



OASIS ACADEMY DAVENTRY ROAD

Careers Plan 2025-26

DREAM
DISCOVER
EXPLORE
EXPERIMENT
APPLY



Introduction:

There has never been a more critical time for young people to receive high-quality careers guidance. The landscape of education, training, and employment is more complex and fast-changing than ever before. Students today must navigate a dynamic environment shaped by globalisation, technological advancement, and evolving qualifications. Many of the careers they will pursue do not yet exist, making adaptability and foresight essential.

To thrive in this future, students must develop a broad set of skills—including self-presentation, digital literacy, and personal branding—particularly through social and digital media. The rise of artificial intelligence is transforming every sector, especially the labour market. While this presents exciting opportunities, it can also feel overwhelming. That’s why it is vital that students are equipped with the knowledge, confidence, and skills to make informed decisions and succeed in an ever-evolving world of work.

Navigating a Changing Educational Landscape

Traditional qualifications such as GCSEs and A levels continue to evolve, while newer pathways like T Levels and modern apprenticeships offer unprecedented breadth and depth. Higher education is increasingly international, with students accessing opportunities across borders and platforms. In this context, young people need expert support to make informed choices, manage transitions, and plan for their futures.

High-quality careers education, information, advice, and guidance (CEIAG) is essential to help students understand their options and take ownership of their journey.

The Academy Careers Plan: Purpose and Design

The Academy’s careers plan outlines our commitment to delivering a robust, future-focused careers programme. It details the resources and strategies we will use to inspire and empower students to take control of their career development, equipping them with the tools to succeed in their chosen paths.

This plan is grounded in both theory and practice. It draws on key national frameworks, including:

- **The Gatsby Benchmarks**
- **DfE Careers Strategy: Making the Most of Everyone’s Skills and Talents (2017)**
- **Skills for Jobs: Lifelong Learning for Opportunity and Growth (2021)**

It also incorporates proven approaches from trusted partners across the South West and within OCL.

Our Aim

Our goal is simple: to ensure that every student is ready for their next phase—whether that’s further education, training, or employment—by the time they leave us at the end of Year 11. We achieve this by offering a structured, age-appropriate programme that:

- Enhances decision-making skills
- Raises awareness of available opportunities
- Supports smooth transitions at key stages
- Encourages self-awareness and personal development

Every student engages in activities that promote these outcomes throughout their time with us.

Structure of the Careers Plan

The careers plan is organised into three key sections:

1. **Intent (from page 3)**

An analysis of current provision and clearly defined objectives for the academic year, based on identified gaps.

2. **Implementation (from page 7)**

A breakdown of how the programme will be delivered across year groups, with rationale for age-specific provision.

3. **Impact (from page 18)**

An evaluation of the expected outcomes if the plan is successfully implemented, including measures of student readiness and progression.

Intent

Statement

Oasis Academy Daventry Road provides all students with the opportunity to develop their self-awareness, transition skills, decision-making skills, and opportunity-awareness through a guided series of age-appropriate activities. The abilities they develop through our careers programme, tied in with the excellent academic education they access daily, ensure that they are prepared for the next phase of their development beyond secondary education.

Objectives

The primary objective of the Academy's careers programme is to achieve full compliance with the Gatsby Benchmarks, ensuring that our provision equips students with the knowledge, skills, and confidence to successfully navigate the challenges of post-secondary life. However, compliance alone is not the measure of success. The benchmarks must be interpreted and applied in a way that reflects the unique context of our Academy and the diverse needs of our students.

To meet this objective, the programme includes:

- A structured careers curriculum aligned with the Gatsby Benchmarks
- Impartial advice and guidance delivered by a qualified careers adviser
- Meaningful opportunities for workplace experiences
- Regular engagement with employers, colleges, training providers, and universities

In addition, we ensure that secondary-age students develop a clear understanding of current and emerging trends in both local and national employment. They are supported to consider the implications of these trends when making choices about their education, training, and career pathways.

While striving for 100% Gatsby compliance, we remain focused on the broader goal: delivering a careers programme that is responsive, inclusive, and impactful—one that genuinely prepares every student for their next steps in education, employment, and life.

The Gatsby Benchmarks

The Gatsby Benchmarks are detailed below:

Benchmark	Summary	Criteria
<p>Benchmark 1: A STABLE CAREERS PROGRAMME</p>	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school’s website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.
<p>Benchmark 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities.</p> <p>Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> • During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
<p>Benchmark 3: ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression.</p>	<ul style="list-style-type: none"> • A school’s careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the

	<p>In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<p>participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</p> <ul style="list-style-type: none"> • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Schools should use sustained and longer- term destination data as part of their evaluation process and use alumni to support their careers programme.
<p>Benchmark 4: LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<ul style="list-style-type: none"> • Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
<p>Benchmark 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

<p>Benchmark 6: EXPERIENCES OF WORKPLACES</p>	<p>Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
<p>Benchmark 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p>All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
<p>Benchmark 8: PERSONAL GUIDANCE</p>	<p>Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

Implementation

Through a stable careers' programme students will develop an understanding of their own strengths and weaknesses, skills, talents, and abilities as well as developing knowledge about different career pathways, job sectors and employability skills which will enable them to make informed and ambitious decisions about their future.

Whilst the careers leader has overriding control of the careers plan, it is the responsibility of every staff member at Oasis Academy Daventry Road to contribute to the delivery of the programme. For the programme to optimise success, it requires a joined-up approach from all staff with links to future plans and guidance on how to achieve personal goals offered at every plausible step.

Careers provision calendar

Month	Provision (with Gatsby Benchmark(s) that it covers)
Term 1	<ul style="list-style-type: none"> - Year 7 Dream WOW day (2,3,4) - Year 10 Work Experience programme launched to students and parents (2,4,6) - Year 11 team CPD on post-16 options and launch of post-16 strategy. (1,2,3,7) - Year 11 Apply WOW day with post-16 providers, including St Brendan's Sixth Form, City of Bristol College, SGS College and Junior (apprenticeships) including Y11 Mock Interviews (2,3,5,7) - Year 11 Unifrog Sessions (2,3,7)
Term 2	<ul style="list-style-type: none"> - Year 10 Unifrog Sessions (2,3,7) - Year 10 Experiment WOW day (2,3,6,7) - Year 9 Unifrog Sessions (2,3) - Year 11 Mock Interviews (3,5) - Year 9 GCSE Options process launched (2,3,4) - Post-16 providers attending whole school tutor parents evening (2,3,5,7)
Term 3	<ul style="list-style-type: none"> - Year 8 Discover WOW day (2,3,4) - Year 9 Post 16 Unifrog Sessions (2,3,7) - Year 9 Explore WOW day (2,3,5,7)
Term 4	<ul style="list-style-type: none"> - National Careers Week, including whole school careers fayre & PAL assemblies (1,2,3,4,5,7) - Staff CPD on benchmark 4 (1,2,3,4) - Year 8 Unifrog Sessions (2,3)
Term 5	<ul style="list-style-type: none"> - Year 7 Unifrog Sessions (2,3) - Year 10 Mock Interviews (3,5)
Term 6	<ul style="list-style-type: none"> - Year 10 Work Experience Week (2,3,4,5,6) - Year 10 Discovery Day at St Brendan's Sixth Form (3,7)
Ongoing	<ul style="list-style-type: none"> - Year 11 independent careers guidance interviews with Level 6 trained staff (2,3,7,8) - South Bristol Youth targeted programmes (2,3,4,5,6,7) - Careers in the curriculum (2,3,4) - Y8 Encounters with HE providers (3,7) - Future Skills Questionnaires (1,3)

Careers provision framework

The following pages present a detailed breakdown of the careers provision for each year group at Oasis Academy Daventry Road. Through a series of structured tables and accompanying explanations, the plan illustrates how each year group's programme contributes to students' overall careers journey.

This section is designed to demonstrate how all students, across every year of their time at the Academy, receive targeted support in four key areas:

- **Decision-making**
- **Opportunity awareness**
- **Transition readiness**
- **Self-awareness**

Each element of the provision is carefully tailored to be age-appropriate and developmentally progressive, ensuring that students build the knowledge, skills, and confidence they need to make informed choices and successfully navigate their future pathways.

Year 7: DREAM

Year 7 'Dream'	DECISION-MAKING	OPPORTUNITY AWARENESS	TRANSITION SKILLS	SELF-AWARENESS
Careers fair		✓	✓	
Dream job WOW day	✓	✓	✓	✓
Y7 Unifrog Sessions		✓		✓
Careers in the Curriculum		✓	✓	

Aims:

Research indicates that by the age of 13, many students begin to place limits on their future aspirations. If you were to compare the career ambitions of a group of students in Year 5 with the same group in Year 9, you would likely see a noticeable shift—where once they dreamed of becoming astronauts or surgeons, many will have 'settled' for more familiar, everyday professions.

While developing self-awareness and realistic expectations is an important part of growing up, our focus in Year 7 should be on sustaining high aspirations. By encouraging students to continue dreaming big, we can help delay the 'settling' process and raise the ceiling of what they believe is possible. This early intervention is key to shaping confident, ambitious learners who are open to a wide range of future possibilities.

Outcomes:

- Students maintain high aspirations through their first year at the Academy.
- Students are familiar with the concept of work and understand the role that the subjects they study at the Academy in preparing them for the workplace.
- Students are able to articulate their strengths and interests in a positive manner.

Year 8: DISCOVER

Y8 'Discover'	DECISION- MAKING	OPPORTUNITY AWARENESS	TRANSITION SKILLS	SELF-AWARENESS
Careers fair		✓	✓	
'Discover' WOW day	✓	✓	✓	✓
Y8 Unifrog Sessions		✓		✓
Careers in the Curriculum		✓	✓	
Assembly – Further Education (PAL)	✓	✓		✓
Engagement with HE providers	✓	✓		✓

Aims:

As students enter adolescence, they begin to develop a stronger sense of self—thinking more deeply about who they are and what interests them. This is a great opportunity to guide them through reflection activities that help them explore their strengths, values, and ambitions. At the same time, it's important to keep their aspirations high and avoid the common dip in ambition that can happen around this age.

In Year 8, we build on the momentum from Year 7 by continuing to inspire students to dream big. This includes helping them understand the relevance of subjects like STEM to future careers and higher education pathways. We also introduce students to university visits and workshops to broaden their horizons and show them what's possible beyond school.

Year 8 is about helping students discover not just who they are, but what's possible—and giving them the tools and experiences to start shaping their journey with confidence.

Outcomes:

- Students can articulate who they are and what their strengths and interests are.
- Students understand the importance of STEM subjects, with a key focus on technology improving our personal and professional lives.
- High aspirational targets set out in year 7 may become more realistic as students become more self-aware, but they still stay remain high.
- Students gain firsthand experience of a high education provider to maintain high aspirations.

Year 9: EXPLORE

Y9 'Explore'	DECISION- MAKING	OPPORTUNITY AWARENESS	TRANSITION SKILLS	SELF-AWARENESS
Careers fair		✓	✓	
'Explore' WOW day	✓	✓	✓	✓
Y9 Unifrog Sessions		✓		✓
Careers in the Curriculum		✓	✓	
Assembly – Technical Pathways (PAL)	✓	✓		✓
GCSE Options process	✓	✓	✓	✓
Post-16 Unifrog Sessions	✓	✓	✓	✓

Aims:

By Year 9, students have a clearer sense of who they are and where their interests lie. It's the ideal time to take a more hands-on approach to careers education, helping them explore pathways that align with their strengths, personalities, and ambitions.

With interests spanning a wide range of fields, the programme is designed to offer both depth and breadth—ensuring every student can access meaningful opportunities. As students prepare to make their GCSE option choices, we focus on strengthening their decision-making skills and linking subject choices to future careers.

Students also begin to explore post-16 pathways, including college, apprenticeships, and university, and consider how these options connect to real-world opportunities. Through careers-in-the-curriculum and exposure to higher education experiences, they start to build a clearer picture of what their future could look like.

Outcomes:

- Students have access to a wide range of opportunities regarding future employment, so they can begin putting together their own career pathways.
- The year group begins to divide into key areas of strength, allowing provision to become more specialist. (Examples of groups would be high prior attainers, high aspirational, low aspirational, vocational or SEN).
- Students can rationalise factors that go into making an informed decision.
- Students understand the importance of considering future options when making their choices for GCSE.

Year 10: EXPERIMENT

Y10 'Experiment'	DECISION- MAKING	OPPORTUNITY AWARENESS	TRANSITION SKILLS	SELF-AWARENESS
Careers fair		✓	✓	
'Experiment' WOW day	✓	✓	✓	✓
Y10 Unifrog Sessions	✓	✓		✓
Careers in the Curriculum		✓	✓	
Assembly – T-Levels (PAL)	✓	✓		✓
Mock interviews	✓	✓	✓	✓
Work Experience	✓	✓	✓	✓
St Brendan's Discovery Day	✓	✓	✓	✓

Aims:

Year 10 is a chance for students to experiment with the skills and experiences they'll need in Year 11 and beyond. It acts as a practice run, helping them build confidence and familiarity with the kinds of tasks and challenges they'll face in their final year.

The careers programme mirrors what's to come: students search for work experience placements as preparation for researching post-16 providers and completing applications. Mock interviews help them develop the communication skills needed for real interviews with colleges and training providers. Mock exams offer their first taste of formal assessments, building readiness for GCSEs. Work experience gives them a chance to step into the wider world and begin applying their learning in real-life settings.

By giving students these experiences early, we ensure Year 11 feels less daunting and more achievable which, in turn, sets them up to complete their secondary education with confidence and clarity.

Outcomes:

- Students can articulate who they are, what their aspirations are and how they intend on achieving them.
- Students can reflect on experiences and acknowledge positives, strengths, mistakes, and areas for development.
- Students can research potential opportunities and approach employers in a formal manner.
- Students have the skills and confidence to complete a work experience placement.
- Students finish year 10 equipped with the skills to be 'application ready' at the start of year 11.

Year 11: APPLY

Y11 'Apply'	DECISION-MAKING	OPPORTUNITY AWARENESS	TRANSITION SKILLS	SELF-AWARENESS
Careers fair		✓	✓	
'Apply' WOW day	✓	✓	✓	✓
Y11 Unifrog Sessions		✓		✓
Careers in the Curriculum		✓	✓	
Assembly – Apprenticeships (PAL)	✓	✓		✓
Mock interviews	✓	✓	✓	✓
Independent careers guidance interviews	✓	✓	✓	✓
SLT Post-16 interviews	✓	✓	✓	✓

Aims:

By the age of 16, students should have a clear sense of their interests and a general idea of the sector or pathway they'd like to pursue—even if they haven't yet settled on a specific profession. They should also have developed the decision-making skills needed to choose the right post-16 provider to support their next steps.

In Year 11, the Academy's role is to guide students through this crucial transition. We provide access to up-to-date information, meaningful encounters with local colleges, training providers, and sixth forms, and personalised support to help them make informed choices. Once students have selected their intended pathway, we focus on preparing them for the transition—ensuring they leave us confident, equipped, and ready to succeed in post-secondary life.

Outcomes:

- Students can articulate, both verbally and written, whom they are and why they wish to pursue certain areas of interest.
- Students have the self-direction to visit post-16 providers, keep key stakeholders (parents, tutors, peers) updated of their plans and ask for support whenever they need it.
- Students all have a post-16 destination (and a backup) arranged by February half term, but they acknowledge that there is still time to change should they wish.
- Students access the full range of post-16 providers and are not funnelled into a handful of the most common ones, as the information on the others was not readily available.
- The Academy will aim to achieve 0% NEET or 'current situation not known'.

Roles & Responsibilities

As outlined in the above section, delivery of a successful careers programme must be the responsibility of the whole staff body. This section will delve into the roles that different groups and/or individuals play at Oasis Academy Daventry Road in providing the best possible careers education, information, advice, and guidance to our students.

Senior Leadership Team

- The senior leadership team has a statutory responsibility to monitor and evaluate the effectiveness of the Academy and its curriculum to promote high standards of educational attainment. Effective careers guidance contributes to raising aspirations, improving motivation, and overcoming barriers to success.
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the Academy.
- Provide regular opportunities for discussion and feedback about upcoming provision to ensure maximum output and minimal disruption on the rest of the Academy (especially for events such as dropdown events)
- Ensure the Careers Leader is prepared for Ofsted inspections, including the chance to present with internal reviewers (OCL).
- Ensure Academy at least meets (and ideally exceeds) the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed time and resources are available during the year.
- Review progress and achievements versus the careers plan and adjust as necessary.

Senior Leader with overall responsibility for careers provision

- Recruit and support the Head of Careers in delivering the programme.
- Be the link contact between the Head of Careers and the Senior Leadership Team.
- Promote the programme and its importance to the wider staff body through all staff briefings, year team meetings and CPD sessions.

Head of Careers

- Prepare, deliver, evaluate, and review the careers plan.
- Be the key contact between the school and external providers such as the local authority, Further and Higher Education establishments, guest speakers, careers advisors (both those offering student guidance and those supporting the Head of Careers in delivering the programme), local businesses, apprenticeship providers and mock interview volunteers.
- Track all careers activity and be flexible to update the plan dependent on quality of provision.
- Manage the careers budget, including reviewing annual spend against effectiveness of provision for all contracts.
- Regularly update careers guidance section of the Academy website.
- Seek to establish more links with local employers and explore the provision they can support us with.
- Lead the strategy for achieving benchmark 4, setting targets for provision both within lessons and in extra-curricular time and then supporting them to reach these targets.

- Stay up to date with the changing labour market environment by regularly reading articles and engaging in appropriate CPD opportunities.
- Plan and deliver periodic CPD for all staff to help them fulfil their roles towards delivering the careers plan.
- Plan CEIAG drop down sessions, and train staff on best practice in terms of delivery and engaging students.
- Monitor the quality of all careers provision, both by internal and external providers, and offer feedback for development where required.
- Regularly feedback to Senior Leadership Team on progression of the programme and actively seek their support to deliver provision that may have wide-lying reverberations.
- Work with the year 11 tutor team and the data manager to ensure intended destinations data is collated in a timely fashion.
- Coordinate access to careers guidance, prioritising those at risk of becoming NEET.
- Liaise with the SENDCO to ensure additional provision is in place for those students who require it.
- Be the Academy's expert on all matters relating to careers education and the labour market and advise on policy update that affect other members of the Academy.
- Attend termly Careers Hub cluster meetings to discuss best practice and seek support from peers on achieving objectives.
- Complete a termly audit against the Gatsby Benchmarks using the Careers & Enterprise Company's Compass tool.
- Have regular contact with our designated Enterprise Coordinator and Enterprise Advisor who both feed into the overall Academy careers plan.
- Liaise with support staff to organise rooming and staffing of events in a timely manner, attempting to minimise disruption to regular Academy operations.

Heads of Department

- Identify opportunities for careers education within their subject area and provide resources for other teachers to use for all year groups.
- Explore opportunities for drop down sessions and trips that link classroom learning to post 16 and/or careers within their subject area.
- Support teachers by providing CPD, have influence over department displays and curriculum time built into curriculum plans for careers provision to be delivered.
- Offer guidance to staff on ensuring quality of delivery through other staff.
- Produce high quality careers displays linked to subject areas for all classrooms of that subject.
- Feedback to Head of Careers about success of provision, both in subject areas and across the Academy as a whole.

Class Teachers

- Deliver quality careers education linked to their subject areas, as guided by careers in curriculum CPD.
- Attend CPD sessions that update on latest trends and advice regarding careers in their subject area.
- Contribute towards the development of a positive atmosphere towards CEIAG through enthusiastic and, where relevant, personal delivery.
- Signpost students to links between curriculum content and employability skills.

- Identify opportunities to share their own personal journeys and experiences to help students better understand career routes and pathways.

Heads of Year

- Regularly liaise with Head of Careers to receive updated information and provision.
- Gather student names for the Head of Careers so they can provide additional support for those at risk of becoming NEET, disadvantaged students, and SEN.
- Familiarise themselves with the Academy careers plan and identify links between that and their own intended CEIAG/PSHE input for their year group.
- Identify opportunities for additional careers provision, suitable for their year group.
- Collect feedback from other members of their year team and feed this back to Head of Careers to support improvement of future provision.

Tutors

- Deliver quality careers education sessions to their mentees during tutor time and dropdown sessions.
- Offer regular feedback on careers provision for their year group.
- Identify students at risk of becoming NEET, with justification, and feed the names back to Head of Year and/or Head of Careers.
- Be the front line of careers education delivery throughout the Academy, and therefore approach with enthusiasm and confidence to help develop a culture of positivity towards CEIAG.
- Stay up to date with post-16 provision so they can offer effective guidance to their students as the first port-of-call.
- Adapt careers resources to ensure they cater for all needs within a tutor group.

SENDCO

- Familiarise themselves with the careers plan and ensure that it complements objectives and activities set out in the Academy's special education policy.
- Provide support to SEND students to help them generate their individual careers action plans.
- Review SEND students' careers action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the Head of Careers understands the Academy's statutory responsibility to students with SEND.
- Generate individual career action plans as part of the Education Health and Care Plan.
- Ensuring key students are supported with Post-16 choices, applications, and attend (or, where required, are taken to) college open days.
- Arrange a meeting with the Head of Careers to discuss any SEND needs of students attending careers trips.
- Gather student names for the Head of Careers so they can provide additional support for those at risk of becoming NEET, disadvantaged students and SEND.

Careers Advisor

- Provide independent careers advice to students, informing them of post-16 pathways suitable to their interests, academic record, and personal career goals.
- Create an action plan for each student who has received independent 1-to-1 careers advice, suitable for sharing with the wider staff body allowing students to then be held accountable for actions they set about realising.
- Signpost the Head of Careers to useful links, local employment opportunities and relevant CPD.
- Liaise with the appropriate pastoral lead and Head of Year regarding careers advice and guidance and to inform them about courses, apprenticeship opportunities and possible programmes for the most vulnerable.
- Keep records of all students they have met, so any follow-up meetings with individual students can be as efficient as possible.
- Inform the Head of Careers immediately of any safeguarding issue regarding a student that arises from any careers guidance meeting so that they can log it accordingly on CPOMS.

Admin & Support Staff

- Support Head of Careers in rooming and staffing events and advising alternate venues or times should proposed ones be deemed too disruptive to the regular functions of the Academy.
- Meet regularly with the Head of Careers to keep the website updated.
- Provide admin support in designing branded communications.
- Be role models in professional jobs, setting examples for our students of what good professionalism in a formal setting should look like.

Impact

The core impact of the careers programme is that students leave the Academy equipped to transition successfully into the right post-16 destination for them—reflected in our 0% NEET (Not in Education, Employment or Training) outcome. However, our responsibility goes beyond helping students secure their next step. We must also prepare them to adapt if their original plans change, ensuring they have the resilience and skills to re-evaluate and redirect their path when needed.

To measure impact, we draw on a combination of qualitative feedback and quantitative data to build a comprehensive picture of how our careers programme supports students. This includes:

- **Student voice**, gathered through:
 - Unifrog reflections and usage data
 - Future Skills questionnaires
- **Parent voice**, collected via:
 - Parent forums
 - Feedback from careers-related events and communications
- **Provider feedback**, including:
 - Employer feedback following encounters and experiences
 - Reflections from guest speakers and workshop facilitators
- **Destinations tracking**, using:
 - Percentage of students who are NEET
 - Percentage progressing to Level 3 courses
 - Percentage securing apprenticeships

These insights not only demonstrate the effectiveness of our provision but also inform the consistent improvement of the careers plan, ensuring it remains responsive to student needs and aligned with evolving local and national priorities.

When successful, the impact of the programme reaches far deeper. It empowers students individually and contributes positively to the Academy and wider community. The outcomes include:

- Improved attendance, engagement, and academic attainment across the Academy.
- Students have a clear understanding of the range of career options available and know how to access reliable labour market information.
- Students can reflect meaningfully on their strengths, interests, motivations, areas for development, and personal goals.
- Students are confident in articulating their self-reflections and aspirations.

- Students know how to make informed decisions by gathering, evaluating, and applying information from multiple sources.
- Students develop a strong foundation in key employability skills, including Listening, Presenting, Teamwork, Leadership, Staying positive, Aiming high, Problem solving, Creativity.
- Students demonstrate resilience and confidence in responding to change and take a proactive approach to overcoming challenges.
- Students understand the role of education in preparing them to be active, informed British citizens, which increases their motivation and engagement with the curriculum.
- Students feel positive about the CEIAG (Careers Education, Information, Advice and Guidance) offer and actively seek support when needed.
- Students are significantly less likely to become NEET between the ages of 16–19, contributing to wider social benefits and long-term economic savings for the UK.

Date of Completion: September 2025

Date of Review: July 2026

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