



Careers Programme

Oakwood Community School

The Careers Programme at Oakwood Community School will be led by the Gatsby Benchmarks. In using the benchmarks we aim to create an inclusive Careers programme that will raise student's aspirations, support transition in to further education and employment and enable students to develop the skills and outlook they need to achieve career wellbeing, adaptability and resilience.

To support the Careers programme there is a Careers policy. There will be an annual review.

The Gatsby Benchmarks:

The eight benchmarks are a framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice, and guidance. They were established as part of Sir John Holman's research into what pragmatic actions could improve career guidance in England and now form part of the government's careers strategy, launched December 2017.

Benchmark 1: A stable careers programme.

What this means in practice is that the careers provision arches across the whole school with activities which will support students in making better decisions about their futures. The programme at Oakwood Community School will include:

- Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise.
- Development of students ability to negotiate, make decisions and transition skills
- Purposeful interactions with a range of trusted and familiar adults including school staff and business volunteers.
- Partnership with parents and carers with visibility into the careers programme, and support through the website and parents evening
- Information, advice and guidance throughout their time at Oakwood Community School
- Weekly careers and key skills lesson for KS4 students.

Benchmark 2: Learning from career and labour market information.

By the age of 14 all students should have accessed and used information about careers paths and the labour market to help inform their own decisions. It is so important to help young people to start thinking about their future options. This is of particular importance within SEND as students develop socially, emotionally, cognitively or physically at different rates and careful consideration needs to take place in order for them to progress and succeed. The SEND code of practice stresses the importance of high aspirations for successful transitioning as well as long term goal planning. Ideally this would start early on.

- Collect Alumni stories and show students past student success stories for inspiration
- Increase business visits to firms who have a diverse workforce and careers progression
- Increase the number of students accessing work experience placements
- Local LMI information Inc. local apprenticeships should be on the school website
- More use of START careers package (free)
- Advice for parents on the use of START on our website
- Regular updates on career information available online for students and via news letter
- LMI included within careers lessons

Benchmark 3: Addressing the needs of each pupil.

Students all have different careers guidance needs at different stages. To support the diverse nature of our students the careers programme should actively look to challenge stereotypes and raise aspirations. To support the individualised programme of careers students will keep a careers portfolio which will contain information on all careers interactions, STEM Days, assembly notes, Skills Builder and other careers interactions. Students will have access to these folders as will parents on parent's evenings.

- Support students to aim high and set goals through a range of careers related assemblies, volunteers and school trips to events such as The Big Bang Science Show and the Skills Show.
- Programme of one to one appointments which students can progress through at their own pace. Careers appointments a year from year 10 onwards
- Information about one to one appointments on the website for parents to see the programme of delivery
- Students will create a careers folder which will stay with them from year 7 until they leave. It will include their one to one appointments, careers day booklets and any information from assemblies of additional activities
- Destination data collected
- Careers support of EHCP
- Tailored support for transition
- Students develop a vocational profile in year 11, included in their careers folder Interactions with employers and employees from year 7.

Benchmark 4: Linking curriculum learning to careers.

It is so important to link curriculum subjects to careers and skills so students can see how subjects are going to help them in the future. The benchmark does state that STEM subjects in particular should show the relevance of STEM in a wide range of career paths. Enabling young people to think and develop their ideas about a future career whilst in school is often the best preparation for their future lives.

- STEM day once a year to promote skills used within STEM and focus on STEM careers
- STEM/curriculum notice boards linking to careers and skills
- Trip to Big Bang Science show in year 9 (post Covid)
- Weekly careers lessons covering key subjects
- Infographics within classrooms and online

Benchmark 5: Encounters with employers and employees.

There is evidence to suggest the students' need 4 or more encounters with employers for the impact to be effective and those who receive 5 or more are less likely to become NEET. The benchmark states that meaningful encounters cover a range of activities but does not include work experience. By increasing the number of employer encounters through assemblies, off site visits, volunteers and careers talks:

- Build strong links with a selection of local employers
- Workplace visits for KS4

Benchmark 6: Experience of the workplace.

Every student should have first-hand experiences of the workplace through work visits so they can explore their careers opportunities and expand their networks. Transition confidence and preparation are key to the successful participation in this type of activity so with all visits there will be a briefing and debriefing for students and staff. To achieve this benchmark:

- Students to discuss in one to ones the areas they are interested in
- This will look at part time work and external factors as well as future aspirations
- Termly trip for those students who are capable of accessing it to relevant workplace
- Work experience placements

Benchmark 7: Encounters with further education.

All students should understand the options available to them at post 16. This should include academic and vocational but it should be tailored to their needs and interests. Students should be made aware of the options open to them at post 16.

- Visits to local FE providers should be arranged in KS4
- Classroom based work on post 16 options
- Support within one to one guidance sessions of post 16 options

Benchmark 8: Personal Guidance.

Every student from key stage 3 onwards should have the opportunity to access guidance interviews with a Careers Professional. To build confidence and trust with the Professional students will access one interview per term for 20-30 minutes. Students will work at their own pace through a series of guidance sessions;

- All about me: looking at who they are, what they like, where they live, what they enjoy and future aspirations.
- Future options, what they can access what they want to do
- Their skills, abilities and personal qualities. What makes them unique
- Breaking down each aspiration and pathway
- Providing students with an action plan and strategy of how to achieve their dreams
- The aim of one to one guidance is to build motivation and confidence in the students own abilities. It is to help them to explore their dreams and make realistic plans as to how they will achieve them. The work of the one to one sessions will be supported by the work within the classroom.