and outside the curriculum to help students learn about specific careers and workplace behaviours.

The programme ensures coverage of the Gatsby Benchmarks and the CDI framework (January 2020)

1. A stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil.	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths

5. Encounters with employers and employees	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>
6. Experience of work places	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>
7. Encounters of further and higher education	<p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace</p>
8. Personal Guidance	<p>Every pupil should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p>

OALP Career Plan – Vision and Aims Academy

Vision

All our students will have happy, healthy, and successful futures as a result of the quality care, nurture and education they are given at Oasis Academy Lister Park. Students will develop in character to become courageous and confident. They will be brave enough to see the opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance and individual liberty.

Careers Vision	To raise all students' aspirations and provide them with the opportunities skills and knowledge to become ambitious and confident leaders of tomorrow.		
Aim 1) Embed Careers across the curriculum with all staff being aware of their role (BM1,2,3,4)	Aim 2) Ensure systematic keeping of careers and destination data along with sharing LMI information with all stakeholders (BM 1,2,3,4)	Aim 3) Students have experiences of the workplace and encounters with employers to build on their cultural capital, grow and have a clear vision for their future (BM 1,5,6,7)	

The CEIAG Team @ Lister Park



Raheela Aslam – Associate Assistant Principal/Careers Lead

- Named Member of ALT with responsibility for CEIAG.
- Develop and implement CEIAG strategy within the Academy.
- Ensure engagement with all stakeholders include LA, FE providers, SLT, Teachers, support staff, parents, students and local employers and businesses.
- Monitor, report, review and evaluate impact of CEIAG.
- Update Careers page on Website.
- Establish and develop links with post-16 providers and employers.
- Ensure LMI is accessible and up to date for all stakeholders.
- Communication with stakeholders.
- CPD Lead of CEIAG.
- Unifrog and Careers platform Lead.
- Promote Careers across the curriculum.
- Report to ALT/ Academy Council on CEIAG.
- Compass Evaluation Tool - monitoring of the delivery of the 8 Gatsby Benchmarks.
- Ensuring colleges and apprenticeship providers have access to the Academy.

Sajid Patel – School Careers Advisor (Skills House)

- Provide independent careers advice to students informing them of different Post – 16 pathways.
- Provide the Academy with an action plan for each student who has received independent 1:1 careers advice.
- Record the action plan and the outcomes of 1:1 meetings.
- To liaise with the careers lead/SENCO regarding careers advice and guidance and to inform them about courses, apprenticeship opportunities and possible programmes for the most vulnerable.
- To keep accurate up-to-date destinations data after 1:1 careers advice and guidance meetings.

Sylvana MacKenzie-Jones - Year 11 Achievement Leader

- Establish Links with FE and other pathways for Year 11 leavers.
- Ensure Careers Advisor has access to Year 11 cohort and support in organising 1:1 meetings.
- Record the outcomes of 1:1 meetings provided by Careers advisor
- Maintain links with parents, careers and students.

Rosa Diaz – Assistant SENCO

- 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.

Directors of Learning

- Ensure all members of the department understand their role in career education.

- MAP career opportunity points in long/medium/short term plans.
- Identify lessons and resources for career education within their area.
- Regularly update members of their teams on LMI, career opportunities within their subject area.

Teachers

- 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.
- Link curriculum to Careers GB4

Pastoral and 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.

Careers Programme and Framework entitlements (CDI Framework)

OALP aim for pupils to meet the following 3 overarching aims outlined below (CDI Framework January 2020).

This entitlement is designed to reflect the three core aims:

- Developing yourself through careers, employability, and enterprise education
- Learning about careers and the world of work
- Developing your career management, employability, and enterprise skills

These aims and entitlement are met through the Careers Curriculum and are achieved through the following framework.

Intent

Our CEIAG programme is both bespoke and unique to our academy and is reviewed on an annual basis to meet our students needs based on our monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our academies context and core values. Our programme is designed to give all learners the knowledge, skills, understanding and cultural capital they need to go on to destinations that meet their aspirations and interests. We aim: -

- To provide impartial and independent advice for all pupils (Gatsby Benchmark 1 - 8)
- To prevent pupils leaving and becoming NEET (Gatsby 1 - 8)
- To contribute to strategies for raising achievement, especially by increasing motivation, attitude to learning and attendance (Gatsby 3)
- To support inclusion, challenge stereotyping and promote equality of opportunity (Gatsby Benchmark 3,4)
- To encourage participation in continued learning including higher education, further education and apprenticeships (Gatsby Benchmark 7,8)
- To develop enterprise and employment skills (Gatsby 2,3)
- To contribute to the economic prosperity of individuals and communities (Gatsby 2,5,7)
- To meet the needs of all our pupils through appropriate differentiation (Gatsby 3)
- To focus students on their future aspirations and opportunities (Gatsby 3,4,8)
- To involve parents and carers via newsletters, Parents Evenings and Options Evenings (Gatsby 1,2,5,6,7)
- To support the raising of the participation age and assist with positive destinations for all pupils post 16, 17 and 18 (Gatsby 1,4,8)
- To meet the needs of our current cohort of students across each year group (Gatsby 1,3)
- To use current Labour Market Information (LMI) to enable students, staff and parents to engage actively with local and national CEIAG information so that they can increase their knowledge and understanding about the world of work. (Gatsby 1,2,3)
- To use student, parent and staff feedback to reflect on our current provision in order to develop our future CEIAG programme (Gatsby 1,2,3)
- To provide additional support to specific vulnerable groups such as SEND and Pupil Premium (Gatsby 1-8)
- All stakeholders have a clear understanding of CEIAG rationale and vision (Gatsby 1)
- To monitor and evaluate current provision in order to ensure our programme is quality assured in line with other curriculum areas (Gatsby 1)
- To share best practice with other Oasis academies at network events to ensure reflection and development of our own programme (Gatsby 1)
- To ensure all students actively engage with a CEIAG tracking platform to support them in making informed choices about their Career development plan (Gatsby 1,2,3)
- To achieve / work towards a Quality in Careers award in recognition of all that our academy offers (Gatsby 1)

Implementation

Our programme is delivered via bespoke activities, subject curriculum, coaching, and a wide range of extracurricular and enrichment activities.

Throughout KS3 and KS4 CEIAG is accessed by all students at Oasis Academy Lister Park. CEIAG is delivered by a wide range of providers such as our internal Careers Advisor, Teaching and Associate staff, FE Colleges, Universities, visiting speakers, employers, employees and training providers. This delivery includes bespoke workshops, assemblies, work visits, work experience, mock interviews, careers fairs, REACH days and through subject curriculum. Our students are supported and encouraged to explore all possible pathways they may take in the future, to ensure they have the very best start to their career journey. Our staff receive regular CPD to support them in embedding employability skills into their subject areas. Our parents can access our academy's website which provides clear links to a range of CEIAG related events and information, from Labour Market Information (LMI), UCAS applications to Apprenticeships. Parents are also encouraged to attend academy events such as parent's evenings, which provide them with access to CEIAG information. Each week there is a focus on a 'Career of the Week' where key information is shared through a presentation. This is shared with all staff within the academy and through our social media pages.

CEIAG by year group

Year Group	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> Careers Update - Communication to staff, students and parents (Gatsby 4,7) Career of the week shared each week through form time (Gatsby 4,7) FSQ done at the start of the year. Access to Unifrog (Gatsby 2,3,4,5,7) Motivational speakers (Gatsby 1,2,3,5) STEM activities (Gatsby 1,2,3,4,5,6) Linking Curriculum Learning to Careers (Gatsby 4) Careers Fair (Gatsby 1,2,3) PSHCE topics on love and relationships and citizenship (Gatsby 1,2,3,4) Assemblies from colleges/training providers (Gatsby 1,2,3,5) Share information about local businesses – add to career of the week Add recommended trustworthy websites to career of the week 	<ul style="list-style-type: none"> Access to Unifrog to continuously update (Gatsby 2,3,4,5,7) Career of the week shared each week through form time (Gatsby 4,7) Careers Update - Communication to staff, students and parents (Gatsby 4,7) PSHCE topics on citizenship and self-care (e-safety) (Gatsby 1,2,3,4) Motivational speakers/REACH day (Gatsby 1,2,3,5) National Apprenticeship Week (Gatsby 1,2,3,4,5,7) Linking Curriculum Learning to Careers (Gatsby 4) Apprenticeship week assemblies (Gatsby 1,2,3,4,5,7) Assemblies from colleges/training providers (Gatsby 1,2,3,5) 	<ul style="list-style-type: none"> Access to Unifrog to continuously update (Gatsby 2,3,4,5,7) Careers Update - Communication to staff, students and parents (Gatsby 4,7) Career of the week shared each week through form time (Gatsby 4,7) Motivational speakers (Gatsby 1,2,3,5) Linking Curriculum Learning to Careers (Gatsby 4) Skills & Careers Workbook continued (Gatsby 1,2 & 5) PSHCE topics on self-care (physical and mental health) (Gatsby 1,2,3,4) National Careers Week (Gatsby 1,2,3,4,5,7) Careers week assemblies (Gatsby 1,2,3,4,5,7) Assemblies from colleges/training providers (Gatsby 1,2,3,5)

Year Group	Autumn Term	Spring Term	Summer Term
Year 8	<ul style="list-style-type: none"> • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Motivational speakers (Gatsby 1,2,3,5) • STEM activities (Gatsby 1,2,3,4,5,6) • Linking Curriculum Learning to Careers (Gatsby 4) • Careers Fair (Gatsby 1,2,3) • PSHCE topics on citizenship (Gatsby 1,2,3,4) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • Add recommended trustworthy websites to career of the week • Add information on subjects needed to career of the week 	<ul style="list-style-type: none"> • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Motivational speakers (Gatsby 1,2,3,5) • STEM activities (Gatsby 1,2,3,4,5,6) • Linking Curriculum Learning to Careers (Gatsby 4) • Careers Fair (Gatsby 1,2,3) • PSHCE topics on love and relationships (Gatsby 1,2,3,4) • National Apprenticeship Week (Gatsby 1,2,3,4,5,7) • Apprenticeship week assemblies (Gatsby 1,2,3,4,5,7) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) 	<ul style="list-style-type: none"> • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Motivational speakers (Gatsby 1,2,3,5) • STEM activities (Gatsby 1,2,3,4,5,6) • Linking Curriculum Learning to Careers (Gatsby 4) • Careers Fair (Gatsby 1,2,3) • Motivational speakers/REACH Day (Gatsby 1,2,3,5) • PSHCE topics on CEIAG (Gatsby 1,2,3,4) • National Careers Week (Gatsby 1,2,3,4,5,7) • Careers week assemblies (Gatsby 1,2,3,4,5,7) • Assemblies from colleges/training providers (Gatsby 1,2,3,5)

Year Group	Autumn Term	Spring Term	Summer Term
Year 9	<ul style="list-style-type: none"> • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Linking Curriculum Learning to Careers (Gatsby 4) • PSHCE topics CEIAG and self-care (Gatsby 1,2,3,4) • Experiences of the world of work (Gatsby 1,5,6) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • STEM activities (Gatsby 1,2,3,4,5,6) • Add recommended trustworthy websites to career of the week 	<ul style="list-style-type: none"> • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Career sector workshop (Gatsby 1,2,3,5) • Linking Curriculum Learning to Careers (Gatsby 4) • Careers Fair (Gatsby 1,2,3) • PSHCE topics CEIAG and self-care (Gatsby 1,2,3,4) • Experiences of the world of work (Gatsby 1,5,6) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • Apprenticeship week assemblies (Gatsby 1,2,3,4,5,7) • Careers Fair (Gatsby 1,2,3) • Pathways/options 	<ul style="list-style-type: none"> • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Career sector workshop (Gatsby 1,2,3,5) • Linking Curriculum Learning to Careers (Gatsby 4) • Careers Fair (Gatsby 1,2,3) • PSHCE topics citizenship and love and relationships (Gatsby 1,2,3,4) • Targeted virtual work experience (Gatsby 1,5,6) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • Y9 internal taster sessions prior to options (Gatsby 1,3,4) • Motivational speakers/REACH Day (Gatsby 1,2,3,5) • Careers week assemblies (Gatsby 1,2,3,4,5,7)

Year Group	Autumn Term	Spring Term	Summer Term
Year 10	<ul style="list-style-type: none"> • Access to Unifrog through Learning for Life (Gatsby 2,3,4,5,7) • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Motivational speakers/Careers linked assemblies (Gatsby 1,2,3,5) • Yr10 experiences of the world of work (Gatsby 1,2,3,5,6) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Linking Curriculum Learning to Careers (Gatsby 4) • Careers Fair (Gatsby 1,2,3) • PSHCE topics mental health and love and relationships (Gatsby 1,2,3,4) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) 	<ul style="list-style-type: none"> • Access to Unifrog through Learning for Life (Gatsby 2,3,4,5,7) • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Motivational speakers/Careers linked assemblies (Gatsby 1,2,3,5) • Yr10 experiences of the world of work (Gatsby 1,2,3,5,6) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Linking Curriculum Learning to Careers (Gatsby 4) • PSHCE topics CEIAG and love and relationships (Gatsby 1,2,3,4) • Targeted virtual work experience exploration/research (Gatsby 1,5,6) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • STEM activities (Gatsby 1,2,3,4,5,6) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) 	<ul style="list-style-type: none"> • Access to Unifrog through Learning for Life (Gatsby 2,3,4,5,7) • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Motivational speakers/Careers linked assemblies (Gatsby 1,2,3,5) • Experiences of the world of work (Gatsby 1,2,3,5,6) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Linking Curriculum Learning to Careers (Gatsby 4) • PSHCE topics CEIAG and citizenship (Gatsby 1,2,3,4) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • STEM activities (Gatsby 1,2,3,4,5,6) • 1 - 1 interviews with Careers Advisor (Gatsby 1,3,8) focus on PP/SEND students once year 11 finished

Year Group	Autumn Term	Spring Term	Summer Term
Year 11	<ul style="list-style-type: none"> • Access to Unifrog through Learning for Life (Gatsby 2,3,4,5,7) • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Motivational speakers/Careers linked assemblies (Gatsby 1,2,3,5) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Linking Curriculum Learning to Careers (Gatsby 4) • Careers Fair (Gatsby 1,2,3) • PSHCE topics love and relationships (Gatsby 1,2,3,4) • STEM activities (Gatsby 1,2,3,4,5,6) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • 1 to 1 careers interview with careers advisor. (Gatsby 1,3,8) 	<ul style="list-style-type: none"> • Access to Unifrog through PSHCE lessons (Gatsby 2,3,4,5,7) • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Motivational speakers/Careers linked assemblies (Gatsby 1,2,3,5) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Linking Curriculum Learning to Careers (Gatsby 4) • PSHCE topics self-care and love and relationships (Gatsby 1,2,3,4) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • STEM activities (Gatsby 1,2,3,4,5,6) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • 1 to 1 careers interview with careers advisor. (Gatsby 1,3,8) 	<ul style="list-style-type: none"> • Access to Unifrog through Learning for Life (Gatsby 2,3,4,5,7) • Careers Update - Communication to staff, students and parents (Gatsby 4,7) • Motivational speakers/Careers linked assemblies (Gatsby 1,2,3,5) • Career of the week shared each week through form time (Gatsby 4,7) • Access to Unifrog (Gatsby 2,3,4,5,7) • Linking Curriculum Learning to Careers (Gatsby 4) • PSHCE topics self-care and love and relationships (Gatsby 1,2,3,4) • Assemblies from colleges/training providers (Gatsby 1,2,3,5) • STEM activities (Gatsby 1,2,3,4,5,6) • 1 - 1 interviews with Careers Advisor (Gatsby 1,3,8) – final applications for post 16 providers made and possible NEET students identified

SEND and other vulnerable groups

All CEIAG opportunities are fully inclusive and are designed to engage with all students. However embedded within our programme are additional events / activities to support our students with SEND including:

- A series of 1 - 1 interviews, parents invited/involved where needed, support assistant available, communication with SENDCO (Gatsby 1,3)
- Preparing for the world of work workshops (Gatsby 1,2,3)
- Focused enterprise activity sessions (Gatsby 1,2,3,4)
- Structured mock interviews (Gatsby 1,2,3, 5,7)
- Supported work experience (Gatsby 1,2,3,5,6)
- Access to inspirational role models and alumni (Gatsby 1,3)
- Appropriate KS4 pathways available in curriculum (Gatsby 1,3,4)
- Partnerships with employers with a diverse workforce (Gatsby 1,3, 5)
- Careers Advisor guidance plan provided for EHCP annual review in KS4 (Gatsby 1,3,8)
- Targeted provision based on FSQ results (Gatsby 1,3,8)

Staff

- Annual update on LMI (Gatsby 1,3,4,5)
- Annual feedback on Compass (Gatsby 1)
- Directed time to develop CEIAG in the curriculum (Gatsby 1,2,3,4,5,7)
- PSHE curriculum review (Gatsby 1,2,3,4)
- Internal and external CEIAG CPD (Gatsby 1,2,3,4)

Impact

Measuring the impact of our CEIAG programme enables us to develop our programme on a termly and annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to changes within our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. We measure impact in the following ways:

- Positive destinations data for all.
- Tracking of Compass over time.
- Reduced NEET figures over time.
- Increase in attendance and reduction in PA over time.
- Improvement in behaviour for learning data.
- Increase in progress / attainment over time.
- Positive feedback and evaluation for all events, both quantitative and qualitative.
- Positive progression data including take-up of Apprenticeships.
- Development of employability skills after key events.

Useful websites

- <https://universitycompare.com> (comparing different universities)
- <https://universitycompare.com/rankings> (University rankings)

Apprenticeships

- <http://www.ucas.com/apprenticeships-in-the-uk>
- <https://www.apprenticeships.gov.uk/>
- <https://www.prospects.ac.uk/jobs-and-work-experience/apprenticeships>
- <https://www.apprenticeships.gov.uk/apprentices/browse-apprenticeships>

Online platforms

- www.unifrog.gov

Labour Market Information (LMI)

- [wyca-labour-market-report-2021-final.pdf \(westyorks-ca.gov.uk\)](#)
- <https://career-advice.jobs.ac.uk/career-development/how-to-make-sense-of-labour-market-information>
- [Bradford labour market information](#)

Other

- <https://view.pagetiger.com/apprenticeships-at-ypo/apprenticeships-at-ypo>
- Army - <https://apply.army.mod.uk/>
- Navy - <https://www.royalnavy.mod.uk/careers/joining>
- RAF - <https://www.raf.mod.uk>

- [Ørsted](https://orsted.com/) - <https://orsted.com/>
- [Forrester Boyd](https://www.forrester-boyd.co.uk/) - <https://www.forrester-boyd.co.uk/>
- [Talentview Construction](https://talentview.org/construction) - <https://talentview.org/construction>
- <https://nationalcareers.service.gov.uk/> (provides information, advice and guidance to help you make decisions on learning, training and work)
- <https://www.careersbox.co.uk/> (A great source of up to the minute job profile films)
- <https://icould.com/> (Career videos to find out about a wide range of careers and opportunities. Take the Buzz Quiz – it's great fun!)
- <https://www.gov.uk/government/publications/careers-of-the-future> (what does the future hold!)
- <https://successatschool.org/> (gives clear and comprehensive information about a range of Career Zones (sectors))
- <https://uk.job-applications.com/> (has useful videos, demonstrating how to complete the online applications for many top companies in the UK, as well as providing detailed information on salaries and interviews. Application forms can be printed off directly from this site.)
- <http://www.talkingjobs.net/> (An online video player that delivers a series of career case studies)

Parents

- <https://targetcareers.co.uk/parents-and-teachers>
- <https://careerready.org.uk/annual-report-and-impact/>