



Nottingham Free School Careers Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school 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.

Statutory Guidance

The updated statutory guidance (2018) clearly states that 'every child should leave school prepared for life in modern Britain'. The guidance gives a clear message to governing bodies, school leaders and school staff on their responsibilities to ensure not only academic rigour and excellent teaching but also the importance of young people developing the values, skills and behaviours they need for life. In addition, young people need to have realistic career ambitions that meet the need of the economy. It also states that 'employers play a key role in inspiring young people about their future career choices'. Employers can give a more realistic perspective in offering careers information, advice and guidance to young people. Careers education is about aspiration as much as information, advice and guidance. The best mentoring and motivation comes from people in jobs. It is vital that employers and schools work closely together and the government will help facilitate this by the new Careers and Enterprise Company.

It is the responsibility of governing bodies to ensure that all registered pupils are provided with independent careers guidance from year 8 to year 13. This guidance must:

- Be impartial
- Include information on the range of education or training options, including traineeships, apprenticeships and other vocational pathways
- Promote the best interests of the pupils to whom it is given
- The Technical and Further Education Act 2017 requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
 - any procedural requirement in relation to requests for access;
 - grounds for granting and refusing requests for access;
 - details of premises or facilities to be provided to a person who is given access.

In relation to Governing bodies, their responsibility is also to:

- provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is

developed in line with the Gatsby Benchmarks and informed by the requirements set out in The statutory guidance (January 2018 and later).

- Ensure the school has a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

The governance handbook provides information on governors' other legal duties

In relation to pupils with special educational needs or disabilities, the guidance states:

- Many pupils with SEN and disabilities are capable of sustainable employment and professionals working with these young people should share that presumption and help them develop the employability skills and experience to succeed, including supported internships for young people with ECH plans
- Families need to understand that some children with SEN and disabilities, with the right support, can find paid work, be supported to live independently and participate in the community
- Partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups are important to help young people understand what is available to them as they get older. For children with EHC plans, they need to understand how Personal Budgets can be used to access activities to promote greater independence and learn life skills
- For teenagers, preparation for adult life needs to be a more explicit element of their planning and support, focusing on preparation for adulthood, including employment, independent living and participation in society.

Policy Statement

Nottingham Free School is committed to providing a planned programme of Careers, Employability and Enterprise for all students in years 8-13. We will also follow the Gatsby Benchmarks 2018 for KS3, KS4 and Post 16 as well as other relevant guidance from the DfE, QCA and Ofsted, People's Information, Advice and Guidance. Nottingham Free School is committed to meeting and exceeding our legal responsibility for securing access to independent and impartial guidance for all pupils in years 8 – 13. Young people will have the opportunity to develop their knowledge and skills so they make the right choice and effective transition to their preferred pathway.

At Nottingham Free School we believe that all young people and parents will need advice, guidance and support in working towards and planning for the future after leaving the academy. Parental involvement is as an integral part of careers, employability and enterprise education. Nottingham Free School is committed to keeping parents involved in their child's career skills development through parents meetings, written reports, access to their child's careers library and other appropriate means. Through our work with both students and parents Nottingham Free School will always provide a relevant and personalised Careers, Employability and Enterprise programme for students at the appropriate stage in their learning.

Pupil entitlement

All pupils in years 8-13 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.

Gatsby Benchmarks

To secure the best chances our young people have in gaining employment and at the same time addressing the skill needs of employers in our area, Nottingham Free School is committed to ensuring all Gatsby Benchmarks are met. These benchmarks provide the methodology by which we can significantly improve the employability and life skills of our young people regardless of their academic ability or which career pathway they chose to take. The table below shows each benchmark and the current related provision.

| Benchmarks | Current Action |
|---|--|
| <p>1. A stable careers programme.</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p> | <p>Each student receives 3-5 lessons of careers guidance careers per year.</p> <p>Voluntary careers talks</p> <p>Careers activity days</p> |
| <p>2. Learning from career and labour market information.</p> <p>Every student, 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.</p> | <p>Planned careers lessons in the PSHCE programme.</p> <p>Visits to college, talk on apprenticeships planned at end of year.</p> |
| <p>3. Addressing the needs of each student.</p> <p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p> | <p>20 careers meetings funded throughout the year.</p> |

| | |
|--|---|
| <p>4. Linking curriculum learning to careers.</p> <p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p> | <p>Careers based INSET for staff August 2018 Year 7c + 7B – workshops</p> |
| <p>5. Encounters with employers and employees.</p> <p>Every student 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.</p> | <p>Careers talks – every 2/3 weeks Work experience Enrichment programme Activities days focused on careers – all year 9 and 10</p> |
| <p>6. Experiences of workplaces.</p> <p>Every student 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.</p> | <p>Year 10 work experience Careers talks Visits /opportunities (workshops)</p> |
| <p>7. Encounters with further and higher education.</p> <p>All students 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.</p> | <p>Widening participation scheme Apprenticeships college visit in March Year 9 visit to Nottingham University in July Year 10 visit to Leicester university in July Cambridge visit</p> |
| <p>8. Personal guidance.</p> <p>Every student should have opportunities for guidance interviews with a career 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</p> | <p>20 students have personal guidance interviews in April / May (through Careers Local bid)</p> |

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs P Barrett Careers Coordinator,
Telephone: 0115 8964949 Email: contact@nottinghamfreeschool.co.uk

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 pupils and/or their parents/carers. We have regular (every 2-3 weeks) drop-in careers sessions from a variety of presenters where students can come to an informal careers talk. These come from a wide range of careers and involve parents and other members of our local community as well as volunteers from a wide range of employment sectors.

Career Activities

The following information tables show how career based activities are integrated into various aspects of the school curriculum.

Our PSHCE programme includes a yearly focus on careers and the following table shows the themes covered.

Themes

| Year | Theme | Aims |
|------|--------------------------|--|
| 7 | The world is my oyster | Raise aspiration and motivation – explore a range of pathways Have knowledge of a range of a careers |
| 8 | My goals, my future | What do I want? How am I going to get there – qualifications and how and where to get them (understand the pros and cons of higher education, apprenticeship, vocational courses, A' Levels) Prepare for GCSE options |
| 9 | Exploring pathways | Explore potential pathways through use of Labour Market information and interactions What do I want? – student survey using Microsoft forms Which providers for my pathway? University visit |
| 10 | Stand out from the crowd | Develop employability skills (CV writing, interviews, filling application forms), Understand how our social media presence can affect our employability Acquire employability skills through a work placement University visit College visit for some students |
| 11 | Life after GCSEs | Explore post-16 options Interview skills Update CVs Application forms |

Annual activities with outcomes

| Activity | When | Year Group | % of year group | Intended Outcomes |
|--|--------------|----------------------|------------------------------|---|
| Apprenticeship Fair | March 2018 | Year 10 | 16 / 90 = 17% Target: 30% | Raise awareness of apprenticeships Interact with potential employers |
| Futures Careers Fair | October 2018 | Year 11 | 100 % | All are fully informed about post-16 options |
| Work experience | May 2018 | Year 10 | 100 % | Develop employability skills, networks, better informed |
| Cambridge visit | | Year 9 | | To raise the aspirations of our most able students |
| Widening participation / Ambition programme (through Nottingham University) | All year | 10-12 per year group | Approx. 10% of each year | To raise aspirations to consider University education as an option and have an understanding of careers opportunities that may be opened up. |
| Employable me – interviews day | July 2018 | Year 10 | 100 % | |
| Careers parents evening – year 10 and 11? Work experience talk Apprenticeships talks A Levels talk Mini careers fair?? | | | | |
| Outreach provision – Nottingham Trent University | | Year 7 | 100 % | Assembly – key terminology and benefit of higher education through a series of fun and interactive games |
| Outreach provision – Nottingham Trent University | | Year 8 | 100 % | Workshops designed to help pupils identify their future goals and recognise the role that academic success plays. Will work alongside NTU undergraduates. |
| Outreach provision – Nottingham Trent University | | Year 9 | 100% | 2 workshops - exploring employability through the eyes of successful NTU undergraduates |
| Outreach provision – Nottingham Trent University | | Year 10 | 100% | 2 workshops Pupils challenge to ask the question: university – what’s the point. |
| Outreach provision – Nottingham Trent University | | Year 11 | 100% | Assembly to help students identify the practical steps they can take to make their exams a success. |

Additional activities 2017 -2018

| Activity | When | Year group | % of year group | Intended Outcomes |
|---|---------------|------------------|-----------------|--|
| E.ON STEM workshops | February 2018 | Year 7 (7c = 7b) | 50 % | Students relate science and technology to the workplace. Students combine their knowledge of energy concepts with engineering thinking. Exploring concepts in Physics, Design & Technology and Engineering |
| Apprenticeships assembly | July 2018 | Year 9+10 | 100 % | All students are informed about apprenticeships, how to get them, quality of apprenticeships |
| Vocational courses assembly | July 2018 | Year 9+10 | 100 % | All students informed about vocational courses options for post-15 study |
| Visit to a college | 2018- tba | Year 10 | ? | Some students visit a college for a taster session |
| Visit and workshops at Nottingham University | July 2018 | Year 9 | 100 % | |
| Year 10 visit to Leicester University - workshops | July 2018 | Year 10 | 100% | |
| Workshop provided by Ideas4Careers – Know your potential employer / How to get on at work (Careers Local Bid) | July 2018 | Year 10 | 100 % | Understand work values and attitudes to enable learners to secure and sustain meaningful employment Appreciate the importance of a positive social media presence |
| Employers interactions (Careers Local Bid) | July 2018 | Year 10 | 100 % | Students interview employers and employees, to find out about a broad range of careers. Use communication skills |
| Careers talks schedule: | All year | Year 7 – 10 | Registers kept | Hairdressing, Broadcast journalism, Gaming design Medicine, Police, Engineering, Fashion design, Armed forces, Performing Arts, Principal Engineering (Mott Group) |

| | | | | |
|---|---------------|------------|--------------|--|
| | | | | Students come on a voluntary basis to listening to employer and employees speak about careers and ask questions |
| National Videogames Arcade Workshop | December 2017 | Year 7 + 8 | 30 / 180 17% | Explore future job roles in the digital sector, which will be explored in workshops and through practical activities |
| Sound and Resonance | | Year 7 + 8 | | |
| RICS – Employability and Enterprise work shop | May 2018 | Year 9 | 100 % | #p#/'= |

Enrichment Programme 2017 - 2018

The school provides a compulsory enrichment programme which takes places from 3:40 – 4:45 Monday – Thursday. Students are encouraged to make informed choices and seek options that take them “out of their comfort zone” to develop employability skills. Enrichment choices are changed on a termly basis for year 7 & 8 students.

| | |
|--------------|---|
| Years 7 & 8 | <p>Performance and public speaking: Lamda Group Acting Grades 1 and 2, Drama club, Magic club and conjuring</p> <p>Sport: Boxing, Girls Football, Table tennis, Netball, Football, Gym, Capoeira, Dance</p> <p>Enterprise: Charity, Enterprise group</p> <p>Music: Choir, School band</p> <p>Animal Care</p> <p>Baking</p> <p>Creative Writing</p> <p>Science Club (Score)</p> <p>Art and mixed crafts, Drawing workshop</p> <p>Book club</p> |
| Years 9 & 10 | <p>LAMDA – Group Acting Grade 3</p> <p>Sports Leaders Award</p> <p>CREST Bronze and Silver – Science Award</p> <p>Duke of Edinburgh – Bronze and Silver</p> <p>Youth Health Challenge</p> <p>Basic Food Hygiene Award</p> <p>ICT: ECDL Award, School Project</p> <p>World studies: Debating, Politics and positive communities</p> <p>Arts Award</p> <p>Touch typing</p> <p>Music : Choir, School band</p> <p>Sports : Summer sports, Team sports. Girls Football</p> |

Employability skills

We promote and give opportunity to develop the following employability skills through the curricular and enrichment opportunities:

- G.1 Self-motivated*
- G.2 Self-assured*
- G.3 Aspirational*
- G.4 Informed*
- G.5 Experienced*
- G.6 Achieving*
- G.7 Accountable*
- G.8 Resilient*
- G.9 Entrepreneurial*
- G.10 Co-operative*

All students have Employability of Employability and Achievement booklets to record evidence of each skill. A tutor lesson is dedicated to this every term to give students the opportunity to reflect on skills acquired, to identify any gaps and to plan for opportunities to develop skills.

Each student is expected undertake a minimum of one of each of the following in the course of the year:

- take on a challenge set by departments (challenges published termly)
- give a presentation (opportunities given termly)
- represent their house or school (regular house competitions, student council, sports competitions, house captain/vice-captain)
- go out of their comfort zone (enrichment options, experiences)

Reviewed by: J Brown

Date of latest review: July 2018

Date of next review: July 2019