



CEIAG

CAREERS EDUCATION, INFORMATION,
ADVICE & GUIDANCE

Character and Opportunity

Work related Learning

at

OASIS ACADEMY BRIGHTSTOWE

2020-2021



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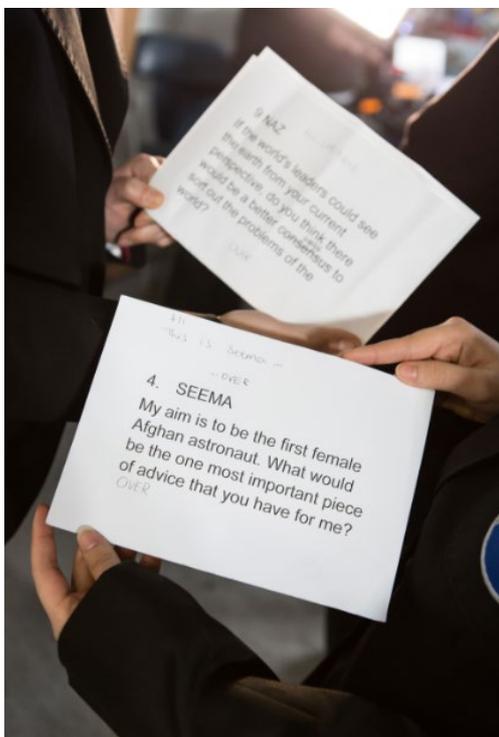
Signature (Careers Co-ordinator): April Booker

Signature (ALT): Ally Eynon

Signature (Academy Council Representative): Nicki Clark

‘#TeamBrightstowe believes that any child can learn anything, if they are given the right teaching and if they apply sufficient effort’

- Oasis Academy Brightstowe Vision



'Give me a lever long enough, and a fulcrum on which to place it, and I shall move the world' - Archimedes

- B:** Beauty
- R:** Resilience
- I:** Independence
- G:** Growth Mindset
- H:** Healthy Lives
- T:** Team



‘I am pleased to confirm that Oasis Academy Brightstowe meets the requirements to attain the Employability Chartermark for Education.

This is a significant achievement for the Academy, and reflects the high level of priority that is placed on ensuring their students are exposed to a wide range of employment options and supported to achieve their employability potential’

- *Employability Chartermark Assessment 2015*





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OUR PARTNERS

Gold:

Womble Bond Dickinson
KPMG
Nisbetts
Warburtons
Spark
Radio Society Shirehampton
RSGB
City of Bristol College
North Bristol Post 16
St Bedes
University of Bristol
Active Leaders
Future Quest
Ask Apprenticeship/Western Outreach
Wilmott Dixon

Silver:

University of the West of England
SGS Filton
Access to Music
ESA
UKSA
Barclays
Spotless Cleaning
The Army
Thales
Rolls Royce
GKN

Bronze:

Airbus
T2
KTS
Deloitte
Bristol Rugby Club
Juicy Blitz
Social Action
WE Day / Free the
Children
NHS



WHAT IS CEIAG AT OASIS ACADEMY BRIGHTSTOWE?

INTENT

Executive Summary

In a location where three of the eight local sub-regions, known as Lower Super Output Areas (LSOAs), are in the bottom 10% of the Index of Multiple Deprivation in the UK – and a further four are in the bottom 20% – we are unapologetic and relentless in our Academy mission to ensure that our pupils are ‘inspired to excel in all areas of life’ and that every student if they are given the right teaching and supply sufficient effort can achieve anything.

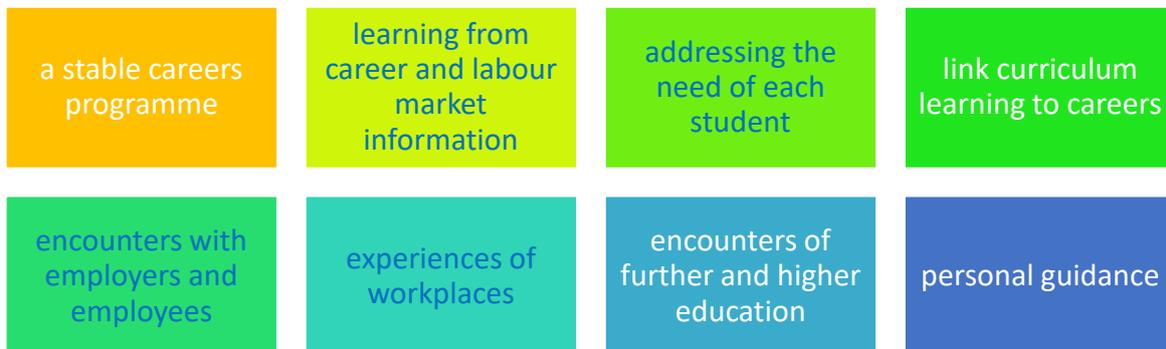
Our legal and moral obligations require us to equip each and every student with the necessary skills so that they can make informed choices about their future. Their outcomes – both academic and employability-related – should result in quality employment, and high levels of personal wellbeing and preparation for adult life. This is reflected in the new Ofsted framework that highlights the ‘personal development’ of pupils, and moving further than the previous framework, directly addresses our need to prioritise the future careers and current aspirations of our learners:

- ***‘developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society***
- ***providing an effective careers programme in line with the government’s statutory guidance on careers advice that offers pupils: – unbiased careers advice – experience of work, and – contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire***
- ***supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.’***

- School Inspection Handbook, 2019

However, our existing definition of ‘career’ needs to be renewed in light of the changing career landscape. As ‘jobs for life’ are replaced by portfolio careers (the national norm is nine to ten ‘transition points’) and careers are centred around continuous learning, then ‘a career’ is not just work but an individual’s journey through learning and work. Our imperative is therefore on preparing young people with the necessary skills, attitudes and attributes for a life of transition and choices.

Our guiding principles in creating a robust and rigorous careers education programme stems from the Gatsby foundation report, ‘Good Career Guidance’ (2014), and the statutory guidance (2018):



With a programme based on these eight guiding principles, the impact is as follows:



Indeed, with a blend of real life experiences, classroom guidance, and independent research, students have a complete diet to prepare them for life, learning and work. Employers and workplace experiences are crucial, also. As Dr Anthony Mann, in ‘It’s who you meet’, notes:

‘The 7% of young adults surveyed who recalled four or more activities while at school were five times less likely to be NEET and earned, on average, 16% more than peers who recalled no such activities.’

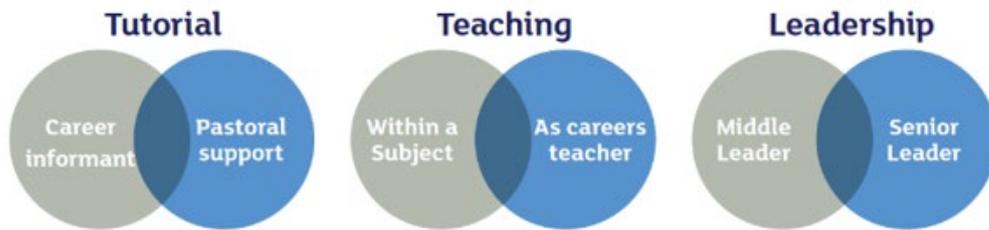
- It’s who you meet: why employer contacts at school make a difference to the employment prospects of young adults. Dr Anthony Mann, 2012.

We will ensure that students have a greater understanding of the world of work and the inter-relationships between the roles, skills and progression routes involved. By focusing on this aspect of character education, all students (irrespective of their starting point) will be more empowered and informed to take ownership and accountability for the choices they need to make for their future beyond school. In taking responsibility for their futures, students’ aspirations will be raised. An immersion in employability, careers and business initiatives will support essential skills acquisition, allowing students to make the links between the skills they learn at school to those that are needed for later in life. A structured and embedded careers programme is absolutely necessary for every student to achieve our vision.

At Oasis Brightstowe, we see the responsibility to achieve this vision as distributed. Every teacher, and every adult in our building, is a teacher of careers.



1



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Objectives

¹ Teach First and The International Centre for Guidance Studies research suggests a taxonomy of teacher roles - the internal infrastructure needed to best support an effective whole school CEIAG policy. The research suggested if any one of these roles is implemented or enhanced it is reasonable to expect improvements in students career learning. However, CEL is most effective when all six roles are present and connecting as part of a coherent and developmental whole-school programme, rather than a set of disconnected activities



The overall objectives for the programme is for the Academy to become 100% Gatsby-compliant, and in doing so ensure careers provision for students fully prepares them for the challenges that post-secondary life entails. The Gatsby Benchmarks and the progress the Academy has made in meeting them are detailed below:

Benchmark	Breakdown of intended provision	Progress towards meeting Benchmark July 2020
1 A stable careers programme	<p>1.1 Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.</p> <p>1.2 The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.</p> <p>1.3 The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</p> <p>1.4 Schools must give providers of technical education and apprenticeships the opportunity to talk to all pupils.</p>	88%
2 Learning from career and labour market information	<p>2.1 By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>2.2 Parents should be encouraged to access and use information about labour markets and future study options to support their children.</p>	100%
3 Addressing the needs of each student	<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>3.2 Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development.</p> <p>3.3 Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school. What this means in practice.</p>	100%



	<p>3.4 The school has a clear strategic overview of a student’s career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student’s barriers to overcome and the bridges of support they need to maximise their life chances.</p> <p>3.5 The school takes regional and national labour market information and destinations patterns into account.</p>	
4 Linking curriculum learning to careers	<p>4.1 Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. 4.2 By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.</p> <p>4.3 All subject teachers emphasise the importance of succeeding in English and maths.</p>	81%
5 Encounters with employers and employees	<p>5.1 Students should participate in at least one meaningful encounter with an employer every year between Years 7-13.</p> <p>5.2 Work with your regional Local Enterprise Partnership (LEP) to make sure you are aligning to the strategic economic plan of the region.</p>	100%
6 Experience of workplaces	<p>6.1 By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>6.2 By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have</p>	100%
7 Encounters with further and higher education	<p>7.1 By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.</p> <p>7.2 By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p>	100%



8 Personal guidance	8.1 Every student 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. 8.2 Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	100%
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OBJECTIVES 2020-2021

In the past academic year, the academy has made major progress on achieving all Gatsby Benchmarks at 100%. In the next academic year, our aim is to achieve all 8 Gatsby Benchmarks at 100%. Where we are not yet meeting aspects of the benchmarks, we have developed four objectives on how we will do this:

Objective 1 BM1: A Stable Careers Programme

The Careers strategy along with the Character and Opportunity curriculum needs to be presented to the Academy Council (Oasis' equivalent to Governors) to get the programme approved.

Why must we meet this objective?

This is the final element on BM1 that needs to be completed to achieve 100% compliance. It will give the stakeholders the chance to have their say but also showcase how well we are doing, with the evidence of the progress towards the Gatsby Benchmarks. The Governing body has the duty to make sure that the school or college delivers excellent careers guidance.

How will we meet this objective?

- The careers lead will present the careers programme (the Assistant Principal may wish to present the Character and Opportunity curriculum in which the careers programme sits);
- Any feedback and amendments wanted will be acted upon;
- Seek advice from our Enterprise co-ordinator to ensure our plans and programme meet all guidelines.
- Have a link Governor who to liaise with so they can hold the career lead to account.

How will we know that we have met this objective?

- At the next Compass evaluation against the Benchmarks, we should reach 100% if the programme has been presented to the Governors;
- The link Governor is liaising with the careers lead about the programme;
- Improved and amended programme that will be presented on the website.



Objective 2 BM1: A Stable Careers Programme

Revamp the website offer, including access to the Academy careers plan, future study options, labour market information and ways for students, teachers, parents and employers to offer feedback.

Why must we meet this objective?

Although the current website offer has information for all stakeholders, some of it is outdated and not relevant. It is crucial that all Academy stakeholders have access to the programme so they know what the careers offer is, meaning they can both hold the Academy accountable for it as well as feedback into the programme to help it develop further.

How will we meet this objective?

- Complete the careers plan, including plans on how it will gather and use feedback systematically to improve the offer to students.
- Publish the careers plan on the Academy website.
- Create targeted areas on the website for students, teachers, parents and employers with relevant information for these parties, as well as an area for them to get in touch with their feedback. Then signpost all parties to the site using appropriate communication.
- Plan regular updates to the site, acknowledging that the information on there is constantly evolving and we must therefore follow suit.

How will we know that we have met this objective?

- The careers plan will be complete and published on the Academy website.
- There will be activity on the targeted areas on the website for students, teachers, parents and employers.
- Students will become more knowledgeable about their local context in terms of future study options and labour market information.
- Teachers will be able to access all they need to know in one place and this will encourage all teachers to engage with the material and they will be more knowledgeable.

Objective 3 BM4: linking curriculum to careers

Every subject needs to be championing the Character and Opportunity Curriculum and this needs to be embedded into their curriculum, especially the STEM subjects. Specifically they need to be able to show the links to their curriculum and the Labour Market Information (LMI).

Why must we meet this objective?

- As laid out in the Gatsby Benchmark 4 - by the age of 14 every pupil should have had the opportunity to learn how the STEM subjects (Science, Technology, engineering and maths) help people to gain entry to a wide range of careers.
- Students need to be educated about careers through their subjects and how the knowledge, understanding and skills developed can be applied in the world of work. This could in turn, bring relevance to the learning in the subjects and increase the students' engagement.
- Students and teachers need to be engaging with the LMI so they can understand the options available to them post 16 and post 18.

How will we meet this objective?

- Introduce Career /Character and opportunity Champions in every subject. They will ensure that aspects of the Character and Opportunity curriculum is embedded into the curriculum with support from the careers lead and Assistant principal, this will include careers and employability skills. The champions will engage with businesses, bring in speakers, and arrange visits and trips. The champions will all meet once a term;
- Increase speakers and visitors especially in the STEM subjects, ensuring the uptake of girls;
- Character and Opportunity Display boards for every subject showing the LMI and careers linked to the subjects;
- Every member of staff to display their career and aspiration journey on their door.

How will we know that we have met this objective?

- Champions will have been recruited and will be meeting once a term;
- STEM activities and awareness has increased;
- Increased speakers and visits linked to curriculum subjects;
- Display boards in every subject.

Objective 3 BM1: A Stable Careers Programme

Review our careers programme by systematically setting up planned evaluations for all stakeholders to complete which we allow the academy to strive to improve their offer.

Why must we meet this objective?

- As stated in Gatsby Benchmark 4, the programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process;
- To ensure that we are still complying to the Gatsby Benchmarks and we are meeting all stakeholders expectations;
- The academy needs to hear the views and opinions of all stakeholders so we can update the content and develop in line with the needs of the stakeholders;

How will we meet this objective?

- Use the Evaluation cycle



- Timely and meaningful evaluations that are embedded into the programme that can be measured;
- Careers lead having a presence at large events to ensure evaluations are carried out and listen to the stakeholders;
- Student voice surveys after all trips/events carried out by the Champions;



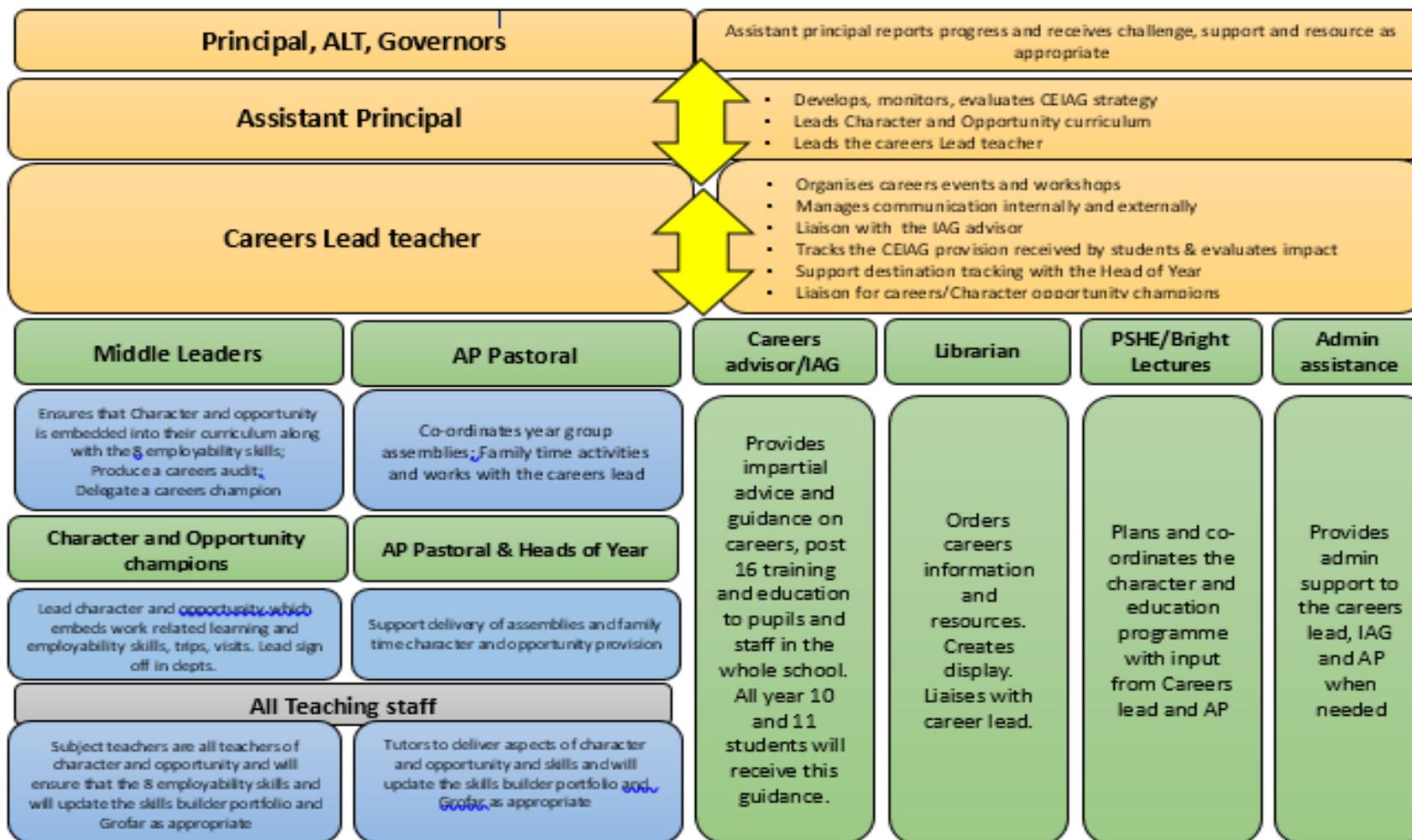
- Parents are targeted at events such as parents evenings using I Pads to get a snap shot and also via the academies communication portals such as BromCom/Social Media;
- Utilise the Prefects to help conduct parents surveys;
- After trips/events where businesses are involved ensure their feedback is recorded – this is especially important after events such as Post 16 information evenings, Careers Fayre and talks.
- Student council run an aspirations survey bi-yearly with the support of the careers lead to see;
- Results will be analysed and discussed with the careers lead, Assistant principal and Champions and changes made where necessary.

How will we know that we have met this objective?

- Timely and meaningful evaluations have been carried out with all stakeholders;
- Data will have been collected and analysed;
- Termly meetings where possible with Careers Lead, assistant principal and champions to report on the findings;
- Implement the new recommendations/changes to the Careers and Character and Opportunity programme.

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Character & Opportunity and CEIAG Organisational Structure





IMPLEMENTATIONS

Through a stable careers programme students will develop an understanding of their own strengths and weaknesses, skills, talents and abilities as well as developing knowledge about different career pathways, job sectors and employability skills which will enable them to make informed and ambitious decisions about their future.

Whilst the careers leader has overriding control of the careers plan, it is the responsibility of every staff member at Oasis Academy Brightstowe to contribute to the delivery of the programme. In order for the programme to optimise success, it requires a joined-up approach from all staff with links to future plans and guidance on how to achieve personal goals offered at every plausible step.

Roles & Responsibilities

Academy Council

The governing body has a statutory responsibility to monitor and evaluate the effectiveness of all the academies policies and its curriculum in order to promote high standards of educational attainment. They will be consulted about the Character and Opportunity curriculum, which will include the careers programme.

- The Academy Council should identify a link Governor (this is currently Nikki Clarke) to offer support and challenge;
- The Careers programme needs to be completed and presented to the Academy Council and signed off by the end of September. This is vital for Gatsby Benchmark 1;
- Ensure that the agreed careers objectives are understood and implemented across the Academy;
- Ensure the Careers Leader is prepared for Ofsted inspections, including the chance to present with internal reviewers (OCL);
- Ensure Academy at least meets (and ideally exceeds) the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed time and resources are available during the year.
- Engage with the evaluation process and review progress and achievements versus the careers plan and make adjustments as necessary.

Academy Leadership Team (ALT)

ALT will support the provision and development of the Careers programme in line with this policy by providing leadership, adequate resourcing. They will ensure the Character and Opportunity and careers programme is visible on the Academy Development plan (ADP). Currently Sally Bott is the Assistant Principal that leads on the Character and Opportunity curriculum and is responsible to Alison Eynon (Deputy Principal).

- There will be a Senior Leader with overall responsibility for careers provision;
- Responsible for the recruiting and supporting the Leader of Careers in delivering the programme;
- Be the link contact between the Leader of Careers and the Senior Leadership Team;
- Promote the programme and its importance to the wider staff body through all staff briefings, year team meetings and CPD sessions.



Leader of Careers

The lead of careers will be responsible for keeping up to date with developments and good practice, and leading a team of staff and external partners.

- Prepare, deliver, evaluate and review the careers plan;
- Be the key contact between the school and external providers such as the local authority, Further and Higher Education establishments, guest speakers, careers advisors (both those offering student guidance and those supporting the Head of Careers in delivering the programme), local businesses, apprenticeship providers and mock interview volunteers;
- Track all careers activity and be flexible to update the plan dependent on quality of provision and evaluations;
- Regularly update careers guidance section of the Academy website;
- Seek to establish more links with local employers, and explore the provision they can support us with;
- Liaise with the Heads PA to ensure that there are no clashes on the Academy calendar and all events will be presented to ALT for approval;
- Lead the team of careers champions, setting targets for provision both within lessons and in extracurricular time and then supporting them to reach these targets;
- Stay up-to-date with the changing labour market environment by regularly reading articles and engaging in appropriate CPD opportunities;
- Plan and deliver relevant CPD for all staff to help them fulfil their roles towards delivering the careers plan;
- Plan work related drop down sessions, support with the delivery of the careers education and curriculum and train staff on best practice in terms of delivery and engaging students;
- Monitor the quality of all careers provision, both by internal and external providers by evaluation. Offer feedback for development where required.
- Regularly feedback to Academy Leadership Team on progression of the programme and actively seek their support to deliver the provision;
- Work with the year 11 team to ensure intended destinations data is collated in a timely fashion;
- Coordinate access to careers guidance, prioritising those at risk of becoming NEET;
- Liaise with the SENCO to ensure additional provision is in place for those students who require it;
- Be the Academy's expert on all matters relating to careers education and the labour market, and advise on policy update that affect other members of the Academy;
- Complete a termly audit against the Gatsby Benchmarks using the Careers & Enterprise Company's Compass tool;
- Have regular contact with our designated Enterprise Coordinator and Enterprise Advisor who both feed into the overall Academy careers plan;



- Liaise with admin staff to organise rooming and staffing of events in a timely manner, attempting to minimise disruption to regular Academy operations.

Careers Champions

Careers champions are going to be introduced in September 2020 for every subject so that Character and Opportunity alongside careers can be embedded into every subject. Some of the activities that they will cover:

- Identify opportunities for careers education within their subject area, and provide resources for other teachers to use for all year groups;
- Attend regular meetings with the Lead Careers to feedback on progress towards targets, and receive CPD around labour market information, career opportunities and policy updates relevant to their subject areas to pass onto other department members;
- Produce high quality careers displays linked to their subject area for all classrooms of that subject;
- Explore opportunities for drop down sessions and trips that link classroom learning to careers within their subject area;
- Support Head of Careers in delivering staff CPD and larger scale events across the Academy;
- Assist the Middle Leaders with the Curriculum to identify how the Character and Opportunity can be embedded into their curriculum.

Middle Leaders

Middle leaders will be responsible for nominating the careers champion for their subject area. They will need to:

- Support careers champions by allowing them time to deliver CPD during department meeting times, have influence over department displays and curriculum time built into MTPs for careers provision to be delivered;
- Offer guidance to careers champions on ensuring quality of delivery through other staff;
- Feed back to careers champions and Head of Careers about success of provision, both in subject areas and across the Academy as a whole.

Class Teachers

Subject teachers have a significant influence on young people's career plans and there is clearly a role that all teachers can play in educating students about progression in their subject and how the skills developed through their subject can be applied to the world of work. They can do this by:

- Delivering quality careers education linked to their subject areas, as provided by their careers champion;
- Attend CPD sessions that update on latest trends and advice regarding careers in their subject area;
- Contribute towards the development of a positive atmosphere towards Character and Opportunity and careers through enthusiastic and, where relevant, personal delivery.



- Signpost students to links between curriculum content and employability skills
- Identify opportunities to share their own personal journeys and experiences to help students better understand career routes and pathways;
- Display their career journey and aspirations on their door to their classroom.

Pastoral support

The academy takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for students in a number of ways. Staff may also be approached by students to help on an individual basis, or through the tutorial/pastoral system. They will offer a listening ear and where appropriate, information and advice. To be able to do this they will need to:

Head of Year

- Regularly liaise with Head of Careers to receive updated information and provision.
- Gather student names for the Head of Careers so they can provide additional support for those at risk of becoming NEET, disadvantaged students and SEN.
- Familiarise themselves with the Academy careers plan and identify links between that and their own intended Character and Opportunity/CEIAG/PSHE input for their year group;
- Identify opportunities for additional careers provision, suitable for their year group.
- Collect feedback from other members of their year team and feed this back to Head of Careers to support improvement of future provision;
- Support Head of Careers in delivering larger scale events across the Academy;

Tutors

- Deliver quality careers education sessions to their tutees during family time where appropriate;
- Identify students at risk of becoming NEET, with justification, and feed the names back to Head of Year or and the lead of Careers.
- Be the front line of careers education delivery throughout the Academy, and therefore approach with enthusiasm and confidence to help develop a culture of positivity towards Character and Opportunity and careers;
- Stay up to date with post-16 provision so they can offer effective guidance to their students as the first port-of-call;
- Be capable of adapting careers resources to ensure they cater for all needs within their tutor group;
- Display their career journey and aspirations on their door to their classroom.

SENCO with the support from their Teaching Assistants

- Familiarise themselves with the careers plan, and ensure that it 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 Head of Careers understands the Academy's statutory responsibility to students with SEN;
- With the support of the Career Lead and Careers Advisor SENCO'S discuss their career plans as part of their annual review;
- Ensuring key players are supported with Post-16 choices, applications and attend (or, where required, are taken to) college open days.
- Arrange a meeting with the Head of Careers to discuss any SEN needs of students attending careers trips.
- Gather student names for the Head of Careers so they can provide additional support for those at risk of becoming NEET, disadvantaged students and SEN.

Careers Advisor

- Provide independent careers advice to students, informing them of post-16 pathways suitable to their interests, academic record and personal career goals;
- Create an action plan for each student who has received independent 1-to-1 careers advice and upload to their Grofar account;
- Signpost the Head of Careers to useful links, local employment opportunities and relevant CPD.
- Liaise with the appropriate Heads of Year regarding careers advice and guidance and to inform them about courses, apprenticeship opportunities and possible programmes for the most vulnerable;
- Keep records of all students they have met, so any follow-up meetings with individual students can be as efficient as possible;
- Inform the Head of Careers and the Head of House/Assistant head of house immediately of any safeguarding issue regarding a student that arises from any careers guidance meeting so that they can log it accordingly on CPOMS.

Admin & Support Staff

Everyone can play a part in the Character and Opportunity curriculum and admin and support staff can do this by:

- Support Head of Careers and careers champions in rooming and staffing events, and advising alternate venues or times should proposed ones be deemed too disruptive to the regular functions of the Academy;
- Meet regularly with the Head of Careers to keep the website updated;
- Provide admin support in communications;
- Be role models in professional jobs, setting examples for our students of what good professionalism in a formal setting should look like.



IMPLEMENTATION

WHAT ARE THE PROJECTS WE WORK ON?

<u>PROJECT</u>	<u>ACTIVITIES</u>	<u>YEAR GROUP(S)</u>	<u>LINK TO GATSBY</u>	<u>LEAD STAFF MEMBER</u>
Scholarships	Red Maids' High Colston's School	11	GB3 GB7 GB8	Mel Powell (Acting Head of Year 9 and IAG)
Future Quest (all pupils BG 5+, ☺ attendance & behaviour, postcode BS11)	6 trips 5 trips Mentoring	Y9 Y10 Y11	GB2 GB3 GB4 GB4 GB7 GB8	Mel Powell (Acting Head of Year 9 and Careers advisor)
Student Leadership	Prefects Student Council Active Leaders Sports Leaders Antibullying (Diana Award)?	Y10 Y7-11 Y10 Y7-11	GB4 GB5 GB7 GB8	Kealy Darby (HoD Art) Emma Playfair PE department
Aspirational Mentoring (all pupils are HPA PP)	Womble Bond Dickinson (3 sessions)	Y9 HPA PP	GB5 GB8	
Work Experience	One week of experiences of work	Y10	GB1 GB3 GB5 GB6	April Booker (Careers lead) Kristian Dana (HOY Y10) Sarah Wright (AHOY Y10) Y10 Tutors
Mock Interviews	Every student researches a job, creates a CV, covering letter and	Y10	GB1 GB3	April Booker (Careers lead)

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	application, then has an interview with a business person		GB5 GB8	
Post 16 Information Evening	A variety of education and training providers are available to talk to students and parents about options P16	Y10 & Y11	GB1 GB2 GB3 GB5 GB7 GB8	April Booker (Careers Lead)

<u>PROJECT</u>	<u>ACTIVITIES</u>	<u>YEAR GROUP(S)</u>	<u>LINK TO GATSBY</u>	<u>LEAD STAFF MEMBER</u>
Independent Advice and Guidance	Compass provide 1:1 careers interviews	Y9-11	GB3 GB8	April Booker (careers lead) Mel Powell (Head of Year 9 and Careers advisor)
Skills Builder	Students working on the 8 main employability skills through a variety of activities in lessons and extracurricular activities.	Y7-11	GB1 GB4 GB5 GB6	April Booker (careers lead)
Grofar	Throughout their time at Oasis Brightstowe students will be building an action plan, recording workplace and post 16 opportunities that they have	Y7-11	GB1 GB2 GB3 GB4 GB8	April Booker (careers lead)

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	had which helps build a portfolio and CV.			
Careers Fayre (Every other)	A whole day event where numerous local businesses and post 16 providers talk to the students about job opportunities.	Y7-11	GB1 GB2 GB3 GB4 GB5 GB7 GB8	April Booker (careers lead) Mel Powell (Head of Year 9 and Careers advisor)
Apprenticeships	Students interested in apprenticeships are invited to take part in a programme offered by Western Training Providers (ASK Apprenticeships) to help them apply for apprenticeships and improve their employability and understand the process.	Y11	GB1 GB2 GB3 GB8	April Booker (careers lead)
School Leaver programmes	Nisbets – offer job opportunities to Y11 leavers	Y11	GB3 GB5 GB6	April Booker (Careers Lead)
Alumni programme	Future First co-ordination of school leavers	Y10 & Y11	GB1 GB2 GB3	Ally Eynon (ALT link) April Booker (Careers Lead)

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			GB4 GB5 GB7 GB8	
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An example of a typical year of the Careers Programme

(this could be affected in the coming year due to COVID19)

Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Imagine 'Self-knowledge'						
Grofar	Introduction and Log on. Begin to build action plan. Identifying personal traits, strengths		Homework booklet can be uploaded and completed on Grofar	Information will be uploaded onto Grofar about exploring a range of job sectors.		
Homework	Complete Action plan on Grofar		ASK Apprenticeship – booklet Homework to complete (approx. 5 hours)	Explore 3 jobs, the roles, qualifications; Update Grofar with these		
Speakers/Guests			ASK Apprenticeship assembly		KPMG – Numeracy Year group to be confirmed	
Trips	TBC	TBC	TBC	TBC	TBC	TBC

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Events OR National Weeks (in house)		EDT (Engineering Development Trust) Hitachi work shop	National Apprenticeship week	National Careers Week EDT (Engineering Development Trust) Hitachi work shop		Careers Fayre every 2 years
Future Quest						
Skills Builder	TBC	TBC	TBC	TBC	TBC	TBC
PSHE lesson	See Grofar		What is an apprenticeship	Raising aspirations by exploring a range of job sectors.		

8 Year

Year 8 Inspire 'development of transferable skills'	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Grofar	Introduction and Log on. Begin to build action plan. Identifying personal traits, strengths	Continue to understand yourself, Talents and what careers they may lead to. Research different careers. Use the Quizzes to see what careers best	Homework booklet can be uploaded and completed on Grofar	Information will be uploaded onto Grofar about exploring a range of job sectors.	Engagement with LMI and information regarding job sectors. These lessons and resources will be uploaded onto Grofar.	Evaluate any trips or events on Grofar

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		suit your personality.				
Homework	Complete Action plan on Grofar		ASK Apprenticeship – booklet Homework to complete (approx. 5 hours)	Explore 3 jobs, the roles, qualifications; Update Grofar with these		Complete any evaluation any trips or events on Grofar
Speakers/Guests			Assembly on apprenticeships		KPMG – Numeracy day. Year group to be confirmed.	
Trips	TBC	TBC	TBC	TBC	TBC	TBC
Events OR National Weeks (in house)	KPMG – Year 8 Bright Day (whole year group off timetable for the whole day)		National Apprenticeship week	National Careers Week		Careers Fayre every 2 years
Future Quest						
Skills Builder	TBC	TBC	TBC	TBC	TBC	TBC
PSHE lesson	See Grofar		What is an apprenticeship	Raising aspirations by exploring a range of job sectors. Career Paths- what qualifications are needed in preparation for Options	Engagement with LMI and information regarding job sectors. These lessons and resources will be uploaded onto Grofar.	
Role of the Tutor			Support with options process	Support with options process		



Year 9

Year 9 Inform 'Knowledge of the LMI'	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Grofar	Introduction and Log on. Begin to build action plan. Identifying personal traits, strengths	Continue to understand yourself, Talents and what careers they may lead to. Activities that look at LMI and growth sectors locally as well as Nationally.	Homework booklet can be uploaded and completed on Grofar	Resources for PSHE will be uploaded on to here for access	Engagement with LMI and information regarding job sectors. These lessons and resources will be uploaded onto Grofar.	Evaluate any trips or events on Grofar
Homework	Complete Action plan on Grofar		ASK Apprenticeship – booklet Homework to complete (approx. 5 hours)	Explore 3 jobs, the roles, qualifications; Update Grofar with these		Complete any evaluation any trips or events on Grofar
Speakers/Guests			ASK apprenticeship assembly	Future Quest (not just for the FQ (students)) Budgeting work shop and also a Time management work shop – Both 1 hour	KPMG – Numeracy day. Year group to be confirmed.	

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Trips	TBC	TBC	TBC	TBC	<ul style="list-style-type: none"> Catering students only Trip to Puxton Park Farm to Fork 	TBC
Events OR National Weeks (in house)			National Apprenticeship week	National Careers Week		Careers Fayre every 2 years
Future Quest students <i>(These are normally 1 day events)</i>	Launch of Future Quest	British Aerospace Trip Christmas Show	Bristol Old Vic Workshop	Speakers Trust	UWE Visit	<ul style="list-style-type: none"> Outdoor adventure Clifton Suspension Bridge
Skills Builder	TBC	TBC	TBC	TBC	TBC	TBC
PSHE lesson	See Grofar	See Grofar	What is an apprenticeship	Raising aspirations by exploring a range of job sectors. Career Paths- what qualifications are needed in preparation for Options	Engagement with LMI and information regarding job sectors. These lessons and resources will be uploaded onto Grofar.	
Role of the Tutor			Support with options process	Support with options process		



Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Impress 'Knowledge of the LMI'						
Grofar	Introduction and Log on. Begin to build action plan. Identifying personal traits, strengths	CV writing (all resources on line)	Preparing for Mock interview day – resources could be uploaded onto Grofar for access	Raising aspirations by exploring a range of job sectors. Refining CV	Evaluation of WEX (Monkey survey – will be uploaded onto Grofar) Update action plan and log any other activities that are relevant.	Research post 16 provisions and courses –resources will be uploaded on Grofar?
Homework	Complete Action plan on Grofar	Complete CV	Research apprenticeships	Explore 3 jobs, the roles, qualifications; Update Grofar with these Refining the CV	Complete survey of WEX	Complete any evaluation for any trips or events on Grofar
Speakers/Guests			ASK Apprenticeship assembly. Future Quest (not just for the FQ (students) Resilience work shop and also a	Future Quest (not just for the FQ (students) Budgeting work shop and also a Time management work shop – Both 1 hour	KPMG – Numeracy day Year group to be confirmed.	Royal Marines AM event for half the year group

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			Healthy Habit work shop – Both 1 hour			
Trips	TBC	JLL Construction – Skills Builder Trip	TBC	Skills Builder Trip to HMRC (Business Students) UWE trip (funded by Future Quest) A day in the life of a student	TBC	TBC
Events OR National Weeks (in house)	Assembly introducing WEX Post 16 provider Event		National Apprenticeship week Mock interview day <i>(between 15-20 business personnel attend to support)</i>	National Careers Week		Careers Fayre every 2 years WEX Week Active Leaders course <i>(for 15 of our Navy Blue students or students who are natural leaders)</i>
Future Quest students <i>(These are normally 1 day events)</i>		London Visit	Personality Profiling	Future Skills day	University of Bristol visit	Celebration event
Skills Builder	TBC	TBC	TBC	TBC	TBC	TBC
PSHE lesson	See Grofar Support with applying for WEX	See Grofar – What is a CV and why are they important.	What is an apprenticeship Assembly delivered by ASK Apprenticeships	Raising aspirations by exploring a range of job sectors.	See Grofar	What Post 16 provisions and courses are available to you?

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			Preparing for Mock Interview			
Role of the Tutor	Support with applying with WEX	Tutor check in with WEX Tutors to proof read CV's and feedback	Ensure students know their time slot for their mock interview. Support with WEX Tutors to proof read CV's and feedback	Tutor check in with WEX – ensure they have their job description and they have all contacted their employers.	Tutor check in with WEX – ensure they have their job description and they have all contacted their employers.	Tutors to have an up-to-date pack of prospectuses for student's perusal.

Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ignite 'Aiming High'						
Grofar	Introduction and Log on. Begin to build action plan. Identifying	Engagement with LMI – resources could be uploaded to look at.	Complete CV using the resources to help Complete Destination Data 2 of 3	Refining CV after feedback Complete Destination Data 3/3	Complete Alumni information Complete any evaluation for any	

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	personal traits, strengths Complete Destination Data 1 of 3	Support for college applications can also be uploaded			trips or events on Grofar	
Homework	Complete Action plan on Grofar Complete Destination Data 1 of 3 To begin to apply to colleges	Look at LMI Look at the sectors you are interested in.	Complete CV Complete Destination Data 2 of 3	Complete CV Complete Destination Data 2 of 3	Complete Alumni information Complete any evaluation for any trips or events on Grofar	
Speakers/Guests	Assemblies from POST 16 Providers	Western Training Providers Alex Richards introducing Apprenticeships and the support he can give for up to 20 students interested in Apprenticeships	Future Quest – can deliver an assembly or lesson on Post 16 and Future Pathways	University of Bristol – Health department workshop (for those students interested in Nursing/Doctor/Vet /dentistry)		
Trips	TBC	NBP16 Visit Redmaid’s Visit Colston’s Visit	TBC	Festival of Care (AM trip only)		

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				Care providers across the city come together to promote their sector for students who are interested in this sector.		
Events OR National Weeks (in house)	Post 16 provider Event		National Apprenticeship week Mock Results day Western Training Providers (Alex Richards) begin their apprenticeship support lessons with up to 20 students)	National Careers Week Western Training Providers (Alex Richards) support lessons with up to 20 students)	Western Training Providers (Alex Richards) support lessons with up to 20 students) Final session.	<i>Careers Fayre every 2 years</i>
Future Quest students <i>(These are individual sessions)</i>	Mentoring	Mentoring	Mentoring	Mentoring		
Skills Builder	TBC	TBC	TBC	TBC		
PSHE lesson	See Grofar	See Grofar	CV Writing using Grofar	CV Writing using Grofar	See Grofar	



	Exploring opportunities for Post 16 How to complete a college application	How to complete a college application	College applications	College applications		
Role of the Tutor		Tutors to gauge interest in Apprenticeships Help with application forms for college Update destination tracker	Tutors to check on how college applications are going. Tutors to proof read CV's and feedback Update destination tracker	Tutors to check on how college applications are going. Tutors to proof read CV's and feedback Update destination tracker Destination data must be complete as it will be sent to Bristol City Council Tutors to report any students they are concerned about	Encourage students to complete Alumni information on Grofar Tutors to report any students they are concerned about	



IMPACT

As mentioned in the summary the overriding intent and purpose for this careers programme is that it is our legal and moral obligation that requires us to equip each and every student with the necessary skills so that they can make informed choices about their future. Their outcomes – both academic and employability-related – should result in quality employment, and high levels of personal wellbeing and preparation for adult life.

Therefore, the overriding impact of the programme is that students leave the Academy prepared to go onto the correct provision for them and be equipped with employability skills. If successful, the impact of the programme is far deeper for students. Listed below are the ways in which students who partake in the programme will be positively impacted by it, and the knock-on effects of that impact on the Academy and the wider community:

- Students are knowledgeable about the careers options that are out there, and they know where they can find information on the labour market;
- Students are able to reflect on their strengths, interests, motivations, areas for development and personal ambitions;
- Students are competent in a range of key employability skills. These include, but are not exclusive to:
 - Listening
 - Presenting
 - Team work
 - Leadership
 - Staying positive
 - Aiming high
 - Problem solving
 - Creativity



Our BRIGHT values will also prepare students to be:

The Oasis Ethos					
	Inclusion	Equality	Healthy Relationships	Hope	Perseverance
The BRIGHT way	Beauty	Books	We take pride in our books and work. Our books are a reflection of ourselves and our attitudes to learning		
		Uniform	We are proud of our appearance and strive to be ambassadors for our school and community		
		Eloquence	We know our speech and body language creates an impression of us to others we interact professionally with others.		
	Resilience	Bounce-back-ability	We greet failure as an opportunity to learn and try again undaunted		
		Perseverance	We keep going, even when it proves challenging		
		Achievement	We celebrate successes and realise that the best rewards are earned, not given		
	Independence	Organisation	We are prepared for each day, and plan in advance to help our lives run smoothly		
Integrity		We are honest and stay true to our moral code			
Responsibility		We accept ownership of our actions, behaviours and their consequences - both positive and negative			
Growth Mindset	Hope	We have a positive attitude to opportunities and challenges			
	Aspiration	We believe that our success and potential is not fixed; we actively seek to broaden our horizons and improve ourselves			
	Courage	We are brave enough to push ourselves, take a positive risk and go beyond our comfort zone			
Healthy Lives	Healthy Body	We exercise and eat and drink healthily to maximise every minute of our lives			
	Healthy Mind	We understand that our mental attitude is crucial to our health and success; we sleep well and develop mental habits to keep us strong			
	Healthy Relationships	We know that the people around us make us strong and successful; we understand how to recognise and develop positive relationships			
Team	Respect	We think of others before ourselves and are aware of others' needs			
	Leadership	We engage those around us in a positive goal, and hold others to account when necessary			
	Community	We realise we are a part of a global human community - supporting our school, local and national causes			

Oasis Academy Brightstowe has a strong record of accomplishment with its CEIAG programme, as demonstrated by its excellent 'destination' data, which we are required to monitor as part of our CEIAG policy.

Leaver’s destination data (DFE, 2018/19):

Post 16 Activity Group	Number of Students	
Current Situation Not Known	16	12.1%
Education	105	79.5%
Employment	2	1.5%
NEET	3	2.3%
NYRCSLA	1	0.8%
Re-engagement Provision	5	3.8%

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Total	132	100%
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As mentioned previously we have made huge progress towards being 100% compliant towards the Gatsby Benchmarks. The progress can be seen below:

Benchmark	Progress towards meeting Benchmark July 2020				
1 A stable careers programme	41%	58%	82%	88%	88%
2 Learning from career and labour market information	100%	100%	100%	100%	100%
3 Addressing the needs of each student	81%	81%	90%	90%	100%
4 Linking curriculum learning to careers	56%	68%	81%	81%	81%
5 Encounters with employers and employees	100%	100%	100%	100%	100%
6 Experience of workplaces	100%	100%	100%	100%	100%
7 Encounters with further and higher education	80%	80%	100%	100%	100%
8 Personal guidance	100%	100%	100%	100%	100%



PRODUCED SEPTEMBER 2020

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