

Ormiston SWB Academy

Strategic Careers Plan - 2024/25

Vision Statement: To raise the aspirations and awareness of opportunities for our students, whilst developing their confidence, motivation and ambition to allow them to make informed choices and fulfil their potential.

Schools Vision Statement:

'All SWB students will be respectful, responsible learners experiencing a first-class education'

Vision for Careers Provision Ideas:

Ormiston SWB Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. This policy provides a framework for meeting and achieving through Careers Education, Information and Guidance (CEIAG) the aims of:

- Raising students' achievement
- supporting inclusion and promoting equality of opportunity
- encouraging participation in lifelong learning, including further and higher education
- developing enterprise and employability skills
- Encouraging students to contribute positively to their communities

Vision for Careers Provision Statement:

To raise the aspirations and awareness of opportunities for our students, whilst developing their confidence, motivation and ambition to allow them to make informed choices and fulfil their potential.

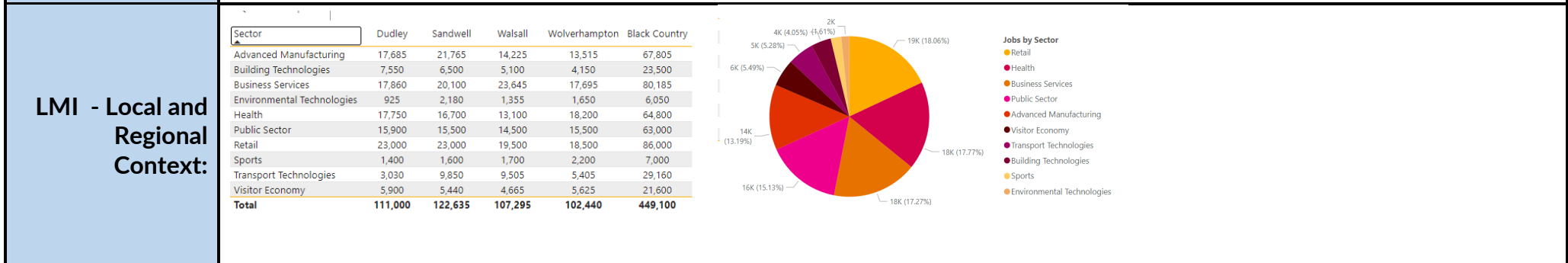
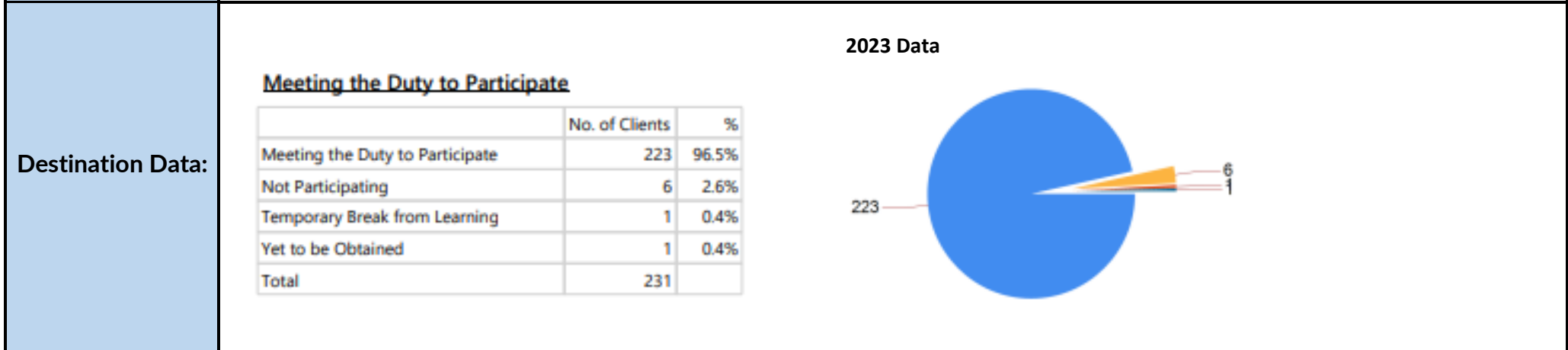
Current State

Compass - Current Compass Score:

- 1 - A stable careers programme – 100%
- 2 - Learning from career and labour market information – 100%
- 3 - Addressing the needs of each student – 100%
- 4 - Linking curriculum learning to careers – 100%
- 5 - Encounters with employers and employees – 100%
- 6 - Experiences of workplaces – 100%
- 7 - Encounters with further and higher education – 100%
- 8 - Personal guidance – 100%

Compass - Priority Benchmarks:

6 - Experiences of workplaces – Although 100% as the majority of students complete work placements, we would like all students to access a work placement, with reasonable adjustments made if a traditional placement is not appropriate. We also want to increase the number of year 12 students who go out on work placements.





SWBA :: GCSE 2024 :: 2024 Results Day

GCSE 2024 HEADLINES

Vulnerable Cohorts/Gaps in outcomes

	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
PROGRESS 8	-0.50 [206]	-0.65 [110]	-0.32 [96]	-0.76 [127]	-0.27 [38]	-0.09 [62]	-0.77 [111]	-0.37 [30]	-1.03 [16]	-2.69 [5]	0.93 [22]
ATTAINMENT 8	36.27 [224]	33.99 [122]	39.00 [102]	32.68 [134]	26.01 [41]	25.74 [62]	37.91 [111]	59.37 [30]	54.28 [16]	13.30 [5]	44.18 [34]

Strength of Careers Provision SWOT

Consider:

Time/Resource of Careers Leader, Role of EA/Link Governor, Parental Engagement, SLT Buy-in, Staff CPD, Whole School Responsibility for Careers, Impact Measurement, Evaluation

Benchmark progress: LMI, Tracking at Student Level, Careers within Subject Areas, Employer Engagement, Experiences of the World of Work, Encounters with FE/HE, 1:1 guidance

<p>STRENGTHS</p> <ul style="list-style-type: none"> • SLT Support • Strong curriculum links within the CORE programme • Good relationships between key stakeholders • Strong links with enterprise coordinator • Careers leader undertaking formal qualification (L6 in careers leadership and careers guidance) 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Benchmark 6 – Experiences of workplaces – Not necessarily a weakness but could be further developed with company links • Engaging with NEET students • Parental engagement with careers programme – Improved but still needs work • Careers provision within subject areas • Tracking careers at individual student level – Made progress with Unifrog but needs further embedding
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Staff training to increase buy-in • Learning by evaluating current careers practice 	<p>THREATS</p> <ul style="list-style-type: none"> • Staff buy in and inconsistency across subjects. • Access to employers when there’s so much resistance and time constraints

Key priority/action areas from SWOT:

- *Develop more links with businesses and employers to work on consistently achieving Benchmark 6*
- *Work with staff and other key stakeholders to develop links within the whole curriculum*
- *Monitor and review the progress of NEET students*
- *More accurate and robust tracking of students careers aspirations as they progress throughout the school*
- *Engage parents with the careers programme to support them in supporting their children*

Key strategic objectives

Vision:

- Should objectives be set around development/sharing of a vision?

Current State:

- Should objectives be driven by destinations data or other outcomes from SWOT analysis?
- Should objectives be driven by key priority benchmarks or by sub benchmarks at a student level
- Should objectives be driven by key SEND/vulnerable groups in your school/college?

Whole School/College Priorities: Key Prompts:

- What issues is your school 'trying to solve'. Consider how Careers provision can add capacity and can be 'part of the solution'
- Key issues for the school from the SDP
- Key areas for improvement from Ofsted
- Key thematic areas for the school (i.e. parental engagement, stakeholder voice, literacy, oracy, etc.)

Key Strategic Objectives

Key Strategic Objectives	
1	Monitor and track careers provision across the academy curriculum to enhance the overall delivery of CEIG
2	Develop the C.O.R.E. curriculum to build towards a progressive spiral careers curriculum
3	Improve the work experience provision so that an increasing number of students complete WEX in both years 10 & 12
4	To enhance the levels of employer engagement within the Academy to give students meaningful encounters across the key stages

Statutory Guidance Checklist:

Requirements and Expectations of Schools	
<ul style="list-style-type: none"> Every school must ensure that students are provided with independent careers guidance from Year 8 to Year 13 	<p><i>Every student will have had at least one interview with a Careers Adviser by the end of Year 11. This will involve discussions around their chosen pathways, but also application/CV support, interview skills, and other information and support. Students who choose to stay for sixth form will receive at least one more.</i></p>
<ul style="list-style-type: none"> Every school must ensure that there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access. 	<p><i>Access Policy statement (Appendix 3) - here</i></p>
<ul style="list-style-type: none"> Every school should appoint a named person to the role of Careers Leader to lead the careers programme. 	<p><i>Key Contact Details: School Careers Leader: L. Wall School Careers Leader contact details: L.Wall@oswba.co.uk School Enterprise Adviser: Carol Codner</i></p>
<ul style="list-style-type: none"> Every school must publish details of their careers programme for young people and their parents. 	<p><i>Careers Programme - here</i></p> <p><i>Careers Policy - here</i></p>
<ul style="list-style-type: none"> Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers. 	<p><i>Click here to find out more about Gatsby Benchmarks</i></p>

Date of last review: 07/2024

Date of next review: 07/2025

Strategic Objective 1:

Monitor and track careers provision across the academy curriculum to enhance the overall delivery of CEIG

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	Actions	Responsible	Outcomes / Success Criteria
Year One (2024-2025)	<ul style="list-style-type: none"> • Survey to curriculum leaders to establish their approach to careers provision within their subject areas • Further strengthen our use of Unifrog across all subject areas – Newsletter to staff? 	<p>LWA</p> <p>LWA with curriculum leaders</p>	<ul style="list-style-type: none"> • Have a clear picture of how careers is delivered through every aspect of the curriculum • Data on Unifrog that highlights amount of student/teacher logins and interactions
Year Two (2025-2026)	<ul style="list-style-type: none"> • Set up meeting with curriculum leaders to establish monitoring and tracking procedures. • Staff training / CPD to be organised to enhance buy-in from staff 	<p>LWA & SST</p> <p>LWA & DPA (CPD)</p>	<ul style="list-style-type: none"> • Directors to all agree and understand on how careers will be implemented in subjects • Staff will be confident in understanding the importance of careers within the curriculum and how to deliver it effectively.
Year Three (2026-2027)	<ul style="list-style-type: none"> • Careers tracking to be implemented within director's curriculum monitoring. • Monitoring of CORE curriculum through appropriate directors of year 	<p>LWA, KEL & Directors</p> <p>LWA & DHU</p> <p>LWA & tutors</p>	<ul style="list-style-type: none"> • Evidence from curriculum reviews suggests that careers is being implemented. • CORE curriculum has monitoring in place to ensure consistency across the academy.

Strategic Objective 2:

Develop the C.O.R.E. curriculum to build towards a progressive spiral careers curriculum

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	Actions	Responsible	Outcomes / Success Criteria
Year One (2024-2025)	<ul style="list-style-type: none"> • Annual review of current careers delivery through the CORE curriculum against the latest CDI framework • 	<ul style="list-style-type: none"> • LWA 	<ul style="list-style-type: none"> • Thorough audit of careers curriculum against the 2021 CDI framework – with lessons mapped to learning outcomes
Year Two (2025-2026)	<ul style="list-style-type: none"> • Start to embed some CORE careers activities across the Academy • Collect survey data from staff and students to determine effectiveness of the activities • Review and monitor how it is being delivered through support of directors of year and SLT 	<ul style="list-style-type: none"> • LWA • LWA • LWA with SLT / Directors 	<ul style="list-style-type: none"> • Survey from staff/students indicates effective use of careers resources and student engagement • Review of CORE curriculum delivery suggests positive engagement from students and parents using resources effectively.
Year Three (2026-2027)	<ul style="list-style-type: none"> • New careers curriculum to be fully implemented within the CORE curriculum • Work with SLT and directors to monitor the delivery of CORE 	<ul style="list-style-type: none"> • LWA • SLT / Directors 	<ul style="list-style-type: none"> • CORE delivery will be consistent and monitored across the Academy, with subject directors and directors of year having a clear picture of what is happening in lessons.

Strategic Objective 3:

Improve the work experience provision so that an increasing number of students complete WEX.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	Actions	Responsible	Outcomes / Success Criteria
Year One (2024-2025)	<ul style="list-style-type: none"> Continue to build links with employers through networking and email marketing. Liaise with staff and parents to continue to build a network of employers 	<ul style="list-style-type: none"> LWA LWA 	<ul style="list-style-type: none"> A bank of employers who can offer support with our work experience programme.
Year Two (2025-2026)	<ul style="list-style-type: none"> Organise external visitors to deliver work experience session to year 10's – with a focus on how to independently gain work experience. Ensure that PT's are equipped with common answers to questions and that resources in these lessons are useful for students. Use social media and other platforms to engage parents in supporting students with the application process for work experience 	<ul style="list-style-type: none"> LWA to contact external providers LWA LWA with SLT line manager 	<ul style="list-style-type: none"> Students more prepared for work experience and able to communicate effectively with parents. Tutors and other teaching staff to be more prepared to manage work experience queries and support students with making applications Continuous monitoring of students who have secured work experience placements – ensuring that early intervention is possible.
Year Three (2026-2027)	<ul style="list-style-type: none"> Review previous years data based on current system of work experience Complete an evaluation of the overall effectiveness of the work experience system and liaise with SLT line manager to discuss any potential changes 	<ul style="list-style-type: none"> LWA LWA with SLT line manager 	<ul style="list-style-type: none"> Discuss with SLT line manager about the current system/process of how work experience is organised and whether any changes are needed.

Strategic Objective 4:

To enhance the levels of employer engagement within the Academy to give students meaningful encounters

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	Actions	Responsible	Outcomes / Success Criteria
Year One (2024-2025)	<ul style="list-style-type: none"> Work with enterprise coordinator (C. Codner) to review current plan for the year ahead 	<ul style="list-style-type: none"> LWA & C.Codner 	<ul style="list-style-type: none"> Activities planned in the calendar to expose students to a variety of different employers
Year Two (2025-2026)	<ul style="list-style-type: none"> Organise CORE days in advance to ensure that a wide range of different organisations are planned Contact workplaces across the area to enquire about the potential for workplace visits for students. Start to generate a network of alumni students with the support of long-term staff. 	<ul style="list-style-type: none"> LWA to create survey and disseminate LWA with SST support 	<ul style="list-style-type: none"> Each subject area to have established a link with a local business/employer to support students in a range of subjects. Students will have access to employers through workshops and guest speakers Encounters with employers will be easier to access
Year Three (2026-2027)	<ul style="list-style-type: none"> To have a database of contacts/employers from different sectors to network with and invite for events/workshops with students Student's aspirations to be collected each year from year 7 using Unifrog as a platform. 	<ul style="list-style-type: none"> LWA to keep records LWA with support of personal tutors and CORE staff 	<ul style="list-style-type: none"> Employers will have a positive working relationship with the Academy and students can benefit from their knowledge of their industry. To ensure that encounters with students are appropriate for them and meaningful. We can therefore target the most appropriate employers for the range of aspirations of our students.

Careers Programme Action Plan 2024-2025: Targets by Benchmark

Benchmark	Specific action points	Progress	Review
1. A Stable Careers programme	Gather feedback and evaluations for every careers event		
	Feedback/survey to parents on their knowledge of the careers programme and the different pathways available		
2. LMI	LMI info on slides at Y9 Options evening.		
	Include LMI in CORE lessons		
	Feed into Careers Week		
	Use social media to engage parents with LMI		
3. Individual Needs	Begin process of Compass+ evaluation		
4. Linking Curriculum	Potential for staff & student career champions		
	Identify a consistent approach to careers delivery within the curriculum (e.g. a logo that represents a careers link)		
	Meet with SLT line manager for potential for curriculum monitoring		
5. Employer Encounters	Plan additional event in summer to make up for Virtual Careers fair losses (if not a success).		
6. Workplace Experience	Plan ahead with prep sessions for work experience week		
	Invite DWP to give session on how to find work experience successfully		
	Ensure that tutors are fully involved in the work experience programme, actively opening conversations with students and chasing up applications.		
7. Further and Higher Education Encounters	Plan earlier for Y7 University trip.		
	Planning of higher education workshops for CORE days		
8. Personal Guidance	Ensure that year 11 have a follow up interview		

Careers Programme Action Plan 2024-2025: Targets by year Group

Year Group	Planned Activities	Progress
7	Careers Fair	
	CORE lessons to include LMI	
	Introduction of Unifrog software	
	Smaller career specific trips, speakers and events (ad hoc)	
	University Visit / Virtual back-up plan – potentially planned for 2023	
	CORE day enterprise challenge and employer engagement	
8	Careers Fair	
	CORE lessons to include LMI	
	Introduction of Unifrog software	
	Smaller career specific trips, speakers and events (ad hoc)	
	Speed Networking Event or Guess My Job Assembly	
9	Careers Fair	
	CORE lessons to include LMI	
	Introduction of Unifrog software	
	Smaller career specific trips, speakers and events (ad hoc)	
	CORE day	
	Personal guidance interview with every student	
10	Careers Fair	
	CORE lessons to include LMI	
	Introduction of Unifrog software	
	Smaller career specific trips, speakers and events (ad hoc)	
	Work experience week	
	CORE day plan – plan your future, mock interviews	
11	Careers Fair	
	CORE lessons to include LMI	
	Introduction of Unifrog software	
	Smaller career specific trips, speakers and events (ad hoc)	
	Careers Interview for every student (continued from Year 10)	
	Next Steps Application Support	
12	Careers Fair	
	Careers week	
	1:1 careers interview	
	Skills show/UCAS Fair	

	CORE lessons to include LMI	
	Introduction of Unifrog software	
	Smaller career specific trips, speakers and events (ad hoc)	
	University Open Day	
	Work experience week X 2	
13	Careers Fair	
	CORE lessons to include LMI	
	Introduction of Unifrog software	
	Smaller career specific trips, speakers and events (ad hoc)	
	University Open Day X 3	
	UCAS and Apprenticeship Application Support	

Careers Programme 2024-2025: Benchmark Information

Benchmark 1: A stable careers programme

- Ormiston SWB Academy will measure and assess the impact of its own careers programme using the Gatsby Benchmarks and the Compass+ tool, as well as using our own internal tracking systems. We regularly evaluate our programme using opinions of providers, students, staff and parents.
- The Senior Leadership Team and Board of Governors support the programme and we have a dedicated Governor and Assistant Headteacher backing the Careers Programme and supporting the designated Careers Leader.
- Resources have been allocated to enhance the careers activities we can provide.
- A dedicated area of the school's website details useful and up-to-date information for use by students, parents and teachers.
- Our Provider Access Policy is also published on our website for the benefit of employers and educational establishments.

Benchmark 2: Learning from careers and labour market information

- Students will be informed of updated LMI information through their CORE lessons, assemblies and careers interviews.
- A dedicated LMI section on the school website is updated annually.
- Staff will be kept up-to-date in annual CPD careers sessions.
- Employers visiting the school and trips to providers help to contribute to the delivery of LMI information.
- LMI information will be disseminated to parents at key pathway evenings and through the school's website/social media.

Benchmark 3: Addressing the needs of each student

- Our Careers Programme is designed to support our students into the career pathway of their choice. Each student will have tailored advice and support at key transition points.
- We aim to raise the aspirations of all of our students, encouraging them to consider Higher Education, Higher Apprenticeships and Degree Apprenticeships as pathways that will keep their career options wide open for the future.
- We challenge career stereotypes through our CORE programmes and setting examples through our visiting employers.
- The school keeps an accurate record of all of our students' careers experiences and uses this to tailor and target future support. We also use Start Profile to help our students access a record of these experiences.
- A detailed database with all student's career aspirations allows us to carefully target our invites for careers activities but most are open to all who choose to sign up.
- Our SEND students receive regular support from our Careers Adviser and we help to create supportive workplace experience opportunities for them.
- The school actively works with universities and organisations that support underrepresented groups to access higher level learning. A dedicated member of leadership, leading on Student Premium activity, supports this.

Benchmark 4: Linking curriculum learning to careers

- We have a whole school approach to careers where careers staff, teachers and pastoral staff help to support our students as they navigate their career pathways.
- We are working on embedding careers into all subjects for all year groups, not just CORE, English, Maths and Science. Each department will feed careers learning into their scheme of work and occasional lesson objectives are careers centred.
- A dedicated Careers Week ensures a career link is included in every lesson for every student.
- Each department has a dedicated careers display.
- Subject departments are encouraged to develop links with local employers and universities and use these to create new opportunities for students within lessons or for educational visits to work places or higher education providers.
- Staff Careers Champions drive the careers programme forward in each department.
- An annual CPD session for all teaching staff is dedicated to careers.
- Each year group has a series of CORE lessons dedicated to Careers which are tailored to the different stages of their career learning.
- The school has a dedicated STEM lead providing opportunities for students such as trips, speakers and activities.

Benchmark 5: Encounters with employers and employees

- We have built up a strong network of local employers, many of whom regularly return to support the school each year.
- All students attend our annual Careers Fair where they meet a range of employers.
- All students have opportunities to take part in sessions by various visiting speakers.
- Trips to employers are arranged throughout the year.
- We have built up a strong Alumni Network which allows us to create a variety of encounters for our students and enriches the delivery of our careers programme. We also proudly showcase the many wonderful achievements of our former students.
- All Year 8 students attend a special Speed Networking event with a range of employers.
- Year 10 will take part in an Enterprise Day.
- Year 11 will have mock interviews with local employers.
- Year 12 and 13 will attend additional careers fairs in Birmingham to reach an even wider range of employers.

Benchmark 6: Experience of workplaces

- Year 10 will have a work experience week (virtual or in-person)
- Year 12 students take part in a full week of work experience.
- Year 9 students have the opportunity to take part in Take Your Child to Work Day.
- Any student who wishes to gain voluntary work is also encouraged and supported to do this in their spare time. Opportunities are regularly advertised.
- Older students who wish to complete work experience in the school holidays are supported to do so.
- Students in years 10-13 are also regularly sent virtual work experience opportunities to take part in.
- Our structured placements include preparatory and follow up sessions with students to ensure they get the most out of the experience.
- We value the opportunity for our students to not only experience the workplace through work experience but also to develop essential confidence, communication, perseverance and resilience skills when trying to source these placements.
- Year 11 and 12 students are encourage to take part in NCS, which includes a valuable voluntary work placement.
- Students have many opportunities to take on leading roles within school that give them a taste of a working dynamic e.g. Prefects, School Council.
- Visits to employers are arranged throughout the year for small groups.

Benchmark 7: Encounters with further and higher education

- The school has built up contacts with a full range of local and national providers and uses these contacts to help inform our students of all of the options available to them. This is done through a range of activities both on and off site.

- All students attend our annual Careers Fair with a full range of options presented to our students: universities, colleges, apprenticeships, employment, training providers, technical education providers, gap year providers and voluntary work organisations.
- Various visiting speakers, taster lectures, trips and projects are arranged throughout the year.
- We have partnerships with universities and take part in their various projects.
- CORE sessions and assemblies help students to explore all of their options.
- Parents are kept regularly informed at Progress Evening events and through letters, texts and the school website.
- Our students get opportunities to visit a university through CORE enrichment days
- We also recognise the increasing number of highly regarded apprenticeships and Degree apprenticeships and work closely with businesses and Amazing Apprenticeships to keep our students informed.
- Year 12 students are also encouraged to attend Open Days.
- Year 11 students take part in Next Steps Week to help them make their final crucial decisions. This includes advice session from the range of options ahead of them and a taster day at either the Sixth Form or a local College.
- Year 12 students attend higher education fairs to reach an even wider range of universities.
- We also work very closely with a number of universities and organisations who have tailored Access Schemes and projects to help students along their way to university.
- Students in Year 11 and 12 are also encouraged to take part in NCS, which includes a university taster experience.
- Year 9 students and parents are given up-to-date information as part of their Pathways Programme when selecting GCSE options.

Benchmark 8: Personal guidance

- Every student will have had at least one interview with our Careers Adviser by the end of Year 11. Students do not just simply have discussions about their chosen pathway during these interviews but can also request application support, phone calls to chase up applications, mock interviews and CV/personal statement advice.
- Every student will have had at least one appointment with our Careers advisor in Year 12. Students receive extensive tailored UCAS and Apprenticeship application support.
- Every student and their parents/carers have the opportunity to book a Careers Interview on request.
- There is also a drop in every Wednesday afternoon at 2.45pm.
- Targeted careers interviews take place for those with the most need and requests from pastoral staff, tutors and teachers are also encouraged.
- Careers leader contact details published on the school website for parents to contact if needed

