

Careers Strategy

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To Be Reviewed: September 2023

BUILDing
Your Future Now

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VISION AND INTENT

Nottingham Academy recognises the importance of outstanding careers and employability provision to ensure our pupils are prepared for the ever-changing world of work and for them to find their best next step.

At Nottingham Academy, our careers vision is:

BUILDing Your Future Now

B – Broadening Horizons

U – Understanding the World of Work

I – Informing of Choices

L – Lifelong Skills Building

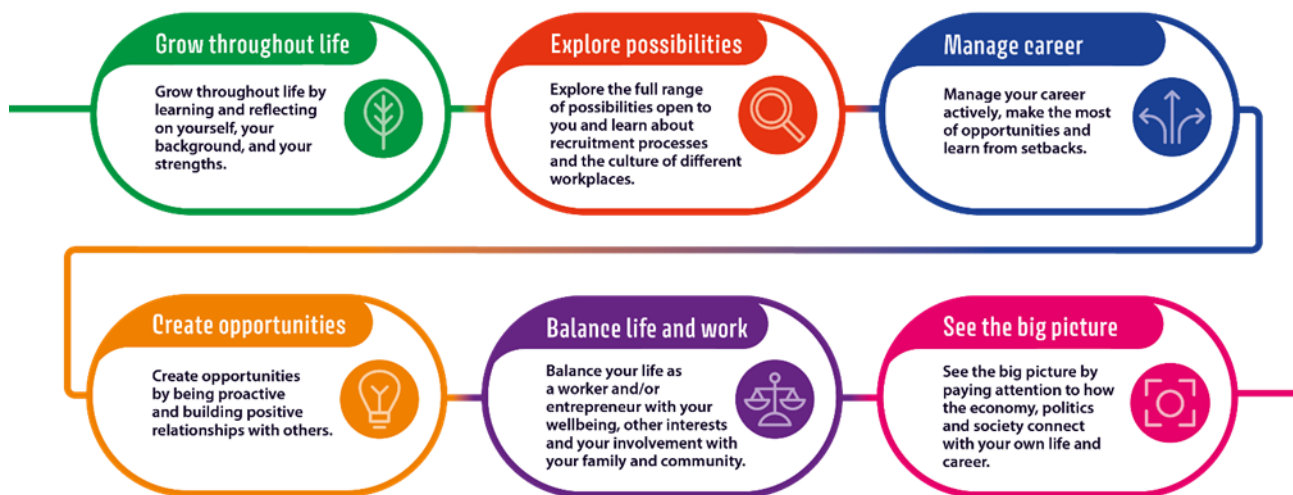
D – Deciding on Next Steps

Our careers and employability programme gives students opportunities to develop essential skills, ensuring that they are fully supported to make informed choices about the next stage in their education, employment, or training.

Nottingham Academy uses the Skills Builder framework which outlines the 8 essential skills people need:



Our aim for all of our young people is that they go on to lead happy, successful and fulfilling careers in the future. We therefore consider all the elements of the Careers Development Institute framework which outlines the elements needed for a positive career:



We are committed to ensuring our provision of careers and employability education meets the requirements of the Gatsby Benchmarks.



1. A stable careers programme



5. Encounters with employers and employees



2. Learning from career and labour market information



6. Experiences of workplaces



3. Addressing needs of each student



7. Encounters with Further Education



4. Linking curriculum learning to careers



8. Personal guidance

Our careers and employability strategy is reviewed at the end of every academic year using data collected from student and stakeholder feedback as well as a review of our post 16 and post 18 destination data.

STRATEGIC OBJECTIVES

The three priorities for 2022-2025 are:

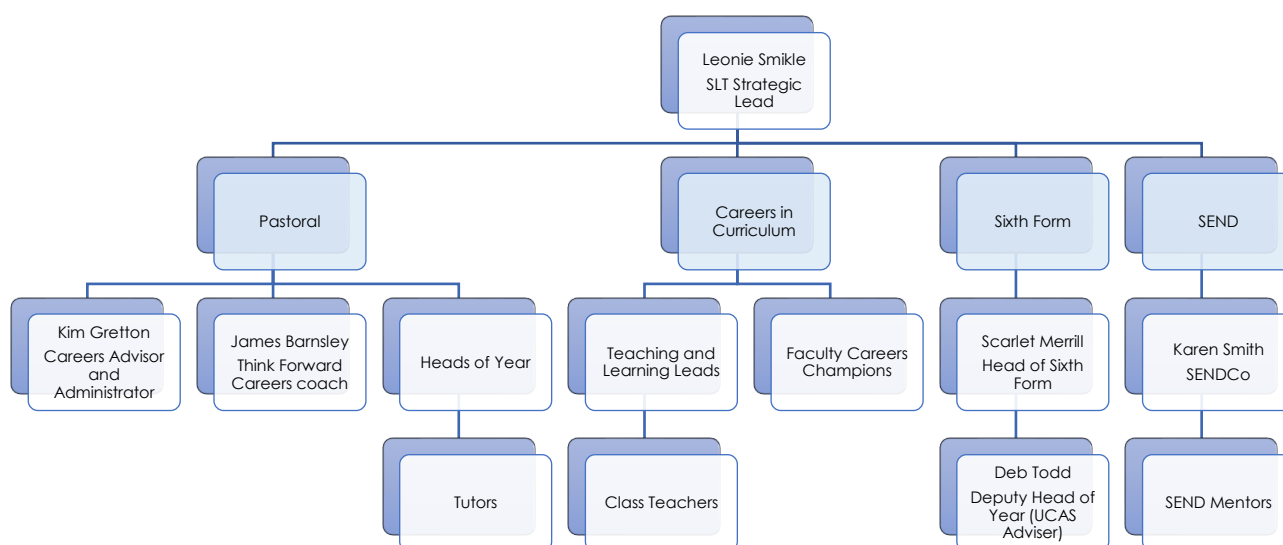
1. Building lifelong essential skills and an understanding of the world of work, to ensure that ALL students know what they want to do in their next steps after leaving Nottingham Academy.
2. Building networks with alumni (relatable role models), employees, employers and long term partnerships, based on local and national labour market information (LMI).
3. Building on the foundations of the CDI framework and Skills Builder essential skills to embed careers in the curriculum ("BUILD moments in lessons")

These objectives are reviewed termly to ensure that they are still fit for purpose and provide a comprehensive careers programme.

The long term plan for meeting these objectives is on page 12.

STRUCTURE AND ORGANISATION

All staff have some form of responsibility in delivering the careers programme.



Role		Responsibilities in Careers
Careers Lead (Assistant Principal)		<ul style="list-style-type: none"> Strategic design of overall programme Monitoring and evaluation of overall programme Analysis of destination data Developing and maintaining relationships with employers Line management of careers team (Careers Advisor and Administrator and Think Forward Coach) Resource sessions for careers element of PSHE Organise drop down days for careers Lead on booking of careers events such as careers fair Lead on work insights Liaise with Head of Sixth Form to plan programmes for the academic year Liaise with Curriculum Leads and Faculty Careers Champions to embed careers into the curriculum Report to Principal, GAT, and other stakeholders Attend GAT Careers Networking Meetings and City Careers Networking Meetings, implanting good practice within school
Pastoral	Careers Advisor and Administrator	<ul style="list-style-type: none"> Provide students with 1:1 guidance at key points in their transition (predominantly year 11 and year 13) Keep records of advice and guidance given to students. Work insights administration Administration of annual careers fair Ensure careers hub and noticeboard is resourced with relevant and up to date material Support with the planning of work-place visits
	Think Forward Careers Coach	<ul style="list-style-type: none"> Provide additional work-related learning opportunities for their mentees at risk of becoming NEET Monitor and evaluate progress to report to the Careers Leader
	Heads of Year	<ul style="list-style-type: none"> Facilitation and monitoring of careers events for their year group Support in the quality assurance of careers sessions delivered during PSHE

		<ul style="list-style-type: none"> Promote careers related opportunities for sixth form students
	Tutors	<ul style="list-style-type: none"> Deliver the careers lessons as part of the PSHE programme Regularly speak to students about careers and employability Support the Head of Year in the delivery of planned careers events for the year group. Support students with the career action plans and promote the use of the Start Profile. Support year 11 students with applications and decision on post 16 choices
Sixth Form	Sixth Form Head of Year	<ul style="list-style-type: none"> Development of 6th form careers programme Creating resources for PSHE sessions Organising, facilitating and monitoring of careers events for sixth form students Promote careers related opportunities for sixth form students Support in the quality assurance of careers sessions delivered during PSHE Create and coordinate a suite of UCAS sessions for sixth form students
	UCAS Adviser	<ul style="list-style-type: none"> Provide students with advice and guidance about progressing to higher education Support students with their UCAS applications Coordinate the completion of UCAS references
Curriculum	Curriculum Leads	<ul style="list-style-type: none"> Ensure opportunities for career related learning are present in schemes of work Facilitate and manage relationships with employers and higher education providers in relation to their subject areas
	Faculty Careers Champions	<ul style="list-style-type: none"> Be a contact point for careers learning resources and activities Attend relevant meetings where careers training, guidance or support is offered Support curriculum careers content development Support with careers across the curriculum audits Support the organisation of curriculum specific speakers, visitors and visits Ensure curriculum area careers display boards are up to date and well presented Work with the faculty/department to raise the profile of careers events throughout the year
	Teachers	<ul style="list-style-type: none"> Facilitate "BUILD moments in lessons" – broadening horizons, understanding the world of work, informing of choices, lifelong skills building and deciding on next steps. Promote the Skills Builder 8 Essential Skills in their lesson Maximise opportunities to explore future careers within their subject area Advise on and promote progression routes within their subject area
SEND	SEND Lead	<ul style="list-style-type: none"> Ensure all SEND students are provided with careers advice and guidance to meet their needs. Monitor destinations of all SEND learners.
	SEND Mentors	<ul style="list-style-type: none"> Regularly speak to SEND students about careers and employability Support in the delivery of planned careers events for SEND students. Support year 11 SEND students with applications and decision on post 16 choices

CAREERS PROVISION

What pupils can expect from the careers provision at Nottingham Academy:

- Support at key transition points including their GCSE, Post 16 and Post 18 options
- Unbiased and impartial guidance from a Level 6 Careers specialist
- Up to date information on the labour market and routes in to further/higher education and employment.
- Support with creating a portfolio of evidence to be used in interviews such as a CV, record of qualifications and a personal statement
- Support in developing essential skills
- Support with making informed decisions on careers related choices
- A meaningful encounter with an employer each school year. Year 12 pupils will also experience up to one week of a work-based placement
- To participate in a range of activities with education and training providers, and apprenticeship organisations
- To be able to self-refer themselves for a careers one-to-one session with a careers guidance.
- To be provided with a detailed action plan after each one-to-one session with the Careers Adviser which includes possible next steps to encourage pupils to take control of their own choices, actions and decisions
- Regular student voice on the quality and provision of the careers programme and provided with the opportunity to make suggestions and recommendations to inform future planning
- Opportunity to talk to the Careers Adviser and/or FE or HE providers at Year 9 and above Progress Evenings
- Access to role models to support the raising aspirations agenda including alumni, current apprentices and university students
- Reassurance that the school will work to ensure that each pupil goes on to a sustained destination that is personalised and bespoke to each individual

Essential Skills

Nottingham Academy uses the Skills Builder framework:



Careers Programme

		Theme	Personal Development Curriculum	Key Events and Experiences
Year 7	B	Broadening Horizons Students are exposed to different career pathways and jobs of the future, in order to develop their aspirations.	What is a Career? Future Pathways: Post 16 Future Pathways: Post 18 Future Pathways: Apprenticeships Personal Skills, Qualities and Goals Beginning My Career Journey Linking Careers to the Curriculum	IntoUniversity – Becoming an Independent Learner Careers Fair Guess the Professional Nottingham University Trip
Year 8	U	Understanding the World of Work Students develop their knowledge of different careers and	World of Work: Job Sectors World of Work: Jobs of the Future World of Work: Labour Market Info Work-Life Balance Employer Rights and Responsibilities Work and Wages Challenges in the Workplace	Capital One Work Insights IntoUniversity – Maximising Memory IntoUniversity – Pathways to Success Careers Fair Take Your Child To Work Day
Year 9	I	Informing Choices Students are given key information about the next stage of their education, so that they can make informed choices about their GCSE options and consider their route Post-16.	Exploring Pathways Best of Me (Personal Strengths) Decision Making Researching Options What Does Success Mean? Volunteering GCSEs and Choosing Options	Think CAREers Step into NHS Options Evening Duke of Edinburgh Award Living in the Wider World Day Careers Fair IntoUniversity – Introduction to University Life
Year 10	L	Lifelong Skills Building Students prepare for their futures through encounters in the workplace and developing essential skills necessary for their future careers.	Employability Skills Motivation Team Work + Leadership Problem Solving + Creativity Organisation Initiative Feedback	Work Insight Days DHL Mentoring Programme and Residential Capital One Work Insights Careers Day Careers Fair De Montford University Trip Sixth Form Taster Days Ambition Nottingham IntoUniversity – Entrepreneurism and Enterprise
Year 11	D	Deciding on Next Steps Students are supported in finding their best next step post-16, with a solid understanding of post-18 pathways.	Next Year Researching Careers Building a Career Plan Application Process CV Writing Personal Statements Professionalism	Careers Guidance Interviews CV Writing and Application Support Supporting Success Evening Careers Fair Ambition Nottingham IntoUniversity – Higher Education Choices and Beyond
6th Form	S	Supporting Career Journeys Students fully understand different post-18 pathways and continue to develop their essential skills.	Next Steps: Higher Education Next Steps: Apprenticeships Next Steps: Training Gap Year Employability Skills Interview Skills Self-Reflection and Goal Setting UCAS Application Support	UCAS Higher Education Fair Capital One Work Insights Browne Jacobson More Law Programme Futures Week Work Experience Careers Guidance Interviews

Key: Completed (22-23 continuing 23-24); In Progress (23-24); Best Case Scenario Activities (Future)

Updated: October 23

Provider Access Legislation

In January 2023, the updated provider access legislation (PAL) comes into effect. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

Meaningful Encounters

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.

Careers in the Curriculum

All subjects should be highlighting the relevance of their subject to future careers, opportunities, pathways and skills. This should include:

Area	Expectations
Labour Market Information	All staff should have an awareness of the range and availability of the careers within their subject areas both locally and nationally Students should be updated on all aspects of the local labour market information on a yearly basis and should be aware of a range of potential careers relevant to the subject area. Current information should be displayed on classroom noticeboards
Higher and Further Education	Students should be made aware of the further and higher education courses relevant to the subject areas. Links with relevant departments in local universities should provide opportunities for visits and as a source of expertise.
Apprenticeships	Relevant subject related opportunities for apprenticeships should be highlighted and promoted.
Employer Engagement	There should be opportunities for links with local employers in the form of: <ul style="list-style-type: none">- To add expertise to the teaching of curriculum material- Career insight talks- Case studies of employers- Workplace visits- Employer mentoring- Work based projects
Essential Skills	The 8 essential skills should be explicitly taught within subject areas and their importance and relevance to the workplace should be highlighted.
Alumni	Alumni should be used to inform current students of opportunities within subject areas (higher education and job roles)
Tracking and recording	All key interactions should be recorded Schemes of learning should highlight opportunities for career learning

EXTERNAL PROVIDERS

A wide variety of external providers are invited into Nottingham Academy to provide our pupils with a broad and balanced mix of different careers, routes into employment and educational providers.

We work closely with a number of partners from a range of organisations to ensure that students have a broad experience of a variety of options and pathways.

We are always looking to make new links with local and national businesses to develop opportunities that will be beneficial to our students.



MONITORING AND EVALUATION

As part of the quality assurance process to ensure that the careers provision is current, relevant and fit for purpose, Nottingham Academy considers both hard and soft outcomes for pupils through a number of ways:

- Immediate Destination data – provided by Futures for year 11 and the 6th form team for year 13 students
- Sustained destination data – provided by the DfE
- Regular student voice on the careers programme and after workshops, meaningful encounters etc.
- Future Skills Questionnaire – each year, students will complete the Careers and Enterprise survey to measure careers readiness.
- Event evaluation forms
- Feedback from stakeholders: including reviews of annual provision and specific events
- Full evaluation against the Gatsby Benchmarks using the Careers and Enterprise Company's Compass+ tool
- Staff feedback through post CPD sessions evaluations and through the Careers Champions.
- Gathering feedback from parents at Progress Evenings, Open Evenings and through surveys
- Quality assurance of PSHE careers lessons

Nottingham Academy is working towards the Quality in Careers Standard.



The academy is working towards submission of a Career Mark portfolio by the end of the academic year.

DESTINATIONS DATA

KS4

Last year our year 11 students moved to range of providers in the local area after school:

College of Further Education – 151 students
Continued Education in School – 76 students
Employment with Planned Training – 6 students
Employment Without Planned Training – 1 student
Training Not Employed – 2 students
Not in Education or Employment – 3 students

KS5

UK University – 38
USA University – 3
Employment – 9
College – 3
Nottingham Academy Sixth Form – 2

Last year our year 13 students moved to the following universities in the UK:

Aberystwyth University
Anglia Ruskin
Aston University
Birmingham City University
Bishop Grosseteste University
Cardiff University
City University London
De Montfort
DeMontfort
King's College London, University of London
Manchester Met
Newman University, Birmingham
Nottingham Trent University
Sheffield Hallam
University of Derby
University of Derby
University of Leicester
University of Leicester
University of Lincoln
University of Liverpool
University of Nottingham
University of Sheffield
Some students also attend universities in America.