

## Ormiston Bridge Academy Careers Plan 2023-24

Ormiston Bridge Academy is driven by our commitment to seeing every young person who walks through our door flourish. An exemplary careers education, information and advice provision is at the heart of the ethos at our school. We have a resourced careers area providing personalised support to every student in the school. The Careers Department at Ormiston Bridge is currently meeting most of the 'Gatsby Measures' and continues to develop strategies to improve coverage of all benchmarks. The school continues to self-evaluate the careers provision within the context of being a pupil referral school with alternative provision.

<p><b>A stable careers programme</b></p>	<p>An embedded programme of career education and guidance is being developed which benefits and prepares students for adult life. It is known and understood by students, parents, teachers, governors, and employers.</p>	<ul style="list-style-type: none"> <li>• Ormiston Bridge Academy supports staff leading and coordinating pathway &amp; enrichment in school.</li> <li>• Students begin their careers guidance from year 9 through year 11.</li> <li>• The focus in Year 10 is developing aspirations and employability, providing work experience and opportunities to encounter professionals.</li> <li>• The focus in Year 11 is preparing for post 16 pathways, providing taster sessions with different industries, and further developing employability skills.</li> <li>• Ormiston Bridge Academy evaluate the effectiveness of its careers programme at least every three years.</li> <li>• The Deputy Head and the Careers Lead have strategic responsibility for overseeing the schools' careers programme. They are supported by H&amp;F Council and also linked with the West London Careers Hub (EDT).</li> </ul>
<p><b>Learning from career and labour market information</b></p>	<p>Every student, and their parents, have access to good quality information about future study options and labour market opportunities. They have the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• Students have accessed and used up-to-date information about possible career paths and the labour market by working individually with the Careers Lead to explore course, training, and post 16 pathways available.</li> </ul>
<p><b>Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. Our careers programme embeds equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• The careers programme actively seeks to challenge stereotypical thinking and raise aspirations.</li> <li>• Each student receives bespoke careers support and advice based upon need.</li> <li>• Data for each pupil on their education, training, or employment destinations is collected and maintained.</li> <li>• There is a common approach to collecting, analysing, and reporting on the destinations of students.</li> </ul>

		<ul style="list-style-type: none"> <li>• Key support professionals within children services at H&amp;F council connect and collaborate with the school to ensure each child receives support tailored to their needs.</li> <li>• Each leaver receives follow up support and mentoring support is available to aid their transition to a suitable post 16 pathway.</li> </ul>
<b>Linking curriculum learning to careers</b>	All teachers link curriculum learning with careers. STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> <li>• The world of work influences and future ETE pathways influence the curriculum model to ensure it aligns with the needs of all student groups and the labour market.</li> <li>• Employability education is included and developed within the taught curriculum.</li> <li>• Opportunities to explore specific careers linked to a subject are planned into curriculum plans.</li> </ul>
<b>Encounters with employers and employees</b>	Every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• By the end of Key Stage 4, students have experienced curriculum learning that highlights the relevance of English, maths, science and PSHE to future career paths.</li> <li>• Supplementing the curriculum with aspirational and employability workshops delivered by support organisations and employers.</li> <li>• Year 11 includes the opportunity for students to take part in taster sessions delivered by in employees from specific vocational areas such as construction, media and health care. .</li> </ul>
<b>Experiences of workplaces</b>	Every student will have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their preparation for adulthood.	<ul style="list-style-type: none"> <li>• Students have at least one encounter with an employer every year.</li> <li>• Most students have had an experience of a workplace by the end of Year 10.</li> <li>• There is an increase in the number of work experience opportunities tailored to meet the needs of students to ensure greater participation.</li> </ul>
<b>Encounters with further and higher education</b>	All students 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.	<ul style="list-style-type: none"> <li>• By the time they leave school, all students have had meaningful encounters with Sixth Form or Further Education colleges.</li> <li>• By the time they leave school, most learners have received advice and Information about the full range of vocational, academic and apprenticeships available.</li> </ul>

		<ul style="list-style-type: none"> <li>• There has been an increase in the visits of students to post 16 providers.</li> </ul>
<b>Personal guidance</b>	Every student should have opportunities for guidance interviews with a career 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.	<ul style="list-style-type: none"> <li>• All learners are offered at least two Career interviews by the age of 16, and transition to post 16 support is provided for all learners.</li> <li>• All year 11 leavers receive mentoring support during their first term of transition and beyond if an ETE pathway has not been secured.</li> </ul>

<b>Year 7 &amp; 8 Provisions</b>	<b>Year 9 Provisions</b>	<b>Year 10 Provisions</b>	<b>Year 11 Provisions</b>	<b>Year 12 Provisions</b>
<p>Careers insights and pathways are incorporated into curriculum planning and delivery across whole school</p> <p>General introduction of post 16 pathways.</p> <p>Focus on reintegration into mainstream schooling.</p>	<p>World of work provision – tax, finance, careers, contracts, unions, bank accounts.</p> <p>Where relevant introduction and continuation of post 16 pathways exposure.</p> <p>Focus on reintegration into mainstream schooling.</p>	<p>Aspiration, employability, and personal skill development</p> <p>Support for Interviews skills CVs</p> <p>Support on post 16 options including Apprenticeship and vocational alternatives (T levels).</p> <p>Career focused investigations by each pupil with guidance.</p> <p>Opportunities for work experience.</p>	<p>Support with post 16 choices including making applications, attending interviews and enrolments.</p> <p>Support attending college open days.</p> <p>One to one advice and guidance interviews.</p> <p>Attending Career and Industry insight events.</p> <p>Employability workshops.</p> <p>Parental engagement to help parents support effectively.</p> <p>Taster sessions available for vocational areas.</p>	<p>First term mentoring and support available for year 11 leavers.</p>

## Current State from Compass (awaiting update)

Compass - Current Compass Score:	<p><b>March 2023</b></p> <p>Benchmark 1 -A stable Careers programme (29%).</p> <p>Benchmark 2 -Learning from Careers and LMI (80%).</p> <p>Benchmark 3 -Addressing the needs of each pupil (100%)</p> <p>Benchmark 4 -Linking curriculum learning to careers (100%)</p> <p>Benchmark 5 –Encounters with employers and employees (75%)</p> <p>Benchmark 6 -Experiences of workplaces (25%).</p> <p>Benchmark 7 –Encounters with FE &amp; HE (95%)</p> <p>Benchmark 8 –Personal Guidance (100%)</p>
Compass - Priority Benchmarks:	1, 2,5,6,
H&F Destination Data (not Bridge specific):	<p>81% of students in Hammersmith &amp; Fulham who reach the end of 16 to 18 study had a sustainable education, employment or apprentice destination.</p> <p>48 students (1.6%) within the borough are NEET, the remainder all progressed to post-16.</p> <p>3% = apprenticeship</p> <p>47% = to Higher education at 18</p> <p>17% = sustained employment</p>
LMI – Key Growth Sectors:	Education, Business, Construction, Medical, Beauty, Media, IT
Vulnerable Cohorts – please add as required.	Our whole school cohort consists of vulnerable learners to some capacity.

## Strength of Careers Provision SWOT

### STRENGTHS

- The school has a dedicated Careers Leader Hannah Codjoe.
- The school has developed partnerships with the local community on a range of enrichment opportunities and support for our school.
- Students have opportunities such as the Lyric Theatre offers in-school opportunities for drama, learners attend Wormwood Scrubs Pony Centre to engage in a stables management course.
- Students benefit from partnership with Nuffield Gym who offer work experience.
- The school has a governor focused on Careers and Post 16 pathways who is experienced and provides support for HC.
- There is support from external groups ASE, 2-3 Degrees and LMP Action to support year 10 and 11 transition.
- For the last 2 years all Year 11 leavers have left with a post 16 pathway offer.
- School engages with CEIAG activities in subject and PSHE lessons, assemblies, sessions with local employers and educators.
- Learners participate in employability workshops and attend careers fairs, there are opportunities to take part in trips and participate in projects.
- The careers provision is reviewed through surveys, student voice, teacher assessment, evaluation, and feedback, focus groups, case studies.
- There has been an increase in students completing work experience.

### WEAKNESSES

- Labour Market Information
- Need to challenge LMI misinformation held by parents and students. This needs to be delivered mainly via subject areas.
- Gatsby benchmark 5 & 6- learners would benefit from more encounters with employers and employees and from experiences in the workplace.
- Investigating and developing work experience opportunities tailored to meet the needs of the young person.
- The Careers Leader requires further training around specific courses available at post 16 including T levels.
- Staff require more advice and guidance on integrating careers into delivery of main curriculum including LMI.
- Introduce pupils to a wider range of post 16 pathways by linking with FE colleges and training providers.
- Update Careers policy on website to include Provider Access.

### OPPORTUNITIES

- Compass+ will meet the requirement in terms of a systematic record of careers and enterprise activities.
- Link with other Careers Leads across the trust and join H&F CLN.
- Work with industry focused organisations to support year 11 students such as construction, hospitality and Hair and Beauty.
- Work with EDT to introduce Enterprise Advisers.
- The school would like to link employer/s with each faculty area and Careers Champions to inform the curriculum.
- Use MOPAC grant to support Career Leaders development and ensure improved coordination between H&F Children services and the school.

### THREATS

- Likely depressed opportunities at entry level in near future - youth unemployment challenges post Covid/Brexit, economic recession
- Rising cost of living increasing pressure on young people to earn money quickly rather than focus on skill and qualification building.
- How to ensure that quality of careers education is sustained in reduced delivery time.
- Challenges of organising a block work experience due to hybrid working arrangements in many organisations.
- Employers unwilling to engage with Alternative Provision.

**Key priority/action areas from SWOT:**

- Improving expertise of career leader through training and support.
- Improve Employers and post 16 provider encounters for year 10 and 11s including work experience.
- Careers across the curriculum –staff CPD and development of enhanced curriculum content
- Developing a Careers plan that includes WEX, employability skills, raising aspirations and improving careers education offer.
- Adoption of Compass Plus for tracking activities to ensure at least 80% coverage of all Gatsby Benchmarks.
- Coordinating with H&F Careers leaders’ network and the West London Careers Hub (EDT) to ensure other external opportunities are exploited.

#### Key Strategic Objectives 2022-25

1	Developing a Careers plan that includes WEX, employability skills, raising aspirations and improving careers education offer.
2	Improve Employers and post 16 provider encounters for year 10 and 11s. including work experience.
3	Adoption of Compass Plus as a tracking tool to ensure at least 80% coverage of all Gatsby Benchmarks.
4	Improving expertise of career leader through training and support.
5	Careers across the curriculum –staff CPD and development of enhanced curriculum content.
6	Greater coordination between H&F children services and school so pupils receive improved coordinated support and guidance.
7	Coordinating with H&F Careers leaders’ network, West London Careers Hub (EDT) to ensure other external opportunities are exploited.
8	Work with ASE to develop methods to measure impact of parental engagement.

## Suggested Action plan

<b>School Name: Ormiston Bridge Academy</b> <b>Career Leader Name: Hannah Codjoe</b>	Date Strategic Careers Plan Created:  June 2024	Date approved by SLT: 21/07/24	Date approved by Governors:		Proposed Review Date:  Before <b>Dec 2024</b>
<b>Objectives</b> “What are the problems you are trying to solve?”	<b>Actions, including CPD</b> “What would solve the problem?”	<b>Responsibility</b>	<b>Time</b> “When do you aim to have this completed by?”	<b>Outcomes</b> “What would success look like?”	<b>Progress</b>
Transition at 16	Working with mentoring providers and H&F to ensure year 11 leavers receive transition support in post 16 pathway. Ensure year 11 students have greater contact with post 16 providers.		Nov 2024	80% plus Students have made a successful transition to a post 16 pathway.	
Work experience	Develop a Careers plan that includes Work experience opportunities for all year 10 students. All students experience the workplace before joining year 11.		December 2024	A plan is in place to enable students in year 10 to complete a successful work experience or alternative work-related activity.	
Curriculum planning	Include relevant Careers and employability in curriculum plans.		October 2024		
West London careers hub – Enterprise Advisers	Career leader to meet EDT to transition to the West London Careers Hub and identify suitable Enterprise Adviser.		October 2024	Enterprise Advisor supports school so that there are more business encounters.	
Career Leader Development	Career leader to complete suitable training in 24/25 to develop skills and knowledge and investigate strategies that help the school fully cover the Gatsby targets.		May 2025	Career Leader has completed training that builds confidence, knowledge and supports careers education.	February 2025