

NUAST 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. NUAST 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.

Designated careers leads

As in the statutory guidance, NUAST has a designated careers leader. This is a member of the leadership team and in 2023-24 is Sarah Ryce, Assistant Headteacher. In addition, NUAST has a TLR backed careers coordinator, who in 2023-24 is Beth Harrison.

At NUAST 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. NUAST is committed to keeping parents involved in their child's career skills development through;

- Parent's meetings and parent's evenings.
- access to their child's careers library on Unifrog
- access to our other online platforms, such as KUDOS
- Inviting local providers such as Nottingham College, ASK apprenticeships or Confetti to parents evenings
- Providing a Parents UCAS presentation to educate parents of Post 16 students who are going through the process for the first time
- Ensuring up to date information on UCAS, apprenticeships and student finance is available at parents evenings
- Ensuring training information is available so parents know the careers platforms their children have access to and how to use them.
- Ensuring that our provision is clearly available via our website.
- Informing parents in advance when significant careers work or events will be taking place for their child

and other appropriate means. Through our work with both students and parents NUAST will always provide a relevant and personalised Careers, Employability and Enterprise programme for students at the appropriate stage in their learning.

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, we are working to the Gatsby benchmarks. 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 benchmarks consists of 8 key goals which a school should develop to enable young people to have the best possible careers education:

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 students, parents, teachers, governors and employers.

2. Learning from career and labour market information - 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.

3. Addressing the needs of each student - 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.

4. Linking curriculum learning to careers- 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.

5. Encounters with employers and employees- 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.

6. Experiences of workplaces- 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.

7. Encounters with further and higher education - 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.

8. Personal guidance- 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.

NUAST's careers programme will meet and, it is hoped, exceed the Gatsby benchmarks by adapting Gatsby to our unique school context. We will use our outstanding university and employer links, our highly technical facilities and the wider support of our partners and trust to develop an excellent CEE programme.

The Careers, Employability and Enterprise programme will enable pupils to:

- Develop an understanding of their own skills, values and aspirations.
- Navigate pupils through the diverse career opportunities available to them.
- Understand the realistic opportunities that will exist in the labour market when they leave education.
- Develop their communication, team working, commercial awareness and other employability/work related learning skills.
- Search out and secure progression opportunities that uses pupil's talents to support a healthy economy.

The impact of the Careers, Employability and Enterprise programme will be that pupils are:

- Highly professional and articulate

- Driven and self-directed
- Self- assured and informed
- Self- aware and resilient
- Enterprising and entrepreneurial
- Proud of themselves.

1. Providing access to Education and Training providers

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.

In addition, the Provider Access Legislation coming into force in January 2023 also specifies that schools must provide at least six encounters 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*

NUAST is committed to allowing external education and training providers access to share their opportunities with our students, particularly when it comes to apprenticeship opportunities.

- NUAST actively seeks external speakers and presentations about careers and apprenticeship opportunities from a variety of employers. These include but are not limited to:
 - Apprenticeship providers
 - Technical education colleges
 - Private businesses
 - The armed forces
 - The NHS
 - Universities
 - Further Education providers and colleges
 - Other Sixth Forms
 - Other areas of the public sector
 - Third sector organisations
 - Other training providers.
- Whenever such an organisation wishes to contact us they do so either by phone call or email which is then passed on to the Careers lead.
- The Careers Leader will judge:
 - Whether pupils will benefit from the opportunity of interaction.
 - Whether the opportunity/provider fits with our CEE plan and aims
 - Whether the opportunity provider fits with NUAST values

- In circumstances where these three criteria are met, the CL will arrange a suitable time for the provider to meet students, as well as selecting the relevant students for the provider to interact

with; whether that be a select group (e.g. engineering students) or a whole year group. The time slot should ideally be one that has the minimum impact on lessons.

- Providers will be provided with a suitable theatre in which to interact with students, which will be either:
 - The main hall, with computer, speaker and projector access
 - The smaller Engineering breakout area with computer, speaker and projector access
 - The Toshiba room, when available, for small groups
 - A computer room when student computer access is required
 - A classroom when relevant.
- The interaction with students should include an opportunity for students to ask questions
- Providers without evidence of relevant DBS checks will be escorted and supervised by a member of staff or a provider with a proven DBS check at all times.

Access to students will be denied to providers where:

- It is deemed that pupils will **not** be likely to benefit from the opportunity of interaction
The opportunity/provider **does not** fit with NUASt values.
- The opportunity/provider **does not** fit with our CEE plan and aims.
- The opportunity/ provider might be deemed **offensive** by a significant section of our student or teaching body.
- The CL or other staff have reasons to be concerned about the opportunity or provider for **any** reason.
- A suitable time that has the minimum impact on student lessons cannot be agreed.
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2. Provider Access Legislation 2023

The Provider Access Legislation coming into force in January 2023 specifies that schools must provide at least six encounters 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*

NUAST recognises this change in statutory duties and sets out to meet this requirement in the following ways

First Key Phase-

- Invitation to ASK apprenticeships to talk about apprenticeship opportunities with year 8/9
- Taking advantage of opportunities provided by local or national apprenticeship providers to advertise their opportunities, such as the NHS, BBC, armed forces and local providers
- Potential invitation to Nottingham College/ Confetti college to talk about their technical routes

Second Key Phase-

- NUASt Careers Convention will include a session by either Nottingham College, Confetti College or both about their technical routes
- Careers convention includes opportunities to have mock interviews with a range of employers offering apprenticeships

- Invitation to ASK apprenticeships to talk about specific apprenticeship opportunities with year 11.
- Taking advantage of opportunities provided by local or national apprenticeship providers to advertise their opportunities, such as the NHS, BBC, armed forces and local providers

Third Key Phase-

- Careers convention includes opportunities to have mock interviews with a range of employers offering apprenticeships, as well as an ASK apprenticeship mock apprenticeship interview session
- NUASt “Late Lunch”- regular Friday lunchtime sessions with local apprenticeship providers to talk to students about their opportunities, advertised to the students
- Taking advantage of opportunities provided by local or national apprenticeship providers to advertise their opportunities, such as the NHS, BBC, armed forces and local providers

3. Links with other policies and school priorities

The policy combines with the AIP, as well as other key school policies e.g. Assessment and Equal Opportunities, Educational Visits, Health and Safety, and SEN Policies.

Specific school priorities from the Academy Improvement Plan include:

- Leadership and management: Develop a culture of high expectations and ambition
- Post 16: Ensure all learners are supported to move on to sustained education, employment or training.
- Post 16; ensure learners are safe, confident and independent

This policy also links to the developing new statutory PSHE curriculum

4. Links with employers, providers, schools, colleges and academies

NUAST has many establishments offering support under the collaboration. A selection of our links are as follows:

- University of Nottingham
- Midlands Masonic Education Partnership
- DANCOP
- Ideas4Careers
- Into University
- Cambridge HE+
- DWP
- Oxford University
- Nottingham Trent University
- Widening Access To Medical School (WAMS)
- Prospects
- Unifrog
- ASK apprenticeships service
- National Apprenticeships service
- Confucious institute
- Speakers for Schools
- Rolls Royce
- Swiftool Precision Engineering

- Ideagen
- Siemens
- Lloyds Banking Group
- Natgraph
- Kingfield Electronics
- LAC
- Pick Everard
- IDG group
- Imperial Commercials
- BeReady
- Columbus Education
- Toshiba
- ATOS
- RICS
- SMS Electronics
- Construction youth trust Budding Brunels
- VRCO
- The army
- Royal Air Force
- Royal Marines
- Esendex
- Bridgeway Consulting
- BDO accountants
- Experian
- Nottingham Building Society
- Queens Medical Centre volunteering department

- Nottinghamshire Business Engagement Development (CIPD). Group CEGNET;
 - Chamber of Commerce
 - British Red Cross
 - Nuffield Work placements
 - Sutton trust scheme
 - Capital One
 - Brightside mentoring
 - John Deere
 - BMW Mini
 - SASIE

5. Aims of the Careers, Employability and Enterprise Programme

The NUASt programme is structured around core principals related to the D2N2 Careers, Employability and Enterprise Framework:

- Developing students through careers, employability and enterprise education
- Enable students to learn about careers and the world of work
- Developing career management, employability and enterprise skills.

6. The objectives of the Careers, Employability and Enterprise programme

The NUASt Careers programme will enable pupils to:

- Develop an understanding of their own skills, values and aspirations
- Navigate pupils through the diverse career opportunities available to them
- Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities in relation to these issues
- Understand the realistic opportunities that will exist in the labour market when they leave education
- Be able to find relevant job and labour market information (lmi) and know how to use it in their career planning
- Learn about careers and the world of work
- Know to access impartial careers, information and advice and guidance
- Develop their communication, team working, commercial awareness, enterprise and other employability/work related learning skills
- Search out and secure progression opportunities that uses pupil's talents to support a healthy economy
- Improve behaviour and attendance
- Be aware of their responsibilities and rights as a student, trainee or employee for following safe working practices
- Use social media appropriately
- Build and make the most of their personal network of support and employer contacts
- Use appropriate resources to research their further education, training, apprenticeship, employment and volunteering options including accessing information about their best progression pathways through to specific goals
- Know their rights and responsibilities in a selection process and have the strategies to use to improve their chances of being chosen.

The impact of the programme will be that pupils are:

- Driven and self-directed
- Self- assured and well informed to make realistic decisions about their future
- Responsible for their own progress, achievement and well-being
- Self- aware and resilient
- Enterprising and entrepreneurial
- Proud of themselves
- Able to aspire, enjoy and achieve.

7. The Offer- NUASt student entitlement

Students at NUASt are entitled to a rich, varied and comprehensive careers education that meets or exceeds the Gatsby benchmarks. These activities will include as many as possible of the following:

KS3 activities

- Futures Friday “knowing yourself” careers programme (Year 7)
- Unifrog based individual careers information programme (Years 8 and 9)
- DANCOP drop down days
- University tour
- MMEP Inspiring speakers programme (pilot project)
- Apprenticeship week activities.

KS4 activities

- Careers and opportunities fairs
- Employer/Training Provider led assemblies
- Apprenticeship briefings
- MMEP Inspiring speakers programme (pilot project)
- Apprenticeship week activities
- Ideas4Careers careers convention
- Futures Friday careers programme
- Unifrog Employability and Job Search Programme
- Access to BeReady/Colombus Labour Market information
- Quality work experience opportunities
- Support at parent information evenings
- The opportunity to access to face-to-face impartial careers information advice and guidance
- Employer led workshops
- Conversations with sixth formers
- Mock interviews with MMEP
- Targeted apprenticeship notices.

Post 16 activities

- Significant numbers of employer speakers
- University speakers
- Career specialist speakers
- Unifrog Employability and Job Search Programme
- Access to Labour Market information
- Careers and opportunities fairs
- Ideas4Careers careers convention
- Employer led workshops
- University skills sessions
- Oxbridge preparation training and mock interviews
- Medicine preparation programme
- MMEP Inspiring speakers programme (pilot project)
- Post 16 career internships
- Futures Friday Professional skills programme
- Civics Programme
- Apprenticeship week activities
- The opportunity to access to face-to-face impartial careers information advice and guidance
- University master classes
- Quality work experience opportunities
- University summer schools
- Nuffield work placements

- Enrichment opportunities, including QMC volunteering and Public Speaking qualification
- Higher Education events
- Experiences of the workplace
- UCAS support/HEI visits
- National Citizen Service.

8. Implementation and evaluation of this strategy

- Thrice yearly audit of current provision against GATSBY Benchmarks using COMPASS tool
- Work with the dedicated governor and Enterprise Advisor to ensure effectiveness and leadership of the programme
- Deliver a coherent programme across all year groups with relevant clear progression routes
- All staff contribute to the careers education delivered through their roles as tutors and subject teachers, during mentoring/tutorial time/annual reviews
- The careers education programme includes career guidance activities delivered to cohort, small group sessions and individual interviews
- Schemes of work will include appropriate and timely work related learning aspects delivered by subject teachers in the curriculum
- Evaluate all programmes to understand the impact
- The training and support needs of staff involved in coordinating, delivering and supporting careers education guidance are identified and met through the CPD programme.
- Take student feedback on key careers events, such as the careers convention
- Take employer feedback on the programme and on key careers events, such as the careers convention and use both of these to inform the policy and programme
- Invite parents to comment on the programme via email yearly when it is resent to parents.
- Ongoing evaluation of the programme according to GATSBY benchmarks

9. Equal opportunities, raising aspirations, celebrating diversity.

All information, advice and guidance will be provided impartially to all students and will be provided free of bias to comply with the Equality Act 2010 and the Careers Development Institute Code of Ethics. Students will be encouraged to look at careers and courses outside the normal gender stereotypes.

Following the new guidance all students with SEND will be entitled to transition plans. Where a student has an Education Health Care Plan, all reviews of that plan from Year 9 and onwards will include a focus on preparing them for adulthood, independent living, employment and participation in society. Pupils with SEND will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.

The NUASt careers programme seeks to raise aspirations for ALL students, regardless of race, gender, background or culture. Students are encouraged to be ambitious for themselves from year

7, to build up a profile of their skills and to use our subscribed careers platforms to develop an understanding of careers that would suit their skills and their preferences. Students are encouraged to reflect on the labour market and demographics in their particular area of Nottingham, and to understand that their ambitions for themselves can supersede the labour culture of where they live.

We will encourage the challenging of gender stereotypes by actively engaging with schemes and opportunities designed to do so, such as Women in Engineering or Women in Computing where these are possible.

10. School Community

Pupils, teachers and parents are made aware of the entitlement through the school website, tutor notices, email notices and school prospectus. Information about this also appears on the school specific careers website. Pupils are encouraged to view their entitlements regularly during tutorial settings. Access to the schools careers lead can be gained at any time, with Mentors, teaching staff and other members of the department accessed during parents evening and at sixth form open evenings.

11. Yearly review

The policy and policy statement are reviewed each June/ July and updated for the new school year start each September. The next review will take place June-July 2023.