

# GATSBY BENCHMARKS

## 'A Closer Look'

Here at OCA, we strive to fulfil every benchmark across every year group. Below is a summary of how we achieve this:

Benchmark	How OCA addresses this Benchmark:
<p><b>1 - A stable careers programme</b></p>	<p>To meet this benchmark OCA have a stable, structured careers programme that has the explicit backing of the senior management team. This structured programme is mapped out for the year with a clear vision of how this will be delivered and assessed for success. The programme is embedded in various ways throughout the student's education from KS3 to finishing at OCA. This includes curriculum links, Personal development sessions, careers focused lessons. Online help and support. Virtual open events. One to one advice with careers connect and a qualified careers advisor. College visits/ tours (currently virtual), CV building, Mock interview experiences (currently virtual or over the phone), regular LMI information and regular access to careers and college options through the website and social media. This year OCA are also launching Unifrog which is a valuable platform in helping schools meet the benchmarks through a range of up to date teacher led sessions with supporting activities and documents that can be tracked and linked to home study and parent interaction.</p> <p>OCA have linked up with careers connect to ensure that every student gets at least one face to face experience with an appropriately trained person who can provide extended careers information specific to their needs. Our careers co-ordinator works closely with teaching staff, form tutors and subject leads to ensure that careers is being embedded in the student's daily education at OCA.</p> <p>The extensive programme is fully exposed to students, parents and careers through our website and social media. Teachers and students have a clear overview of how careers will be embedded either through the lesson curriculum, or through extra intervention like personal development lessons or one to one mentor session provided to year 11s.</p> <p>As a school we work closely with the local colleges to arrange opportunities for interactions and experiences for the students at their preferred colleges in the local area. We provide up to date apprenticeship information outing the most popular careers through the latest LMI information and we do regular student surveys which allow us to assess the impact of our careers programme whilst also building an individual profile on each of our learners and their aspirations.</p> <p>This year we have started to expand and adapt our already successful programme to ensure that students are still exposed to the correct CEIAG information under current COVID guidelines. The impact of COVID has meant that where we have live careers fairs, assemblies or careers guidance sessions scheduled, these have now been adapted to be delivered virtually to adhere to government guidelines and still provided the necessary guidance and support. We are still offering our careers fair to students and parents via the website to allow them access to college, university, apprenticeship and</p>

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	<p>job information. This will be available for all to access. The success of this will be outlined after our next student / parent survey.</p> <p>Finally we will be re-launching our careers specific news letter which will feature vital CEIAG information and this will come out once a term. There will be regular features on key information and up and coming events.</p>
<p><b>2 - Learning from labour market information</b></p>	<p>All students from KS3 and KS4 have access to information about career paths and the labour market. When the students reach KS4 the exposure to this information increases on a much more regular basis. The KS4 students are shared this information every three months to update them on changes and to keep them focused on their career aspirations. For the lower years this is used as part of the morning form activities and is accompanied with the information and opportunity for a discussion on their study options and possible career paths. Students are asked to complete an aspirations booklet which is kept by form tutors and is referred to throughout the students journey through school. We link the information to the current LMI which encourages students to make the right choices as they are developing a better understanding of their future pathway.</p> <p>To encourage our parents, we also post this information on our social media at the same time the students receive access to it, then this can be discussed in the home environment. Any popular trends or changes in employment or apprenticeships we add extra information and links that the parents can access to discuss with their children.</p> <p>We also ask Connie who is our careers connect qualified careers adviser to embed this information with students during their one to one meetings to ensure consistency and for them to recognise the importance of the one to one career advice and LMI information at that time. Furthermore with the introduction of Unifrog in 2020 all careers led session for each year group links to activities which outlines the LMI in every current industry.</p>
<p><b>3 - Addressing the needs of every pupil</b></p>	<p>We acknowledge that all students have different career guidance needs at different stages of their education. To ensure that we fulfil these needs we provide an extensive range of information at different times throughout their education. CEIAG is embedded on a weekly basis through our subject curriculum and each subject provides evidence of how CEIAG is being embedded throughout their subjects. This is then evident when we have designated LMI/ aspirations sessions in form or when we schedule a one to one experience for individuals in KS4, as they have information to recall from the facts they have been given.</p> <p>Through our aspiration's booklets and delivery of LMI, live careers talk and external provider resources, we are able to provide an extensive and varied range of advice to support the tailored needs of each student. Through our student and parent survey we are able to gather an individual picture of each cohorts/students, identifying their strengths and aspirations. This helps us to expand upon these into a clear understanding of what they need to achieve and provide an explanation on how they can do this.</p> <p>Our social media page is aimed to target students and parents wanting to know more about what is available to their child leading up to finishing at OCA. We feel that our varied programme embeds equality and diversity throughout by meeting the needs of</p>

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	<p>each individual. This year we are introducing the Unifrog platform that helps identify the likes and interests of our pupils helping provide them with more tailored CEIAG information and provide the opportunity to raise aspirations as it is personalised to them and their goals. This tool should help to challenge stereotypical thinking and raise aspirations by giving them exposure to information/ careers ideas that they may not have felt achievable until now. Students will take ownership of their journey whilst sharing any new aspirations with their personal mentor or during their one to one interview with the careers connect advisor. When the meetings are arranged for the students on a one to one level, Connie our careers advisor keeps systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils have access to these records to support their career development and they are discussed within meeting with their school mentors.</p> <p>We also collect and retain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school. Regular meetings are held with the local authority to discuss the destinations over the years to assess areas for improvement and our current strengths in the programme. This information is shared to us in the summer term so the careers co-ordinator can look at the impact before the new academic year. NEET students are identified early and they receive a more tailored careers programme involving extra exposure to external providers to ensure that their needs are met in time and with visible impact.</p> <p>The Unifrog platform also keeps that link between school and home life so that parents are made aware of their child's intentions and they can work on this in the home environment. We can then track the success of this by monitoring the interaction levels on line.</p>
<p><b>4 - Linking curriculum learning to careers</b></p>	<p>Every department produces a CEIAG Action plan that links into the school development plan. This is reviewed mid-way through the year, then again at the end of each year and RAG rated to successful implementation of their action points against each benchmark. Therefore, as a result, every department strives to meet every benchmark specifically within their subject, raising the profile of career paths within their subject area and opening up pathways for Post 16 and beyond.</p> <p>Every lesson starts with a title slide. As part of this title slide, there is a 'Careers Connection' link establishing a potential career that may need the information that lesson will present. This again enables students to be aware of more careers, but also link their learning to future life skills.</p> <p>Ours careers co-ordinator has met with Paul Seton who is our enterprise co-ordinator and he has linked us with the local STEM provider to help enhance our existing STEM focused programme based on the latest LMI and industry changes linked with COVID. We have an excellent programme of learning which is embedded through our STEM related subjects and this gives the students the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. We educate the students on the world of work and help them understand the importance of STEM related jobs with how the world of work may change in the next 20 years. We help students identify what predicted skills and</p>

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	<p>knowledge the students need to have to prepare for the future world of work and link this to careers in STEM. We also focus on the impact that pursuing a career in the STEM sector can have on their future choices and experiences. STEM careers are a focus in subject curriculum and we have our STEM lead who ensures that a clear focus is outlined in the associated subjects. Our usual practice would be to provide the students will the opportunity to take part in external trips and experiences which we have now adapted to virtual opportunities to ensure they are still get a broad look into these careers</p>
<p><b>5 - Encounters with employers and employees</b></p>	<p>To ensure we hit this benchmark our careers co-ordinator works with the school personal development team and subject leads to ensure that the students receive multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>We encourage staff to make recommendations on jobs liked to their subject then we address this with exposure to professionals from that sector.</p> <p>Our programme allocates time to inviting in employers/employees to our careers fairs, student assemblies and our work experience programme to expose our students to as much industry knowledge as possible.</p> <p>We keep this varied in who we invite and we have both local small enterprises plus bigger employment sector representatives sharing skills and attributes with our students. In past years we have encouraged all students in Year 10 to partake in external work experience which we have had a high success rate in placing our students in relevant sectors. We hope to continue this as part of our programme but we are also exploring the virtual options of work experience to keep these links with employers and keep raising aspirations</p>
<p><b>6 - Experiences of workplaces</b></p>	<p>Work experience has been successful for us over the past few years with a high rate of students participating in a valuable experience. Our current goal is to stick to this approach with it being so successful/positive in the past but we are also planning for change by following current COVID guidelines. This will ensure our students are safe but still experiencing this vital part of their education. We are currently contacting/sourcing companies who are providing virtual online work experience and we are exposing our students and parents to these opportunities. We are also using our vocational industry skilled teachers to create volunteering opportunities which will provide work experience and volunteering opportunities during after school enrichment, this will also count towards the students DOFE bronze certificate. We are under no impression that the opportunity for work experience may not be available in the near future but we are going to address this with a new approach. This year may be different to years in the past but we are addressing this with urgency and priority. We have other various ongoing school projects which involve students from all year groups taking part in various activities that work on skills and attributes required in the workplace. The outcome of these activities plays a big part in their success and this is shared and celebrated with parents and the outcome of these activities help the students to gaining confidence and experience new skills and experiences</p>
<p><b>7 - Encounters with further</b></p>	<p>Within our careers plan we have scheduled experiences for students to have interactions with colleges and their students. Under normal circumstances students</p>

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<p><b>and higher education</b></p>	<p>would be scheduled/ invited to take part in an onsite careers fair at OCA, trips to the college and other interactive experiences with local colleges and providers. We have recognised the importance for this expose for our year 11s in the first half term, so we have made alternative arrangements to provide these experiences virtually. This has involved our careers co-ordinator working closely with the local college liaison officers to promote their event virtually and provide the students with access to dates for evening open events. We have scheduled virtual talks with the college during our planned personal development sessions. Students get the opportunity to ask questions to staff and students and also sign up to visit there other online events. We have adapted the proposed assemblies for teams assemblies lead by local enterprise and apprenticeship providers to allow all year groups to experience face to face time with employers and employees of a range of trades. Edge Hill university and Liverpool university are scheduled to deliver live sessions on revision methods, interview skills and university information.</p> <p>Also through the Unifrog platform, students, parents and careers can access a wide range of websites and virtual activities where there is the opportunity to speak to university lecturers and other college professionals and employers from numerous sectors.</p> <p>These opportunities are also embedded through the delivery of the curriculum. Subject teachers who year on year have provided opportunity for students from both KS3 and KS4 to experience encounters with higher education providers have worked together with these providers to still offer these opportunities on a virtual basis with the chance to still ask questions and learn what they have to offer.</p> <p>The schools intention is to continue with our planned visits to colleges and universities further afield when it is confirmed that it is safe to do so. We will assess this in plenty of time to ensure that the students still receive access to this via alternative measures if needs be.</p>
<p><b>8 - Personal guidance</b></p>	<p>OCA have partnered up with Careers connect and secured a number of virtual opportunities for guidance interviews with their qualified Careers Adviser. Each year 11 will receive a minimum of one 30 minute session at the beginning of the year with the plan to receive a second appointment in the spring term. Current year 11 potential NEET students were prioritised for the early sessions to help provided them with vital information. Prior to the meeting, students complete a survey which allows us to provide personalised information to the careers advisor prior to the meeting to ensure they receive the most from the session. Records of each session are kept which is then shared with the student's school mentor so they can discuss the impact and progress of their career pathway. Students will also be involved in live sessions with shaping futures who support the students with interactive sessions in college selection, essential skills, apprenticeship information, interview skills, CV building, work experience and other vital CEIAG information. Set dates are scheduled in the careers plan to play virtual college tours live with the opportunity to ask questions to their onsite team. Parents and careers are also provided with access to these events and recordings of the live events so they can discuss their child's thoughts after each session. All current year 11s are booked in to receive mock interviews in the second</p>

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half term before their scheduled college interviews in December. For the students opting for college they are also booked in to do the official college interviews with their chosen colleges.

For the other year groups still including year 11, the Unifrog platform allows us to deliver tailored guidance to our other year groups covering a varied range of vital topics and information to fit with their stage of education. Each term, each year group are delivered a 30 minute session which is tracked through Unifrog and Compass to show the units covered. Students are also encouraged to do additional careers tasks in which we provide rewards and certificates for certain units to encourage participation and measure success. This also helps build an individual portfolio of careers participation from KS3 through to leaving which they can use in their later career choices and meetings