



# **Oasis Academy Lister Park Careers Strategy 2021-2024**

# Careers Plan 2022-23

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, Prospects 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 whether that be here at Oasis Academy Lister Park or at an alternative provision 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 careers advisor. These interviews also focus on career and the steps students need to take in order to get there. All students in Year 12 also have a minimum of one interview in as well.

Our careers advisor is also present at three key events at the school. They attend both Year 8 and 9 options evening and Sixth Form Open Evening to work with young people and their families. At these events they are able to give advice and guidance to both students and their parents. We also employ our careers advisor on GCSE and A-Level results day. This 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 take part in Mock interviews provided by Ahead Partnership and, along with Year 12 invited to participate in a Morrisby testing session.

Careers Assemblies (Benchmarks one, two, three, four, five and seven). For KS3 take place every term (Growth sectors, Future Goals, & Employer Led Learning) delivered by visiting speakers. All assemblies have focused on either STEM or Growth Sector. In Sixth Form we regularly have visiting speakers to talk to students about different careers and routes to follow after Year 13. The Academy timetables up to 1 hour per fortnight for visiting speakers to attend Post-16 keynote assemblies

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, including Local Universities (Bradford, Leeds, Leeds Met, Huddersfield and Trinity All Saints) As well as Russell Group universities. In Year 12 and 13 students are encouraged to view universities and have meetings with possible apprenticeship providers. The Academy also subscribes to Xello careers and destinations platform and works directly with employers (Benchmarks five and six) through the LEP Leeds City Region Enterprise Partnership <http://www.the-lep.com/>

Work Experience (Benchmark six). All Year 12 students undertake a week of work experience in the summer term. This work experience is required to be in the field they are considering entering after higher education.

Throughout KS3, KS4 and KS5 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 in order for them to have the best start in life.

Each year every student (Years 7-13) 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 Xello. During Years 8 and 13 students will also have assemblies on careers options, career guidance, employability skills and different routes they can take after they have finished at OALP. Our Careers

### **Evaluation and destinations**

The effectiveness of this plan is evaluated by the KS4 and KS5 destinations data released by the DfE each year. The most recent published data on destinations as at November 2020 is for 2017 and shows consistently that 88% of our students stay in full time education or training post-16, this is slightly lower than the national average (94%). The schools provisional NEET figure for Year 11 and 13 for the year ending July 2020 is 1.2% for Year 11 and 0% for Year 13. This is published by the Bradford District Activity survey in November/December 2020.

For those students that left 16 to 18 study 2017, who either stayed in education or went into employment from October to March the following year, or stayed in an apprenticeship for at least 6 months. The data published in January 2020 is for all students that left 16-18 study at this school or college in 2017, regardless of the qualification that they took. This is different from the data that we published in January 2019 which was for students who took level 3 qualifications (A levels or other level 3 qualifications) only.

School 79%  
Local Authority average 76%  
England 80%

The proportion of 16-18 students that progressed to degrees, higher apprenticeships or other study at level 4 or above for at least 6 consecutive months in the 2 years after taking advanced level qualifications (level 3) at this school or college.

School 72%  
Local Authority average 70%  
England 62%

Consistently 91% of our students stay in full time education or training post-16, this is slightly lower than the national average (94%). In 2015/16 73 % of our students went on to UK Higher education university, this is significantly above national average (51%). This data also shows an upwards trend in the number of students attending university.

The academy receives its careers advice service from <http://www.prospects.co.uk/>

### **Principal signature, governance and review date**

Approved by:

\_\_\_\_\_

(Sian Dover) Principal                      Date

\_\_\_\_\_

Regional Director                      Date

Review date: July 2021

# 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 work place behaviours.

The programme ensures coverage of the Gatsby Benchmarks and the CDI framework (January 2020). ([link to CDI framework download](#))

|  |   |
|--|---|
| <b>1. A stable Careers Programme</b>                         | Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.   |
| <b>2. Learning from career and labour market information</b> | 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.           |
| <b>3. Addressing the needs of each pupil.</b>                | 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. |

|  |  |
|--|--|
| <b>4. Linking curriculum to careers</b>              | 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   |
| <b>5. Encounters with employers and employees</b>    | 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.   |
| <b>6. Experience of work places</b>                  | 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.   |
| <b>7. Encounters of further and higher education</b> | 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   |
| <b>8. Personal Guidance</b>                          | Every pupil should have opportunities for guidance interviews with a careers 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. |

# 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.

|   |   |  |
|---|---|--|
| <b>Careers Vision</b>   | To raise all students aspirations and provide them with the opportunities skills and knowledge to become ambitious and confident leaders of tomorrow. |  |
| <b>Aim 1)</b><br>Embed Careers across the curriculum with all staff being aware of their role (BM1,2,3,4) | <b>Aim 2)</b><br>Ensure systematic keeping of careers and destination data along with sharing LMI information with all stakeholders (BM 1,2,3,4)      | <b>Aim 3)</b><br>Students have experiences or 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



## **Damian Griffith - Assistant Principal/Careers Lead**

- Strategic Lead CEIAG across the Academy
- Named Member of ALT with responsibility for CEIAG
- Develop and implement CEIAG strategy within the Academy
- Ensure engagement with all stakeholders include LA, FE and HE 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
- Editor of Careers Magazine
- 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
- Xello and Careers platform Lead
- Promote Careers across the curriculum
- Report to ALT/ Academy Council on CEIAG
- Monitor Careers budget
- Year 10 WEX
- KS3 KS4 PD programmes (inc Xello and CEIAG sessions)
- Complete Compass Evaluation Tool - monitoring of the delivery of the 8 Gatsby Benchmarks.
- Ensuring colleges and apprenticeship providers have access to the Academy (see Baker Clause Statement on Academy web-site).





## **Kiran Hussain – School Careers Advisor (Skills House)**

- Provide independent careers advice to students informing them of different Post – 16 and HE pathways.
- 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.
- 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.



## **Maryam Mahmood - Assistant Principal/Head of Post 16**

- Strategic Leadership of Post-16 including CEIAG at KS5 (Joint with Careers Leader)
- Implement, monitor and evaluate CEIAG at KS5
- Update and track destinations data for Yr. 13 Leavers
- Lead on Alumni programme
- Year 12 WEX
- Establish links with HE, Universities and other Pathways for Year 12 and 13 Leavers
- OALP Aspire Programme (7-13)

- KS4-5 Transition



## **Sonia Ahmed - STEM Coordinator/Teacher of Science**

- Coordinate STEM across the academy
- Lead on STEM Careers
- Careers Champion for Science
- Establish links with STEM employers and businesses including guest speakers



## **Steven Lafferty - 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 and 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.

## **Curriculum Leaders/Careers Champions**

- Ensure all members of the department understand their role in career education.
- MAP career opportunity points in SOW
- Identify lessons and resources for career education within their area.
- Regularly up-date members of their teams on LMI, career opportunities within their subject area.
- Produce high quality displays for subject area.
- Working with Alumni Lead create a network of alumni and business links to bring in and support the careers education within their 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.

### KS3 Careers Programme

| Developing through careers, employability and enterprise education<br>(Self-Development) |                            |                      |            |             |
|--|----------------------------|----------------------|------------|-------------|
| Area of Learning   | Learning outcome statement | KS3 Learning Outcome | Activities | Year groups |
|  |                            |                      |            |             |

|                        |  |   |   | 7 | 8 | 9 |
|------------------------|--|---|---|---|---|---|
| Self-awareness (1)     | Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity and mental well-being. | Describe yourself, your strengths and your preferences.                                 | <b>REACH Day Equality and Diversity (Yr7)</b><br><br><b>Year 7 transition day</b><br><br><b>Xello - About Me, Self-advocacy</b><br><br><b>PD – Boosting self-esteem, Proud to be me, Importance of Happiness – (Improving mental Health), being positive and Self Esteem, how Self Esteem changes</b><br><br><b>Year 9 Pathways/Options</b> |   |   |   |
| Self-determination (2) | Self-determination or self regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.   | Be able to focus on the positive aspects of your well-being, progress and achievements. | <b>PD – Careers and your future, Proud to be me, self-determination, Failure to success, Importance of Happiness, Boosting Self Esteem, being positive and Self Esteem, how Self Esteem changes</b>   |   |   |   |

|                                    |  |   |  |  |  |  |
|------------------------------------|--|---|--|--|--|--|
|                                    |  |   | <b>Assembly – Future Goals</b><br><b>Xello – about me, Self-advocacy</b><br><b>REACH Day – My Perfect University (Yr9)</b>   |  |  |  |
| Self- improvement as a learner (3) | Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential. | Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences. | <b>PD – Getting to know people, What are enterprise skills, Transition point in your life</b><br><b>REACH Day – Enterprise Challenge (Yr. 7 &amp; 8)</b><br><b>REACH Day – PMNW</b><br><b>Xello – Self-advocacy, Exploring Learning styles</b> |  |  |  |

| Learning about careers and the world of work (Career Exploration) |                            |                      |            |             |   |   |
|---|----------------------------|----------------------|------------|-------------|---|---|
| Area of Learning  | Learning outcome statement | KS3 Learning Outcome | Activities | Year groups |   |   |
|   |                            |                      |            | 7           | 8 | 9 |
|   |                            |                      |            |             |   |   |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| <p>Exploring careers and career development (4)</p> | <p>Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others.</p> | <p>Describe different explanations of what careers are and how they can be developed.</p>                          | <p><b>REACH day - STEM (Yr. 9)</b></p> <p><b>National Careers Week (All Years) Assemblies and activities</b></p> <p><b>LMI – Growth sector assemblies, Future goals</b></p> <p><b>ASK – Apprenticeship talks</b></p> <p><b>Careers Fair – All years</b></p> <p><b>PD – Careers, Interests and Jobs, Exploring Careers, Careers and your future</b></p> <p><b>Xello – Explore options</b></p> |  |  |  |
| <p>Investigating work and working life (5)</p>      | <p>Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.</p>  | <p>Give examples of different kinds of work and why people's satisfaction with their working lives can change.</p> | <p><b>Bradford Manufacturing Week (Yr. 9)</b></p> <p><b>PD – Employment and Financial Management</b></p> <p><b>Xello – Explore options, School subjects at work, Interests,</b></p>  |  |  |  |

|  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
| Understanding business and industry (6)                    | Understanding sizes and types of business and business, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.                | Give examples of different business organisational structures.  | <b>LMI – Growth sector assembly</b><br><br><b>Careers fair</b><br><br><b>REACH Day – STEM (Yr. 9)</b><br><br><b>Curriculum Careers</b>   |  |  |  |
| Investigating jobs and labour market information (LMI) (7) | Individuals need to know how to access, analyse and act on relevant, objective and up-to date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information. | Be aware of what job and labour market information (LMI) is and how it can be useful to you.              | <b>PD – Critical Thinking and Fake News, Labour Market Information</b><br><br><b>LMI – Growth sector Assembly</b>  |  |  |  |
| Valuing equality, diversity and inclusion (8)              | Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.                                 | Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you. | <b>REACH Day Equality and Diversity (Yr7)</b><br><br><b>PD -What is your Identity, The equality act, Breaking down stereotypes, prejudice and discrimination, challenging islamophobia</b> |  |  |  |



|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  |   | <b>Xello – Bias and career choices</b>                         |  |  |  |
| Learning about safe working practices and environments (9) | Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work. | Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you. | <b>PD – First Aid – How to administer CPR (Defibrillators)</b> |  |  |  |

Developing your career management and employability skills. (Careers Management)

| Area of Learning   | Learning outcome statement   | KS3 Learning Outcome  | Activities  | Year groups |   |   |
|--|--|---|---|-------------|---|---|
|  |  |   |   | 7           | 8 | 9 |
| Making the most of careers information, advice and guidance (10) | Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis, both online and in person. This includes being actively involved in identifying their | Identify your personal networks of support, including how to access and make the most of impartial face to face and digital careers information, advice and guidance. | <b>PD – Exploring Careers, Careers, interests and Jobs</b><br><br><b>Xello – Explore options</b><br><br><b>Careers curriculum</b> |             |   |   |

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
|   | needs and how they can be met.  |   |  |  |  |  |
| Preparing for employability (11)              | Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self advocacy and staying healthy.  | Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable. | <b>Xello – discover learning pathways</b>  |  |  |  |
| Showing initiative and enterprise (12)        | Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.   | Recognise when you are using the qualities and skills that entrepreneurs demonstrate.                                     | <b>Young Enterprise PD – What are enterprise skills</b>  |  |  |  |
| Developing personal financial capability (13) | Being able to calculate and compare costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial | Show that you can manage a personal budget and contribute to household and school budgets.                                | <b>PD – FC – Financial Education, Employment and Financial Management, Importance of saving Money</b><br><br><b>Careers curriculum</b> |  |  |  |

|  |   |  |   |  |  |  |
|--|---|--|---|--|--|--|
|  | planning decisions about spending, borrowing, saving and investing to safeguard their economic wellbeing now and in the future.   |  |   |  |  |  |
| Identifying choices and opportunities (14) | Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned. | Know how to identify and systematically explore the options open to you at a decision point.                                     | <b>Xello – discover learning pathways</b>                     |  |  |  |
| Planning and deciding (15)                 | Individuals need to know how make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.  | Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need. | <b>Xello – Careers planning</b><br><b>PD – Target setting</b> |  |  |  |
| Handling applications and interviews (16)  | Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals   | Know how to prepare and present yourself when going through a selection process  | <b>PD – Failure to success</b>                                |  |  |  |

|                                       |   |  |  |  |  |  |
|---------------------------------------|---|--|--|--|--|--|
|                                       | to develop a range of self presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with setbacks and disappointments.  |  |  |  |  |  |
| Managing changes and transitions (17) | Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions. | Show that you can be positive, flexible and well prepared at transition points in your life. | <b>PD – Transition Point in your life, getting to know people,</b><br><br><b>Year 9 Pathways evening</b> |  |  |  |

## KS4 Careers Programme

| Developing through careers, employability and enterprise education<br>(Self-Development) |                            |                      |            |             |
|--|----------------------------|----------------------|------------|-------------|
| Area of Learning   | Learning outcome statement | KS4 Learning Outcome | Activities | Year Groups |

|                        |  |  |   | 10 | 11 |
|------------------------|--|--|---|----|----|
| Self-awareness (1)     | Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity and mental well-being. | Recognise how you are changing what you now have to offer and what is important to you.                        | <p><b>PD – Time management – Technology</b></p> <p><b>Xello - About Me, Self-advocacy</b></p> <p><b>NCS</b></p> |    |    |
| Self-determination (2) | Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.   | Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way. | <p><b>PD – Rights and responsibilities</b></p> <p><b>Xello - About Me, Self-advocacy</b></p> <p><b>NCS</b></p>  |    |    |

|                                   |  |  |   |  |  |
|-----------------------------------|--|--|---|--|--|
| Self-improvement as a learner (3) | Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential. | Review and reflect upon how you have benefitted as a learner from career, employability and enterprise activities and experiences. | <b>PD - Time management – Technology</b><br><br><b>Xello – Self-advocacy, Exploring Learning styles, Matchmaker, story board, Goals and plans</b><br><br><b>NCS</b> |  |  |
|-----------------------------------|--|--|---|--|--|

| Learning about careers and the world of work (Career Exploration) |   |  |   |             |    |
|---|---|--|---|-------------|----|
| Area of Learning  | Learning outcome statement  | KS4 Learning Outcome                                     | Activities  | Year Groups |    |
|   |   |  |   | 10          | 11 |
| Exploring careers and career development (4)                      | Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables | Discuss the skills involved in managing your own career. | <b>Xello - Matchmaker, story board, Goals and plans, Explore options, School subjects at work</b><br><br><b>National Careers Week (All Years) Assemblies and activities</b> |             |    |

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   | individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others.  |   | <b>LMI – Growth sector assemblies, Future goals</b><br><br><b>ASK – Apprenticeship talks</b><br><br><b>Careers Fair – All years</b>   |  |  |
| Investigating work and working life (5) | Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves. | Explain how work and working life is changing and how this might impact on your own and other people's career satisfaction. | <b>PD – Employment rights</b><br><br><b>Xello - Matchmaker, story board, Goals and plans, Explore options, School subjects at work, interests, Time management</b><br><br><b>National Careers Week (All Years) Assemblies and activities</b><br><br><b>LMI – Growth sector assemblies, Future goals</b><br><br><b>ASK – Apprenticeship talks</b><br><br><b>Careers Fair – All years</b> |  |  |
| Understanding business and industry (6) | Understanding sizes and types of business and business, why they are organised as they area and how they view success enables individuals to prepare for  | Explain different types of business organisational structures, how the operate and how they measure success.                | <b>Xello - Matchmaker, story board, Goals and plans, Explore options, School subjects at work</b><br><br><b>National Careers Week (All Years) Assemblies and activities</b>   |  |  |

|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  | employment and to appraise the contribution of business and industry to community, social and economic life.  |   | <b>LMI – Growth sector assemblies, Future goals</b><br><br><b>ASK – Apprenticeship talks</b><br><br><b>Careers Fair – All years</b>   |  |  |
| Investigating jobs and labour market information (LMI) (7) | Individuals need to know how to access, analyse and act on relevant, objective and up-to date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information. | Be able to find relevant job and labour market information (LMI) and know how to use it in your career planning.  | <b>PD – Critical thinking &amp; Fake news</b><br><br><b>Xello - Matchmaker, story board, Goals and plans, Explore options, School subjects at work, Discover Learning Pathways, Career matches</b><br><br><b>National Careers Week (All Years) Assemblies and activities</b><br><br><b>LMI – Growth sector assemblies, Future goals</b><br><br><b>ASK – Apprenticeship talks</b><br><br><b>Careers Fair – All years</b> |  |  |
| Valuing equality, diversity and inclusion (8)              | Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and  | Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in | <b>PD – Women’s rights, #MeToo and Times up Movement</b><br><br><b>Xello – Bias and Career choices</b><br><br><b>NCS</b>  |  |  |



|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  | prejudice, individuals can realise their own ambitions and help others to do so.   | relation to these issues.   | <b>REACH Day (Yr. 10) - Be Internet Citizens – powering new generations against Extremism.</b>   |  |  |
| Learning about safe working practices and environments (9) | Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work. | Be aware of your responsibilities and rights as a student, trainee or employee for staying safe and following safe working practices. | <b>Xello – Getting experience, workplace skills and attitudes</b><br><br><b>REACH day (yr. 10) World or Work Mock interviews and 1-2-1 Career advisor interviews</b><br><br><b>NCS</b> |  |  |

Developing your career management and employability skills. (Careers Management)

| Area of Learning   | Learning outcome statement   | KS4 Learning Outcome  | Activities  | Year Groups |    |
|--|--|---|---|-------------|----|
|  |  |   |   | 10          | 11 |
| Making the most of careers information, advice and guidance (10) | Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis, both online and | Build your personal networks of support including how to access and make the most of a wide range of impartial face-to face and digital careers information, advice and guidance. | <b>National Careers Week (All Years) Assemblies and activities</b><br><br><b>LMI – Growth sector assemblies, Future goals</b><br><br><b>ASK – Apprenticeship talks</b><br><br><b>Careers Fair – All years</b> |             |    |

|   |  |   |   |  |  |
|---|--|---|---|--|--|
|   | in person. This includes being actively involved in identifying their needs and how they can be met.   |   | <b>FE - Assemblies</b>  |  |  |
| Preparing for employability (11)              | Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self advocacy and staying healthy. | Show how you are developing qualities and skills which will help to improve your employability. | <b>PD – Employment rights, Understanding a payslip</b><br><br><b>Xello – Getting experience, Workplace skills and attitudes, work-life balance</b><br><br><b>REACH day (yr. 10) World or Work Mock interviews and 1-2-1 Career advisor interviews</b><br><br><b>REACH day (yr. 11) – Mock results, Stress busters and Financial Education</b> |  |  |
| Showing initiative and enterprise (12)        | Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.  | Show that you can be enterprising in the way you learn, work and manage your career.            | <b>PD – FC – Targeted Advertising – Online</b><br><br><b>Xello – Getting experience, Personality styles</b><br><br><b>NCS</b>   |  |  |
| Developing personal financial capability (13) | Being able to calculate and compare costs and benefits of living,  | Show that you can manage financial issues relating to your education, training                  | <b>PD – FC – Targeted Advertising – Online, Consumer protection and Rights, Rights and responsibilities, understanding a payslip,</b>   |  |  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic wellbeing now and in the future. | and employment choices including knowing how to access sources of financial support that might be open to you.   | <b>REACH day (yr. 11) – Mock results, Stress busters and Financial Education</b><br><br><b>NCS</b>   |  |  |
| Identifying choices and opportunities (14) | Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.   | Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals. | <b>Xello – Careers Matches,</b><br><br><b>REACH day (yr. 10) Mock interviews and 1-2-1 Career advisor interviews</b><br><br><b>REACH day (yr. 11) – Mock results, Stress busters and Financial Education</b><br><br><b>NCS</b><br><br><b>FE – Assemblies/Open days</b> |  |  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <p>Planning and deciding (15)</p>                | <p>Individuals need to know how make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.</p>   | <p>Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you.</p> | <p><b>Xello – Discover learning Pathways, Goals and plans</b></p> <p><b>1-to-1 interviews with Careers advisor</b></p> <p><b>NCS</b></p> <p><b>FE - Assemblies</b></p>   |  |  |
| <p>Handling applications and interviews (16)</p> | <p>Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with setbacks and disappointments.</p> | <p>Know you rights and responsibilities in a selection process and the strategies to use to improve your chances of success.</p>     | <p><b>PD – Writing a personal statement, CV writing, Keeping your data safe (social Networks), Online reputation and Digital footprints</b></p> <p><b>REACH day (yr. 10) Mock interviews and 1-2-1 Career advisor interviews</b></p> <p><b>REACH day (yr. 11) – Mock results, Stress busters and Financial Education</b></p> <p><b>FE - Assemblies</b></p> |  |  |
| <p>Managing changes and transitions (17)</p>     | <p>Transition confidence and preparedness help individuals to make successful</p>   | <p>Review and reflect on previous transitions to help you improve your</p>   | <p><b>PD – Writing a personal statement, CV writing,</b></p>   |  |  |

|  |   |  |   |  |  |
|--|---|--|---|--|--|
|  | <p>moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.</p> | <p>preparation for future moves in education, training and employment.</p> | <p><b>Xello - Creating a Post-16 study plan</b></p> <p><b>NCS</b></p> <p><b>FE - Assemblies</b></p> |  |  |
|--|---|--|---|--|--|

## CEIAG by year group

| Benchmark |  | National | School |   | Benchmark                                    | National | School |
|-----------|--|----------|--------|---|--|----------|--------|
| 1         | A stable careers programme                         | 24       | 88     | 5 | Encounters with employers and employees      | 56       | 100    |
| 2         | Learning from career and labour market information | 49       | 100    | 6 | Experiences of workplaces                    | 49       | 25     |
| 3         | Addressing the needs of each pupil                 | 22       | 90     | 7 | Encounters with further and higher education | 24       | 70     |
| 4         | Linking curriculum learning to careers             | 41       | 87     | 8 | Personal guidance                            | 59       | 100    |

| Year Group   | Activity   | Benchmark |
|--------------|--|-----------|
| Whole School | <ul style="list-style-type: none"> <li>• Careers program published on website</li> <li>• Employer statement on website</li> <li>• Named SLT member / Governor in place</li> <li>• Discreet Careers budget allocated</li> <li>• Page on website on regularly updated by careers adviser with items aimed at pupils and parents</li> </ul> | 1         |

|    |   |         |
|----|---|---------|
|    | There is a Careers Information Library in the LRC that contains relevant and current information. Students have access to this outside of lesson times. Key resources are also available on the school website. | 2, 5, 7 |
|    | All Year groups receive the Future Goals assembly on Growth Sectors delivered by Careers Lead.  | 2,4     |
|    | All events and activities are evaluated and monitored by students, staff and parents (where applicable) to ensure the programme remains effective and impactful.  | 1, 2, 4 |
| 7  | Personal Development Curriculum has a Key strand that includes CIAEG activities. PD is delivered on a daily basis. This includes assemblies on the local "labour Market" delivered by Careers Lead              | 5       |
|    | Staff from Ahead Partnership deliver a drop down day on careers and enterprise competition. This looks at the key skills and local labour market information  | 2,3,5,8 |
| 8  | Assemblies lead by AL and ALT on Options and Pathways including potential Careers each subjects leads to.   | 2,4,8   |
|    | Personal Development Curriculum has a Key strand that includes CIAEG activities. PD is delivered on a daily basis. This includes assemblies on the local "labour Market" delivered by Careers Lead              | 1,3,4   |
|    | Students and parents are invited to attend an Options evening that demonstrates which in-demand career paths their subject could lead to.   | 2, 4    |
|    | 2 x REACH Days on Enterprise challenge and Prison Me, No Way guidance on choosing the right pathway in life and skills employers are looking for.   |         |
| 9  | Work Place visits to local Manufacturing businesses – Part of Bradford Manufacturing week led by Aspire-i-gen   | 2,5,6   |
|    | Personal Development Curriculum has a Key strand that includes CIAEG activities. PD is delivered on a daily basis. This includes assemblies on the local "labour Market" delivered by Careers Lead              |         |
|    | 3 x REACH Days on – STEM Careers, Enterprise and Employability skills, My Perfect University  | 2,3,4   |
|    | Growth Sector Assemblies delivered by Careers Lead (Future Goals)   | 2,4     |
|    | Careers Fair  | 2,5     |
| 10 | Personal Development Curriculum has a Key strand that includes CIAEG activities. PD is delivered on a daily basis.  | 1,3,4   |

|    |  |         |
|----|--|---------|
|    | Growth Sector Assemblies delivered by Careers Lead (Future Goals)  | 2,4     |
|    | Careers Fair   | 2,5     |
|    | REACH Day on World of Work – Future First on Pathways and Post-16 with Alumni  | 4,5     |
|    | All students undertake a 30-minute Mock Interview prior to their FE interviews in Year 11. Mock Interviews are conducted by a range of local employer volunteers and are held at the employers' place of work. | 3, 5    |
| 11 | Personal Development Curriculum has a Key strand that includes CIAEG activities. PD is delivered on a daily basis. This includes CV writing, What to do after Year 11  | 1,3,4   |
|    | Growth Sector Assemblies delivered by Careers Lead (Future Goals)  | 2,4     |
|    | Careers Fair   | 2,5     |
|    | Sixth Form options evening in September and January where the careers advisor and other Post-16 providers (including Apprenticeships) are also present   | 3,4,7   |
|    | College transition Days for Yr. 11's with EHCP – Careers advisor and SEND team present   | 3,4,7   |
|    | REACH day on Mock results and FE/HE including apprenticeships, Other providers including Bradford College and Leeds Trinity University delivering workshops as well as NYBEP delivered workshop on pathways.   | 2,3,4,8 |
|    | Workshops led by ASK to use the Find an Apprenticeship website, access local providers and offer advice on job search skills   | 2,8     |
|    | All students given at least one interview with an impartial careers advisor on their Pathway   | 2,3,8   |




|                       |   |                    |
|-----------------------|---|--------------------|
| <p><b>Post-16</b></p> | <ul style="list-style-type: none"> <li>• 1:1 Careers interviews with an impartial careers advisor</li> <li>• Attend numerous in house sessions on UCAS, careers, applications, CVs and personal statements</li> <li>• Progression Module</li> <li>• Alumni Presentations and assemblies</li> <li>• Assemblies from visiting speakers with a focus on careers and routes into them</li> <li>• Help with UCAS applications</li> <li>• Help with applications for jobs, apprenticeships etc.</li> <li>• Meaningful work experience done during Year 12 – linked to their future career plans</li> <li>• Year 13 1-1 mentoring with Individual Progress tutor including Career Guidance and application support</li> <li>• All Year 12 and 13 take part in School Service 1 hour per week (in school Volunteering)</li> <li>• NCS</li> <li>• Workshops led by ASK to use the Find an Apprenticeship website, access local providers and offer advice on job search skills</li> <li>• KPMG360° apprenticeship scheme – Presentation</li> <li>• Future Goals Assembly</li> <li>• Students have the option to attend the National Apprenticeship Exhibition, featuring various employers and training providers</li> </ul> | <p>2,3,5,6,7,8</p> |
|-----------------------|---|--------------------|

## Long term Objectives and Milestones (3 years)

| Strategic Objective   | Success Indicators (what will we see when this is achieved?)  | Mechanisms for tracking this  | Year 1 2021-2022 |
|---|---|---|------------------|
| Embed Careers across the curriculum with all staff being aware of their role (BM1,2,3,4)  | <p>Careers Champions in post for every curriculum area.</p> <p>Displays within each curriculum area are in place.</p> <p>Lessons have targeted Career links embedded in the Do Now tasks or lesson content.</p> <p>Student start to become more aspirational and more informed pathways through options, Post-16 and beyond.</p>  | <p>CPD training for staff</p> <p>Careers Champions in place</p> <p>Audit of current provision</p>   |                  |
| Ensure systematic keeping of careers and destination data along with sharing LMI information with all stakeholders (BM 1,2,3,4) | <p>Completion of yearly action plan by all students on (Xello) to inform careers plan and progression framework.</p> <p>All students records to be tracked using Compass+ and Xello.</p> <p>Destination data drawn up on spreadsheet for previous 3 years</p> <p>All students have access to careers and LMI - websites, displays, PD sessions, LRC Careers Library</p> | <p>Xello training provided to all staff and students by end September 2021 .</p> <p>Careers Lead to ensure Website is up to date and accurate LMI data is available.</p> <p>Xello Programme delivery plan drawn up and available to staff</p> |                  |

|  |  |  |                                |
|--|--|--|--------------------------------|
| <p>Students have experiences or 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)</p> | <p>Baseline employability survey – identification of students' understanding of employability skills as well as individual's baseline identification of each skill.<br/>75% of year 9, 10 and 11 students have accessed information regarding Post – 16 provision and options including Apprenticeship presentations.</p> <p>All students have had one meaningful encounter with an employer either in school or in the workplace.</p> | <p>Network of employers in place of which 3 who are able to provide students with up-to-date LMI information. Bradford Manufacturing Week visits.</p> <p>Careers Fair and event evaluations</p> <p>Targeted visits to colleges, Universities and workplace depending upon interest and ability</p> |                                |
| <p><b>Strategic Objective</b></p>  | <p><b>Success Indicators (what will we see when this is achieved?)</b></p>   | <p><b>Mechanisms for tracking this</b></p>   | <p><b>Year 2 2022-2023</b></p> |
| <p>Embed Careers across the curriculum with all staff being aware of their role (BM1,2,3,4)</p>  | <p>Regular CPD for staff</p> <p>75% of students indicate they are accessing careers information within all subject areas.</p> <p>Curriculum areas fully resourced and practice is embedded within SOW and lessons</p>  | <p>Staff survey and training needs audit</p> <p>Curriculum audit</p> <p>Student surveys</p> <p>Curriculum planning docs. SOW/LP</p>  |                                |
| <p>Ensure systematic keeping of careers and destination data along with sharing LMI information with all stakeholders (BM 1,2,3,4)</p>   | <p>Update/revision of yearly action plan by all students on (Xello) to inform careers plan and progression framework.</p> <p>All students records to be updated using Compass+ and Xello.</p>  | <p>Updated Xello training provided to all staff and students if necessary – refresher and sharing good practice.</p>   |                                |

|  |   |   |                         |
|--|---|---|-------------------------|
|  | <p>Destination data drawn up on spreadsheet for previous 3 years</p> <p>All students have access to careers and LMI - websites, displays, PD sessions, LRC Careers Library</p>  | <p>Careers Lead to ensure Website is up to date and accurate LMI data is available.</p> <p>Xello Programme delivery plan revised and amended where necessary</p>  |                         |
| <p>Students have experiences or 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)</p> | <p>2nd 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 workplace.</p> | <p>Increasing networking of employers, particularly focused on the growth sectors</p> <p>Careers fairs and Event evaluations</p> <p>Targeted visits to colleges, Universities and workplace depending upon interest and ability</p> |                         |
| <b>Strategic Objective</b>   | <b>Success Indicators (what will we see when this is achieved?)</b>   | <b>Mechanisms for tracking this</b>   | <b>Year 3 2023-2024</b> |
| <p>Embed Careers across the curriculum with all staff being aware of their role (BM1,2,3,4)</p>  | <p>100% of students are accessing careers information in all subject areas.</p> <p>Cross curricular careers now mapped by Careers Champions.</p> <p>Curriculum areas fully resourced and practice is embedded within SOW and lessons subjects are sharing best practice regularly and are inviting employers in lessons</p>       | <p>Curriculum Audit and lesson drop ins</p> <p>Student surveys</p> <p>Increased employer engagement within curriculum areas</p>   |                         |

|  |   |  |  |
|--|---|--|--|
| <p>Ensure systematic keeping of careers and destination data along with sharing LMI information with all stakeholders (BM 1,2,3,4)</p>   | <p>Update/revision of yearly action plan by all students on (Xello) to inform careers plan and progression framework.</p> <p>All students records to be updated using Compass+ and Xello.</p> <p>Destination data updated on spreadsheet for previous 3 years</p> <p>All students have access to careers and LMI - websites, displays, PD sessions, LRC Careers Library</p> | <p>Updated Xello training provided to all staff and students if necessary – refresher and sharing good practice.</p> <p>Careers Lead to ensure Website is up to date and accurate LMI data is available.</p> <p>Xello Programme delivery plan embedded</p> |  |
| <p>Students have experiences or 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)</p> | <p>3rd 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>Targeted visits to colleges, Universities and workplace depending upon interest and ability.</p> <p>Embedded employer links in growth sector industries and other sectors.</p> <p>Careers Fair and event evaluations</p>                                |  |

## Action Plan 2021-2022 (1 year)

| Strategic Objective  | Milestones   | Action/Activity   | Action owner (who is responsible)       | Resources   | Reporting and RAG                |
|--|--|---|---|---|----------------------------------|
| Embed Careers across the curriculum with all staff being aware of their role (BM1,2,3,4) | Careers Champions in post for every curriculum area.                                 | Curriculum Leaders to identify Champions who will meet termly with Careers lead     | CL's nominated staff and Careers Lead   | Meeting time  | Directory or Champions published |
|  | Displays within each curriculum area are in place.                                   | Each department provided with blueprint for the careers wall in their department    | Careers Lead                            | Document provided by Career's lead specifying display requirements. | Photo evidence                   |
|  |  | Displays erected and QA'd   | Champions/CL's and Careers Lead         | Display resources as determined by CL                               | Photo evidence                   |
|  | Lessons have targeted Career links embedded in the "Do Now" tasks or lesson content. | CPD provided for CLs and Teachers and lesson drop ins in place to check consistency | T&L lead, Careers Lead                  | QA checking document  | Drop in feedback                 |
| Ensure systematic keeping of careers and   | Completion of yearly action plan by all students on (Xello) to inform                | Students are trained in use of Xello action planning tool                           | Xello and Careers Lead. Possibly tutors | Ipads, ICT  | Student action plan              |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
| destination data along with sharing LMI information with all stakeholders (BM 1,2,3,4)     | careers plan and progression framework.  | Tutors/PD teachers to check all action plans are complete and are appropriate to the learner    | PD teachers/Tutors                                      | Ipads, Access to Xello                   | Tutor feedback   |
|  | All students records to be tracked using Compass+ and Xello.                                       | Creation of destination tracking spreadsheet and activity document (already on Compass+)        | Careers Lead to create                                  | Appropriate document – Excel Spreadsheet | Spreadsheet evidence   |
|  | Destination data drawn up on spreadsheet for previous 3 years                                      | Back date destinations for all student who have left the Academy over the past 3 years          | Careers Leader, Head of Yr. 11 and P16. Careers advisor | Excel spreadsheet                        | Spreadsheet evidence   |
|  | All students have access to careers and LMI - websites, displays, PD sessions, LRC Careers Library | Up-to-date LMI information added to website including   | Website coordinator, Careers lead                       | Website information                      | On website   |
| LRC Careers space created and updated  |  | LRC leader, Careers advisors (Prospects)  |   |  |  |
| PD SOW on Careers in place for delivery in PHSE lessons                                    |  | PHSCE coordinator and Careers Leader  | Creative Curriculum resources and mapping               | SOW in place, regular student surveys    |  |
| Students have experiences or the workplace and encounters with employers to build on their | Baseline employability survey – identification of students' understanding of                       | Set-up survey – collecting base-line data about students' understanding of employability skills | Careers Lead, HOY and Tutor/PHSCE teachers support      | Survey on Forms                          | Analysis of Survey pre careers work and end of year – how has the knowledge about employability skills |

|  |   |  |   |   |  |
|--|---|--|---|---|--|
| cultural capital, grow and have a clear vision for their future (BM 1,5,6,7) | employability skills as well as individual's baseline identification of each skill.   | Completion of survey   |   |   | (KS3) and Post-16 pathways (KS4) improved  |
|  | 75% of year 9, 10 and 11 students have accessed information regarding Post – 16 provision and options including Apprenticeship presentations. | Students access Xello – Specifically looking at career plan<br><br>Training for PHSCE teachers   | PHSE Teachers, Careers Lead<br><br>Careers Lead, Xello advisor    | Spreadsheet evidence and Xello information  | Evidence on Xello transferred to Compass+<br><br>Students can talk through their options and choices and P16 |
|  | All students have had one meaningful encounter with an employer either in school or in the workplace.   | Organise careers fair, careers pop-ups, college taster days, careers talks, Mock Interview/ Assessment Day session with Year 10/11s.<br><br>Year 9 Bradford Manufacturing Week Visits to employers | Careers Lead, Ahead Partnership (potentially)<br><br>Careers Lead | New Hall for each event, Staffing/Businesses for Mock interviews<br><br>Transportation and RA to be completed | Student surveys of interactions, evidence on Compass+ and Xello  |



# External Stakeholder Plans

Contacts and partnerships that 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 (in-school, visits, work experience) | Engagement level (Frequent Supporter, Occasional Supporter, One-off Supporter ) |
|-------------------------------------|-------------------------------|--|-------------------------------------|--|---|
| <b>BITC</b>                         | M Drury                       | LMI information/Employer activities        | 9/10                                | Employer engagement                                      | Occasional  |
| <b>Inspirational Learning Group</b> | M Drury                       | Enterprise Education/My Perfect University |                                     | REACH Day Yr. 9  | One off   |
| <b>Bradford College</b>             | M Drury/S Bottomley-Mason     | Stress Busters and Financial Education     | 11/12/13                            | REACH Day  | One off   |
| <b>WYFS</b>                         | M Drury                       | Fireworks Talks, Careers in Fire service   | All                                 | Assembly   | Annually  |
| <b>Prison Service</b>               | M Drury                       | PMNW Crime                                 | 8                                   | REACH Day  | Annually  |
| <b>Odd Arts</b>                     | M Drury                       | Extremism                                  | 10                                  | REACH Event  | One off   |

|  |                   |  |      |                                    |          |
|--|-------------------|--|------|------------------------------------|----------|
| <b>NYBEP</b>                             | M Drury           | STEM Careers, Mock Interviews<br>Trading Challenge | 9/10 | REACH Day                          | Various  |
| <b>AHEAD Partnership</b>                 | M Drury           | Careers Fair                                       | All  | Careers Fair                       | Annually |
| <b>WY Police</b>                         | M Drury/Various   | Careers Fair                                       | All  | Careers Fair                       | Annually |
| <b>Appris Training</b>                   | M Drury           | Careers Fair                                       | All  | Careers Fair                       | Annually |
| <b>Leeds Trinity University</b>          | M Drury/M Mahmood | Careers Fair HE opportunities                      | All  | Careers Fair in school             | Various  |
| <b>Aspire-i-gen</b>                      | M Drury           | Bradford Manufacturing Week                        | 9    | Wok place visits and virtual talks | Various  |
| <b>Inspirational Learning Group</b>      | M Drury           | My Perfect University, Enterprise challenge        | 7-9  | REACH days                         | Various  |
| <b>Engineering and Development Trust</b> | M Drury           | STEM Research task                                 | 9    | REACH days                         | Various  |
| <b>Springpod</b>                         | M Drury           | Virtual WEX and Careers Fairs                      | All  | Virtual learning                   | Various  |
| <b>Aagrah</b>                            | M Drury/M Mahmood | Careers Fair                                       | All  | Careers fair                       | One-off  |

|   |                           |              |     |                             |         |
|---|---------------------------|--------------|-----|-----------------------------|---------|
| <b>Bradford Nightstop</b>                                   | M Drury/                  | Careers Fair | All | Careers fair                | One-off |
| <b>Aecom</b>  | M Drury                   | Careers Fair | All | Careers fair                | One-off |
| <b>Bradford City Council</b>                                | M Drury/Various           | Careers Fair | All | Careers fair                | Various |
| <b>Bradford City Football Club</b>                          | M Drury                   | Careers Fair | All | Careers fair<br>HE Provider | Various |
| <b>CYDC</b>   | M Drury                   | Careers Fair | All | Careers fair                | One-off |
| <b>Dow Chemicals</b>  | M Drury                   | Careers Fair | All | Careers fair                | One-off |
| <b>Institute of Physics and Engineering Medicine (IPEM)</b> | M Drury/Sonia Ahmed       | Careers Fair | All | Careers fair                | One-off |
| <b>Keighley College</b>                                     | M Drury/ S Bottomle-Mason | Careers Fair | All | Careers fair<br>HE Provider | Various |
| <b>Leeds City Council</b>                                   | M Drury                   | Careers Fair | All | Careers fair                | One-off |
| <b>Ministry of Justice – Leeds</b>                          | M Drury                   | Careers Fair | All | Careers fair                | One-off |

|  |                           |                           |         |  |          |
|--|---------------------------|---------------------------|---------|--|----------|
| <b>North Lancashire Training Group</b> | M Drury                   | Careers Fair              | All     | Careers fair                               | One-off  |
| <b>Powell Industries</b>               | M Drury                   | Careers Fair              | All     | Careers fair                               | One-off  |
| <b>University of Bradford</b>          | M Drury/M Mahmood/S Ahmed | Careers Fair              | All     | Careers fair<br>HE Provider                | Various  |
| <b>University of Huddersfield</b>      | M Drury                   | Careers Fair              | All     | Careers fair<br>HE Provider                | Various  |
| <b>JCT600</b>                          | M Drury                   | Enterprise adviser        | All     | Support and advice –<br>Employer led talks | Various  |
| <b>Yorkshire Water</b>                 | M Drury                   | Careers Talks             | Year 10 | Careers talks/Work place visits            | On-off   |
| <b>Xello</b>                           | M Drury                   | Careers Platform provider | All     | Careers Platform                           | On-going |

# Appendices

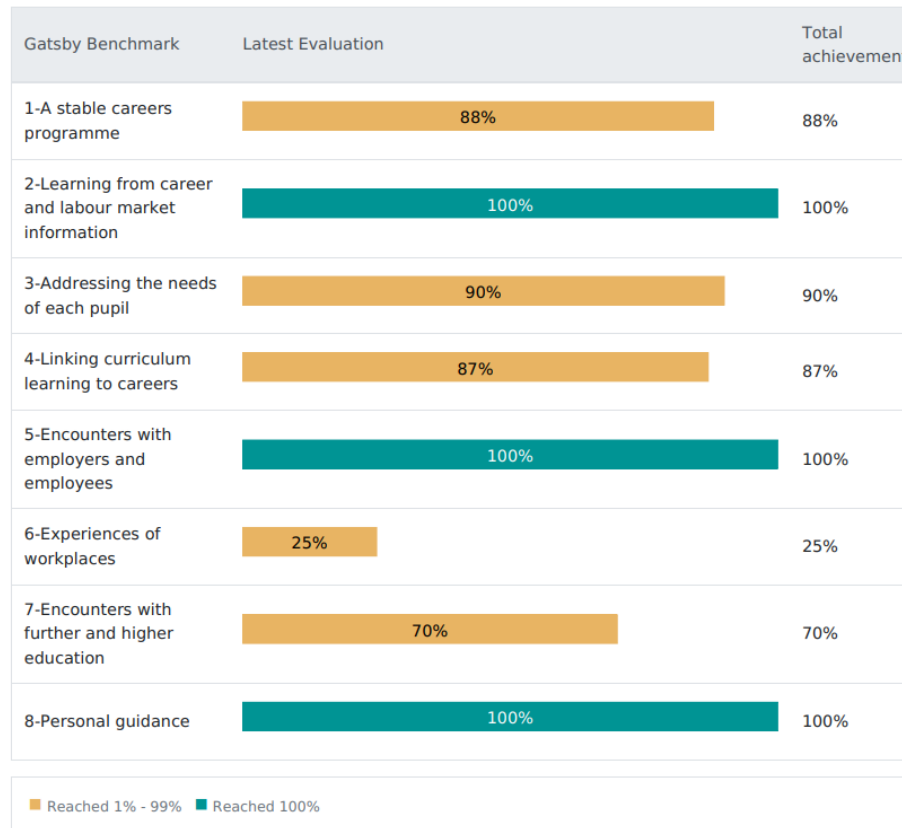
## SWOT Analysis

| Strengths   | Weaknesses  |
|---|---|
| <p>Basic careers strategy in place</p> <p>Benchmark 1-5 are quite good</p> <p>Benchmark 8 strongest</p> <p>Careers fairs are very well received</p> <p>Engagement in BMW (virtual 2020) all Yr 9</p> <p>Careers part of the Oasis one plan</p> <p>Good links with local HE providers</p> <p>Budget of £5000</p> <p>Post-16 provision particularly at BTEC is good.</p> <p>Retention rates at Yr11-post-16 are reasonable (60%)</p> <p>Subscription to Xello</p> <p>PD programme including Careers in place</p> <p>Ofsted "Good"</p> | <p>Benchmark 6 – WEX</p> <p>Potentially over confident in meeting other benchmarks</p> <p>Not enough record keeping of events (Compass+ Introduced)</p> <p>Not enough evaluation of events and activities</p> <p>Limited parental engagement</p> <p>NEET figures and accurate data collection of records over 3 years</p> |

| <b>Opportunities</b>  | <b>Threats</b>  |
|---|---|
| Benchmark 6 – Virtual WEX<br>Virtual opportunities for employer engagement<br>Participation in CLP<br>New Enterprise advisor<br>Trust opportunities for SGP | Impact of Covid has significantly restricted planned programme<br>Staff morale<br>Unemployment increase |

# Evaluations (Compass +)

This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

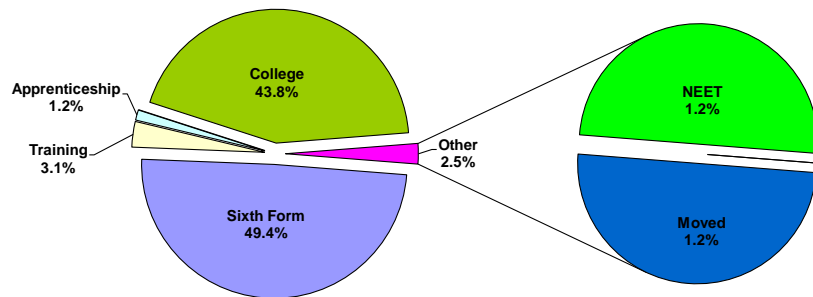


# Destinations Data

## Bradford District Activity Survey 2020

Oasis Academy Lister Park  
The 2019/2020 Year 11 at 2nd November 2020

| In Learning:                        | 158        | 97.5% | Other Categories:                      | 4 | 2.5% |
|-------------------------------------|------------|-------|--|---|------|
| Sixth form course                   | 80         | 49.4% | Employment without full training/study | 0 | 0.0% |
| College course                      | 71         | 43.8% | Moved away                             | 2 | 1.2% |
| Training course                     | 5          | 3.1%  | NEET                                   | 2 | 1.2% |
| Apprenticeship                      | 2          | 1.2%  | Not known                              | 0 | 0.0% |
| Employment with full training/study | 0          | 0.0%  |  |   |      |
| <b>Year 11 Total</b>                | <b>162</b> |       |  |   |      |



## Bradford District Activity Survey 2020

Oasis Academy Lister Park  
The 2019/2020 Year 13 at 2nd November 2020

| In Learning:                        | 101        | 96.2% | Other Categories:                      | 4 | 3.8% |
|-------------------------------------|------------|-------|--|---|------|
| Sixth form course                   | 5          | 4.8%  | Employment without full training/study | 2 | 1.9% |
| College course                      | 14         | 13.3% | Moved away                             | 0 | 0.0% |
| Higher education                    | 77         | 73.3% | NEET                                   | 0 | 0.0% |
| Training course                     | 2          | 1.9%  | Not known                              | 2 | 1.9% |
| Apprenticeship                      | 2          | 1.9%  |  |   |      |
| Employment with full training/study | 1          | 1.0%  |  |   |      |
| <b>Year 13 Total</b>                | <b>105</b> |       |  |   |      |

