

Oasis Academy Leesbrook Careers

The Strategic Pillars of our Futures Programme



Programme

Vision

Leesbrook students aim high and recognise that their experiences and academic progress will influence their future careers.

They have the confidence and ambition to make informed choices and take opportunities available to them. This will prepare them in becoming successful leaders of the future.

Our goals

- To provide learners with opportunities to engage with employers, colleges and universities. Helping students explore and realise their future aspirations.
- To provide each individual learner with appropriate guidance based on their own aspirations including the provision of impartial advice and guidance, ensuring all learners have had the opportunity for ICAG interviews by 16.
- To develop an ethos amongst staff that drives an outstanding careers programme, providing students with Careers and Labour Market information in the curriculum.

How will we work together during the 2022-23 academic year?

- Each subject area will have a careers champion who will be targeted with bringing careers into the curriculum in their subject area.
- All stakeholders to be responsible for making sure that the needs of every student are addressed through our entire programme.
- Engage students, teachers, parents and carers in the importance of careers education by building a sustainable programme
- We will broaden our network to ensure we expose learners to the best information we can.

Gatsby Benchmark	Headline	Summary	Examples
1	‘A stable careers programme.’	To provide learners with opportunities to engage with employers, colleges and universities in each curriculum area.	<ul style="list-style-type: none"> • Guest Speakers • Trips to higher education providers • Careers Fair • Subject curriculum
2	‘Learning from career and labour market information.’	Using technology to educate students, carers and parents about career and labour market information including displays around school	<ul style="list-style-type: none"> • Web based careers information • Assemblies • Displays • Publications
3	‘Addressing the needs of each pupil.’	Collate information about the desires and intent of each individual student and to provide different pathways to meet their needs	<ul style="list-style-type: none"> • Drop down days • Aspirational Trips • Cultural Enrichment
4	‘Linking the curriculum to careers.’	Our aim is to ensue all curriculum areas seek opportunities to link careers to their subject area through a careers champion and to provide opportunities for students access careers information in all areas.	<ul style="list-style-type: none"> • Subject weeks • STEM Days • Taster Days • Aspirational trips • Careers week
5	‘Encounters with employers and employees.’	All students are provided where possible with opportunities to meet with employers and employees through their time at the school. We actively encourage businesses to come and talk to students	<ul style="list-style-type: none"> • Enterprise Event • Workplace Visit • Enrichment Days • Careers Event • Aspirational trips
6	‘Experiences of workplaces.’	Our staff look for creative ways to increase the experience of the workplace, this includes specific visits but also extracting every opportunity from every trip	<ul style="list-style-type: none"> • Aspirational Visits • Work place safari’s
7	‘Encounters with Further and Higher Education.’	All students YR7 – YR11 are provided with a wide range of opportunities to access higher education providers. All teachers provide transition information for the next step	<ul style="list-style-type: none"> • Subject curriculum • University Visits • Apprentice Event • Careers Event



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8	'Personal guidance.'	All students receive impartial and qualified careers and options guidance throughout key stage 3 and 4	<ul style="list-style-type: none"> • 1:1 Interviews • Options Guidance
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Careers Programme



Networks and Partners

Our careers programme is overseen by a named careers leader and is reviewed on a continual basis to ensure the best outcomes. The programme uses the Gatsby benchmarks to provide outstanding provision.

If you feel you could contribute to our programme please get in touch.



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Careers Programme

SWOT Analysis

Our Context

deprived part of Oldham. A large number of EAL pupils, A start-up secondary serving the most diverse and some with no English. A small number of pupils entering on P Levels

Strengths	Weaknesses	Opportunities	Threats
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Careers: Mr C Ryan
 Position: Pastoral Intervention Worker &
 Leader of Careers
 Contact: [0161 290 4000](tel:01612904000)
 Email: christopher.ryan@oasisleesbrook.org.uk

<p>No Legacy of a bolt on careers model to unpick</p> <p>Staff – all recruited for moral purpose. No issues with buy in</p> <p>Staff – many new in post subject leaders who are keen to design mode curriculums</p> <p>Academy has a robust Cultural Enrichment program which blends well with futures</p> <p>Support of SLT – Careers is a key focus on ADP/SEF</p> <p>The Blended Character Curriculum – soft skills for futures</p>	<p>Contacts – Limited ‘black book’ of contacts</p> <p>Staff – many are new to the profession therefore limited experience with futures in the curriculum. Majority have taken traditional route through education</p> <p>No existing careers provision to build on</p> <p>Expertise. No members of staff with the background in/experience of careers</p>	<p>Oldham is an opportunity area – access to enhanced enrichment, funding, FE input</p> <p>New build – Galliford Try – many opportunities for enrichment and linking curriculum to careers.</p> <p>Context – New school, building it’s own curriculum. Futures agenda can sit at the heart of this.</p> <p>Currently no year 11 – less competition in terms of priority within the curriculum and therefore a chance to embed before GCSE’s take priority.</p> <p>Head teacher has created the role that encompasses all areas of student experience for the careers lead therefore more power to direct the vision towards careers and futures.</p>	<p>Staff body will grow hugely in the next 2 years – requirement for repeated CPD and upskilling whilst continuing to develop current staff.</p> <p>Time. Designated Careers Lead is also Student experience lead (extra curricular, trips co-ordinator, head of well-being and PE faculty, transition lead)</p> <p>SEND – High percentage of EAL new to English/P level pupils. What does futures and Gatsby look like to them?</p>
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Key Documents

[Objective 1 yearly milestones](#)

[Objective 2 yearly milestones](#)

[Objective 3 yearly milestones](#)

[2021/22 Careers activity programme](#)

[2021/22 Careers Action Plan](#)

[Stakeholder Plans](#)

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Actions for INSET

1. Designated careers champion with your department
2. Departmental Careers Weeks identified and shared with department
3. Action plans for the year – discussed for the year
4. An idea of how careers and futures events/activities started to be developed in Schemes of Learning planning