



Oasis Academy Mayfield Careers Tracker 2022

Gatsby Benchmark	Details around this benchmark	SCHOOL	Year 6 - pre transition	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 - NEET - PASS ON INFO	
1.A stable careers programme Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process	Update school website including Baker Clause Review Current Framework from all stakeholders Compass Results: End of Term		Careers survey for all to identify individual interests + part-time jobs Review Current Framework from all stakeholders	Careers survey for all to identify individual interests + part-time jobs Review Current Framework from all stakeholders	Careers survey for all to identify individual interests + part-time jobs Review Current Framework from all stakeholders	Risk Of NEET Identified (RONI) Careers survey for all to identify individual interests + part-time jobs Review Current Framework from all stakeholders	College Assemblies Tracking Intended Destinations Risk Of NEET Identified (RONI) Careers survey for all to identify individual interests + part-time jobs Review Current Framework from all stakeholders		
		Compass Results: End of Term						College Assemblies Tracking Intended Destinations	College Assemblies Tracking Intended Destinations	
		Compass Results: End of Term						College Assemblies Tracking Intended Destinations	College Assemblies Tracking Intended Destinations	
2.Learning from career & labour market information. Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children	Update school website including Baker Clause								
						Personal Development - Interview Skills Personal Development - Career Pilot				
						Personal Development - Interview Skills Personal Development - Career Pilot	Work Experience Week			
3.Addressing the needs of each pupil. Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school	Update school website including Baker Clause		Personal Development - Settling into school Careers survey for all to identify individual interests	Careers survey for all to identify individual interests	Careers Guidance for all pupils starting with SEND Careers survey for all to identify individual interests	Risk Of NEET Identified (RONI) Careers survey for all to identify individual interests	College Assemblies Careers Guidance for all pupils Careers survey for all to identify individual interests Informing EHCP about options Risk Of NEET Identified (RONI) Personal Development - College Applications		
						Careers Guidance for all pupils Personal Development - Career Pilot	Priority Group Career Interviews Personal Development - CV Writing and Post-16 Options	College Assemblies Careers Guidance for all pupils College Interviews		
			Futures Week Activities	Futures Week Activities Personal Development - Different types of study, strengths and weaknesses, different goals	Careers Guidance for all pupils Futures Week Activities Personal Development - Career Pilot	College Taster Days Priority Group Career Interviews	College Assemblies Careers Guidance for all pupils College Interviews	College links to pass on key information regarding individual needs (RONI)		
4.Linking curriculum learning to careers All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had 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									
			National Career Week Activities	National Career Week Activities	Guided Choices Evening with Further and Higher Education National Career Week Activities	National Career Week Activities Personal Development - CV Writing and Post-16 Options	National Career Week Activities Personal Development - Personal Branding and Revision Skills			
		Futures Week Activities	Futures Week Activities	Futures Week Activities	Futures Week Activities					
5.Encounters with employers & employees. 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 activities including visiting speakers, mentoring and enterprise schemes	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace	Develop Alumni Programme and encourage involvement				ARMY Engagement Sessions	NAVY Engagement Sessions			
			National Career Week Activities	National Career Week Activities	ARMY Engagement Sessions National Career Week Activities	National Career Week Activities Personal Development - CV Writing and Post-16 Options	National Career Week Activities Personal Development - Personal Branding and Revision Skills			
		Futures Week Activities	Futures Week Activities	Futures Week Activities Personal Development - Different types of study, strengths and weaknesses, different goals	ARMY Engagement Sessions Futures Week Activities	Work Experience Week				
6.Experiences of workplaces. Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have *As far as is possible, schools and employers should ensure these are positive experiences						WEX Launch Assembly			
						WEX Support Sessions				
						Work Experience Week				
7.Encounters with further and higher education. All pupils 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 age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils *A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.	Careers and Education library			Learn With Us Campus Visit UoS		WEX Launch Assembly	Learn With Us Campus Visit UoS College Open Events shared with students and parents College Assemblies		
					Learn With Us Campus Visit UoS Guided Choices Evening with Further and Higher Education	Learn With Us Campus Visit UoS WEX Support Sessions Personal Development - Post-16 Options College Assemblies	College Interviews College Assemblies			
			Learn With Us Campus Visit UoS	Personal Development - Different types of study, strengths and weaknesses, different goals		College Taster Days				
8.Personal guidance. Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.					Careers Guidance for all pupils starting with SEND		Careers Guidance for all pupils		
						Careers Guidance for all pupils	Priority Group Career Interviews	Careers Guidance for all pupils		
						Careers Guidance for all pupils	Priority Group Career Interviews	Careers Guidance for all pupils		