



## 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 7-13 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><b>1. A stable careers programme.</b></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>	<ul style="list-style-type: none"><li>• Lessons and active tutoring sessions for all students – see scheme of work.</li><li>• A schedule of careers talks during year 9 study sessions, for year 10 during activities week</li><li>• Careers activity days develop employability skills, provide employer interactions, provide interview practice and information on pathways.</li></ul>
<p><b>2. Learning from career and labour market information.</b></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>	<ul style="list-style-type: none"><li>• Planned careers lessons in the PSHCE programme – year 9, year 10 and year 11 on labour market information.</li><li>• Active tutoring for all.</li><li>• Talks by outside providers on apprenticeships and vocational courses.</li><li>• Apprenticeships fair - Nottingham</li></ul>
<p><b>3. Addressing the needs of each student.</b></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</p>	<ul style="list-style-type: none"><li>• NEETs potentials mentored to ensure a good outcome at the end of year 11 – help with applications and research.</li></ul>

<p>student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• All year 8 receive one to one interview with a member of SLT to help them choose appropriate options.</li> <li>• Visitors from a range of social and ethnic backgrounds invited into speak with students.</li> <li>• SEN students targeted for support in choosing options, finding work experience and selecting appropriate post-16 options.</li> </ul>
<p><b>4. Linking curriculum learning to careers.</b></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>All subject areas have identified how careers links will be embedded into their curriculum – see the list of planned events below</p> <p>The school accesses various STEM careers events throughout the year, including visiting speakers, workshops and external visits.</p>
<p><b>5. Encounters with employers and employees.</b></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>	<ul style="list-style-type: none"> <li>• Some curriculum area invite external providers as part of planned lessons to ensure each pupil has a minimum of one employer interaction within the curriculum.</li> <li>• Careers talks – volunteer speakers talk to students about their careers</li> <li>• Year 10 work experience</li> <li>• Activities days – a number of employers visit during these days to do mock interviews and to be questioned about their careers.</li> </ul>
<p><b>6. Experiences of workplaces.</b></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>All students participate in year 10 work experience.</p>
<p><b>7. Encounters with further and higher education.</b></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>	<ul style="list-style-type: none"> <li>• Widening participation scheme with Nottingham and Nottingham Trent Universities.</li> <li>• External providers talk about vocational courses and apprenticeships.</li> <li>• Apprenticeships Fair (organised by Nottingham College)</li> <li>• Nottingham College taster days – promoted to students and trips organised where number sufficient</li> <li>• Futures post-16 event</li> <li>• All students in year 9 and year 10 visit a university during activities week.</li> <li>• Cambridge visit for the most able</li> </ul>

<p><b>8. Personal guidance.</b></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>	<ul style="list-style-type: none"> <li>• Careers guidance at key points – choosing options in year 8 and at the end of year 10 and in year 11.</li> <li>• Subscription to Unifrog enables each student to record intentions and access a wide variety of personalised options. Unifrog is used extensively in year 11 careers lessons.</li> </ul>
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## 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](mailto: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	Lessons and active tutoring to raise aspiration and motivation – explore a range of pathways Have knowledge of a range of a careers Understand employability skills Identify my skills and strengths
8	My goals, my future	Identify my skills and strengths Have knowledge of a range of careers More focused LMI information Research skills Prepare for options One to one interviews with SLT Big bang show

<b>9</b>	Exploring pathways	<p>Prepare for options</p> <p>One to one interviews with SLT</p> <p>Explore potential pathways through use of Labour Market information and interactions</p> <p>Understand the employable personal attributes and skills</p> <p>Compare qualifications and how and where to get them (understand the pros and cons of higher education, apprenticeship, vocational courses, A' Levels)</p> <p>Start to understand which providers for my pathway / routes to qualifications and careers</p> <p>University visit</p> <p>Launch of work experience</p> <p>Write a CV</p>
<b>10</b>	Stand out from the crowd	<p>Develop employability skills (CV writing, interviews, filling application forms),</p> <p>Prepare for work experience</p> <p>Understand how our social media presence can affect our employability</p> <p>Acquire employability skills through a work placement</p> <p>University visit</p> <p>College visit for some students</p> <p>Apprenticeships fair for some students</p> <p>Interview skills and mock interview day</p>
<b>11</b>	Life after GCSEs	<p>Apply for college / post – 16 – write application forms</p> <p>Explore post-16 options using UCAS progress and Unifrog</p> <p>The labour market – update on jobs for the future</p> <p>Consider universities / degree courses requirement to ensure post-16 options are relevant</p>

### Annual activities with outcomes

Activity	When	Year Group	% of year group	Intended Outcomes
Apprenticeship Fair	March	Year 11	12 / 90 = 17% Target: 30%	Raise awareness of apprenticeships Interact with potential employers
Work experience	May	Year 10	100 %	Develop employability skills, form networks, become better informed.
Cambridge Ambition	March+ Nov	Year 9	10%	To raise the aspirations of our most able students
Cambridge Ambition	Dec +Jan	Year 10	14 students	To raise the aspirations of our most able students

Cambridge Ambition		Year 11	15 students	Students applied by written statement in order to attend this session
Widening participation / Ambition programme (through Nottingham University)	Year 7-10 2 per 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.
NTU Ambitions study session		Year 10	25 students	
Nottingham University study session		Year 10		
Raising the grade programme English and Maths (NTU)	June	Year 10	15 students – primarily PP	
Raising the grade in maths (Nottingham University)	March	Year 11		
Mock Interview day	July	Year 10	100 %	Year 10 receive interview practice by employers about their future, their skills, aspirations and work experience. Better prepared for future interviews.
Work shop Nottingham College on vocational courses and apprenticeships	July			All year 10 and year 9 receive current information on vocational courses available in Nottingham. They also have the chance to ask questions to a college representative during a dedicated lesson.
Workshop on apprenticeships by apprentice from ASK project.	July	Year 10	100%	All year 10 receive information on apprenticeships. They also have the chance to ask questions to current apprentices during a dedicated lesson.
Brackenhurst College and Confetti	July	Year 10 (year 9)		Voluntary session for interested students in year 10 (and possibly year 9)
Workshop by ASK on apprenticeships	July	Year 9	100%	Opportunity to understand apprenticeships and ask questions.
Nottingham College taster sessions	Jan – March	Year 10		Offered to all – taken up by some
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	July	Year 9	100%	1 workshop - 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	Oct	Year 11	100%	Assembly to help students identify the practical steps they can take to make their exams a success.
Nottingham University assembly	April	Year 9	100%	Advertising Nottingham University as a future study venue
Careers embedded in curriculum / multiple interactions with employers during lessons		Year 10 – Phil and Ethics		Magistrate – law and order GP – Medical ethics lesson (to be added for 2019-2020)
		Year 7 / 8 History		History – archaeologist talk re remains of Richard III (to be done 2019-2020)
		GCSE Geography		Geography – flooding expert to provide case study of local flood defences (to be done 2019-2020)
		PE Year 10		Design nutrition plan with the help of local sports nutritionist (planned for 2019-2020) Trip to Loughborough University
		GCSE Music	Year 9 10 11 music Year 7	NUSIC – songwriting workshop  Local radio station to judge a unit of work
		Art – year 7/8  Art/ DT year 8		Work with Attenborough nature reserve on recycling project Print and make bags to be judged by Nottingham Contemporary
		Maths GCSE	Year 7 Year 10	Employer-led measuring lesson How to calculate tax
		Year 10 Biology  Year 7 Biology		(Biocity to help with antibiotic resistance – see how they do this in the lab (visit) Ecology – real information provided by Attenborough Nature reserve rangers (planned for 2019-2020))
		Science skills	Year 10	Lesson delivered to year 10s on skills for STEM
		Spanish: Year 7/8  Year 9	Activities week	Jobs using languages  Look at phone calls and emails ad
	Year 9  Year 7	Activities week	Writing emails and letter and speaking in formal language. Talk from an author (Darren Simpson)	



		Food year 10		Pheasants donated by a local company – for teaching skills on preparing poultry for cooking Tried to implement a project with local hotel chain – lined up via LEP – this fell through due to the hotel withdrawing help
		Icould	Active tutoring	Discuss skills and careers related to subject areas (planned for 2019-2020)

### Additional activities 2018 -2019

Activity	When	Year group	% of year group	Intended Outcomes
Visit and workshops at Nottingham University	July 2019	Year 9	100 %	Understand life as a student
STEM Centre	July 2019	Year 9	100%	Explore STEM skills –programming a robots
Year 10 visit to Lincoln University - workshops	July 2019	Year 10	100%	Understand life as a student
Employers interactions	July 2019	Year 10	100 %	Students interview employers and employees, to find out about a broad range of careers. Use communication skills
Careers talks schedule:	All years	Year 7 – 10	Registers kept	Year 9 careers talks: Nurse, archaeologist, graphic designer, architect Year 10 (and open to other year groups: electrician, NHS careers, business manager at doctor's surgery, lawyer, police, psychologist, historian, armed forces)
NTU workshops during PSHE		Year 10		
National Science week	April	Year 7 -11		GJO – careers related activities
Ada Lovlace trip	October	Year 7+8	15 girls 7-8	
Nottingham University				Organised by RSP

Outlaw debate session				
Future chef competition			2 students	Seth and Jenna took part in final for Future
Science workshop	February	Year 8		GJO
Young literature competition	Feb	Year 11	1 student	Danica Bowles – promotion of literature in school
Sherwood arts week	June	Years 7 - 11		Students display their work for members of the public

### Enrichment Programme 2017 – 2018 – needs updating for 2018-2019

The school provides a compulsory enrichment programme which takes places 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