Ormiston Bridge Academy Careers Plan 2026 -2027

Ormiston Bridge Academy helps every student thrive and succeed, with careers education, information, advice, and guidance (CEIAG) at the heart of this commitment. We support all students to make informed, ambitious decisions about their futures. Our well-resourced careers provision offers guidance tailored to each learner's needs. The Careers Department meets many Gatsby Benchmarks and is developing its provision to achieve full coverage.

As a pupil referral unit with alternative provision, the school places a strong emphasis on continuous evaluation of its careers programme. This ensures that support remains inclusive, relevant, and responsive, equipping students with the skills, knowledge and confidence needed to progress successfully into their next steps.

A stable careers programme	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.	• Ormiston Bridge Academy supports staff leading and coordinating pathway & enrichment in school. • Students begin their careers guidance from year 9 through year 11. • The focus in Year 10 is developing aspirations and employability, providing work experience and opportunities to encounter professionals. • The focus in Year 11 is preparing for post 16 pathways, providing taster sessions with different industries, and further developing employability skills. • Ormiston Bridge Academy evaluate the effectiveness of its careers programme at least every three years. • The Vice Principal and the Careers Lead have strategic responsibility for overseeing the schools' careers programme. They are supported by H&F Council and linked with the West London Careers Hub (EDT).
Learning from career and labour market information	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.	• Students have accessed and used up-to-date information about career paths and the labour market by working individually with the Careers Lead to explore course, training, and post 16 pathways available.
Addressing the needs of each student	Students have different career guidance needs at various 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.	• The careers programme actively seeks to challenge stereotypical thinking and raise aspirations. • Each student receives bespoke careers support and advice based upon need. • Data for each pupil on their education, training, or employment destinations is collected and maintained.

		• There is a common approach to collecting, analysing, and reporting on the destinations of students. • Key support professionals within children services at H&F council connect and collaborate with the school to ensure each child receives support tailored to their needs. • Each leaver receives follow up support and mentoring support is available to aid their transition to a suitable post 16 pathway.
Linking curriculum learning to careers	All teachers link curriculum learning with careers. STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.	• 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. • Employability education is included within the taught curriculum. • Opportunities to explore specific careers linked to a subject are planned into curriculum plans.
Encounters with employers and employees	Every student has multiple opportunities to gain experience 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.	• 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. • Supplementing the curriculum with aspirational and employability workshops delivered by support organisations and employers. • 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.
Experiences of workplaces	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.	• Students have at least one encounter with an employer every year. • Most students have had an experience of a workplace by the end of Year 10. • There is an increase in the number of work experience opportunities tailored to meet the needs of students to ensure greater participation.
Encounters with further and higher education	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.	• By the time they leave school, all students have had meaningful encounters with Sixth Form or Further Education colleges.

		• By the time they leave school, most learners have received advice and Information about the full range of vocational, academic and apprenticeships available. • There has been an increase in the visits of students to post 16 providers.
Personal guidance	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.	• Every learner is offered at least two careers' interviews by age 16 and receives support for the transition to a post-16 pathway. • All year 11 leavers receive mentoring support during their first term of transition and beyond if an ETE pathway has not been secured.

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

Current State from Compass

Compass - Current Compass Score:	**June 2026** Benchmark 1 - A stable Careers programme (92%). Benchmark 2 - Learning from Careers and LMI (100%). Benchmark 3 - Addressing the needs of each pupil (95%) Benchmark 4 - Linking curriculum learning to careers (88%) Benchmark 5 - Encounters with employers and employees (88%) Benchmark 6 - Experiences of workplaces (60%). Benchmark 7 - Encounters with FE & HE (61%) Benchmark 8 - Personal Guidance (100%)

Compass - Priority Benchmarks:	1, 4, 6,7
H&F Destination Data (not Bridge specific):	Number in education, employment, and training (sustainable) - 97% (16- & 17-Year-olds – Year 12/13) NEET numbers (April 2025) - 45 (1.6%) (Year 12 & 13)
LMI – Key Growth Sectors:	Education, Business, Construction, Medical, Beauty, Creative Media, Hospitality, and IT
Vulnerable Cohorts – please add as required.	Our whole school cohort consists of vulnerable learners.

Strength of Careers Provision SWOT

STRENGTHS	WEAKNESSES
• The school has a Careers Leader and DDSL, 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 sessions with FFCF. The Foundation provides free football sessions, mentoring, education, and career opportunities, supporting individuals to gain qualifications, build resilience, and move into employment. • Students benefit from partnership with Nuffield Gym and Fulham Football Club who offer work experience. • An experienced school governor supports HC with careers and post-16 pathways. • There is support from external groups Intermission Youth Project, 2-3 Degrees and The Careers Company to support year 10 and 11 transition. • Over the past two years, all Year 11 leavers have successfully secured a post-16 destination offer. • The school delivers a wide-ranging CEIAG programme, including careers education within subject areas, dedicated Year 11 careers lessons, PSHE, assemblies, and sessions with local employers and education providers.	• Address misconceptions around Labour Market Information (LMI) held by students and parents by embedding accurate, up-to-date information across subject areas. • Further develop provision in line with Gatsby Benchmarks 5 and 6 by increasing opportunities for learners to engage with employers and employees, alongside meaningful workplace experiences. • Explore and expand work experience opportunities that are tailored to meet the individual needs, interests, and circumstances of each young person. • Support staff with guidance and professional development to effectively integrate careers education and LMI into the delivery of the core curriculum.

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- Students engage in a variety of enrichment activities such as employability workshops, work experience placements, careers fairs, educational visits, and project-based learning opportunities.
- Careers provision is reviewed using student voice, surveys, teacher assessments, feedback, focus groups and case studies.
- There has been a notable increase in the number of students completing work experience placements.

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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 LBH&F CLN.
- Work with industry focused organisations to support year 11 students such as construction, hospitality, Hair, and Beauty.
- Work with EDT to introduce Enterprise Advisers.
- Collaborate with Ductu – new careers platform from January 2027.
- 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, pupil mentoring and ensure improved coordination between LBH&F Children services and the school.

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THREATS

- Reduced 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.
- Ensuring the quality of careers education is sustained in reduced delivery time.
- Challenges of organising a block period of work experience due to hybrid working arrangements in many organisations.
- Employers unwilling to engage with Alternative Provision.

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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.
- Work with the H&F Careers leaders' network, Ductu and the West London Careers Hub (EDT) to make the most of external opportunities.

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Key Strategic Objectives 2025-2030	
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 LBH&F children services, SEN Team, and school so pupils receive improved coordinated support and guidance.
7	Collaborate with the H&F Careers leaders' network and the West London Careers Hub (EDT) to make the most of external opportunities.
8	Develop and implement effective methods to measure the impact of parental engagement.

Suggested Action Plan

School Name: OBRA Careers Leader Name: Hannah Codjoe	**Date Strategic Careers Plan Created: June 2026**	**Date approved by SLT: 18/06/26**	**Date approved by Governors:**		**Review Date: Before July 2027**
Objectives *"What are the problems you are trying to solve?"*	**Actions, including CPD.** *"What would solve the problem?"*	**Responsibility**	**Time** *"When do you aim to have this completed by?"*	**Outcomes** *"What would success look like?"*	**Progress**
Transition at 16	Working with mentoring providers and LBH&F to ensure year 11 leavers receive transition support in post 16 pathway. Ensure year 11 students have greater contact with post 16 providers.	HC	April 2027	80% plus Students have made a successful transition to a post 16 pathway.	Jan 2027
Work experience	Continue to develop a Careers plan that includes Work experience opportunities for all year 10 students. All students experience the workplace before joining year 11.	HC	July 2026	A plan is in place to enable students in year 10 to complete a successful work experience or alternative work-related activity.	April 2027

Curriculum planning	Include relevant Careers and employability in curriculum plans.	Teaching Team	Jan 2027	Subject teachers to provide learners with opportunities to visit businesses and/or have guest speakers linked to their subject.	April 2027
West London Careers Hub – Enterprise Advisers	Careers leader to meet EDT to transition to the West London Careers Hub and identify suitable Enterprise Adviser.	HC	December 2026	Enterprise Advisor supports school so that there are more business encounters.	April 2027
Career Leader Development	Careers leader to complete suitable training in 26/27 to develop skills and knowledge and investigate strategies that help the school fully cover the Gatsby targets. Careers to participate in Careers related network groups within the Trust and Local Authority	HC	July 2027	Career Leader has completed training that builds confidence, knowledge and supports careers education.	February 2027