



## **Policy Statement on Provider Access**

Academy Name: Oasis Academy Silvertown

### **Introduction**

Oasis Academy Silvertown is a small comprehensive school near the East London's Royal Docks. We pride ourselves on our inclusive values, family atmosphere, diverse student body and high academic drive. Although we are small, we are building a great reputation locally as a friendly yet rigorous secondary school. We have an ambitious and developing careers programme, working to ensure our students are "ready for university, ready to lead."

"In 2013 the Gatsby Foundation commissioned Sir John Holman to research what pragmatic actions could improve career guidance in England. The Good Career Guidance Benchmarks which emerged from the report are now adopted as part of government's careers strategy for schools and colleges.

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance." Therefore the Gatsby Foundation identified eight Gatsby benchmarks for schools to use as a framework to develop their careers curricula.

The eight Gatsby benchmarks of good career guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

At Oasis Academy Silvertown we have used these benchmarks to plan our strategy for addressing these areas with a whole-school context driven approach. Our commitment to your child's future is woven directly into our whole school culture and ethos.

Our careers team have completed a Careers Leader Programme endorsed and delivered by Teach First to enable us to provide your child with informed and bespoke careers guidance. We have also developed links with external business partners, such as 15Billion, Future Frontiers and General Projects. We aim as part of our strategy to expose your child to as many experiences with the world of work as possible during their academic career, these might include meeting working professionals, work experience and mentoring.

Our devotion to providing your child with all that they need to pursue their dream job ambitiously and confidently is at the heart of all that we do.

Strategy and Implementation Review Date: 03/10/2022



Johanna Thompson  
**Principal**



James Gordon  
**Careers Leader**

*\*This policy statement sets out the Academy's arrangements for managing the access of providers to students at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.*

## **Strategy Summary**

### **Vision**

**Ambitious and Confident Futures for All.**

### **Strategic Objectives**

- 1. Inspire and guide our young people to reach aspirational and fulfilling careers.**
- 2. Gather information from stakeholders (students, teachers, parents and carers) which can be used to inform the careers curriculum.**
- 3. Provide all students with bespoke advice from multiple sources so they can make informed choices about their futures.**

### **Careers Team**

**Careers Leader – James Gordon**

**Lead for Student Aspiration, Progression and Development – Harry Walker**

### Gatsby Benchmark Analysis

Gatsby Benchmark	Area of strengths	Areas of development
<p>1 A stable careers programme  52%</p>	<ul style="list-style-type: none"> <li>PSHE sessions are targeted at certain years groups e.g. Year 10 and 11</li> <li>PSHE sessions are focussed on work experience and post 16 application process</li> <li>Futures week for KS3 attempts to cover all aspects of the Gatsby Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Futures week is an additional component to the curriculum – careers guidance needs to feature in all aspects of the curriculum</li> <li>Some of the business partnerships change annually (more stable business links need to be developed)</li> </ul>
<p>2 Learning from career &amp; labour market information  40%</p>	<ul style="list-style-type: none"> <li>Some links with local business are maintained</li> </ul>	<ul style="list-style-type: none"> <li>LMI information should be explicitly taught to the students.</li> <li>LMI information for the local area needs to be researched and incorporated into PSHE and subject specific lessons</li> </ul>
<p>3 Addressing the needs of each pupil  81%</p>	<ul style="list-style-type: none"> <li>Students in Year 11 receive a careers guidance interview</li> <li>SEN and at risk groups receive more support with their work experience choices and</li> <li>Students in Year 10 have mentoring</li> </ul>	<ul style="list-style-type: none"> <li>At risk students need to be identified by the careers team</li> <li>These students needs should be cater for in all areas of the careers guidance curriculum</li> </ul>
<p>4 Linking curriculum learning to careers  60%</p>	<ul style="list-style-type: none"> <li>PSH and Futures Week is primarily where the students have the majority of their careers guidance.</li> <li>The PSHE sessions and Futures Weeks sessions are broad and covers careers and skills education</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leaders need to incorporate LMI and careers guidance into the subject specific curricula across the school</li> </ul>
<p>5 Encounters with employers &amp; employees  20%</p>	<ul style="list-style-type: none"> <li>Students in Year 9 have multiple encounters with employers from a range of professions and work places during our Futures Week Networking Evening</li> </ul>	<ul style="list-style-type: none"> <li>Further development of networking with professionals and students needs to take place in all years</li> </ul>
<p>6 Experiences of workplaces  100%</p>	<ul style="list-style-type: none"> <li>All students in Year 10 spend 1 week on a work experience placement</li> </ul>	<ul style="list-style-type: none"> <li>The work experience placement needs to research more thoroughly beforehand ensuring that the placement will provide progression in line with their aspirations</li> </ul>
<p>7 Encounters with further and higher education  75%</p>	<ul style="list-style-type: none"> <li>All students in KS3 visit 3 separate universities of various types.</li> </ul>	<ul style="list-style-type: none"> <li>These are primarily universities that deliver degrees. Further links need to be created with other HE providers e.g. 'T-Levels and apprenticeships.</li> </ul>
<p>8 Personal guidance  25%</p>	<ul style="list-style-type: none"> <li>Only Year 11 have received careers guidance meetings and this was only put in place this academic year.</li> </ul>	<ul style="list-style-type: none"> <li>All Year 9 and 11 students to receive a careers guidance meeting</li> </ul>

## **Student Entitlement**

All students in years 8-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses

## **Management of Provider Access Requests**

### Procedure

A provider wishing to request access should contact Mr James Gordon, Assistant Principal.

Telephone: 0207 059 2500;

Email: james.gordon@oasissilvertown.org

## **Opportunities for Access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

Year Group	Every Monday (15:15 – 16:15)
Years 7, 8 and 9	Weekly Monday enrichment sessions including career focussed sessions: law, debating, work experience at a local community centre, sports leader programme. The students on the sports leader programme also complete work experience at a local primary school implementing the programme.

Year Group	Autumn Term	Spring Term	Summer Term
Year 7	Enrichment Day – Healthy Living  Enrichment Day - STEM	PSHE – Global citizens: Our World for All  Enrichment Day – Expressive Arts	PSHE – Financial Decisions: Tax, debt and budgeting  Futures Week – Visit post 18 providers and discover opportunities in the world of work.

		Enrichment Day – Volunteering in the community	
Year 8	Enrichment Day – Healthy Living  Enrichment Day - STEM	Enrichment Day – Expressive Arts  Enrichment Day – Volunteering in the community	PSHE – Financial Decisions: Tax, debt and budgeting  Futures Week – Visit post 18 providers and discover opportunities in the world of work.
Year 9	Enrichment Day – Healthy Living  Enrichment Day - STEM	PSHE – Global citizens: Our World for All  Enrichment Day – Expressive Arts  Enrichment Day – Volunteering in the community	PSHE – Financial Decisions: Tax, debt and budgeting  Futures Week – Visit post 18 providers and discover opportunities in the world of work.  Networking Event – Opportunity to meet a range of professionals from the world of work.
Year 10	Enrichment Day – Healthy Living  Enrichment Day - STEM	PSHE – Global citizens: Our World for All  Enrichment Day – Expressive Arts  Enrichment Day – Volunteering in the community	PSHE – Financial Decisions: Tax, debt and budgeting  Work Experience – A week long work placement.
Year 11	PSHE SoW – Careers and applying to post 16 providers.  Enrichment Day – Healthy Living  Enrichment Day - STEM  Post 16 Providers Open Evening – Opportunity for post 16 providers to meet	PSHE – Global citizens: Our World for All  Enrichment Day – Expressive Arts  Mentoring – Individual Careers Guidance and support with applications to post 16 providers	Mentoring – Individual Careers Guidance and support with applications to post 16 providers



	students and discuss their prospectuses.		
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Please speak to our Careers Leader to identify the most suitable opportunity for you.

### **Premises and Facilities**

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre (LRC), which is managed by the [appropriate member of staff]. The Resource Centre (LRC) is available to all students at lunch and break times.

### **Approval and Review**

Original Policy Approved 23/04/19 by Regional Director and Academy/Hub Council

Next review: 3<sup>rd</sup> October 2022

### **Destination data**

#### **Year 11 Leavers**

Academic Year	Percentage of Students Post 16 in Full Time Education, Training and/or Employment (6 months after leaving the academy).
2018 – 2019	94.74%
2019 - 2020	95.59%