



Careers Guidance Statement

Responsible officer: Assistant Principal

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Policy Statement

1. Introduction

1.1 The National Context

There have been significant changes in government thinking with regard to Careers, Employability and Enterprise Education (CEEE). The key drivers have been:

- Careers guidance and access for education and training providers, January 2018, which has established the Gatsby benchmarks
- Careers guidance for further education colleges and sixth form colleges March 2018, which has established a separate Gatsby benchmark for post 16
- 2015 - Careers & Enterprise Company (CEC) created to transform the provision of careers education as recommend in 'Enterprise for All' Lord Young (June 2014)
- Ofsted (June 2015) – 'The Common Inspection Framework: Education, Skills and Early Years' (page 12 & 14, paragraph 28 & 31) ○ March 2015 – 'Careers Guidance and Inspiration in Schools' ○ February 2015 – 'The Report on Small Firms', Lord Young.

The outcomes of the key drivers are:

- Non-statutory Gatsby benchmarks are now an expectation for schools as a standard for careers guidance to ensure schools are meeting their legal requirements
- Benchmarks are expected to be met by all schools by 2020, using the online compass as a self evaluation tool
- Every school to have a named, supported Careers Leader by September 2018
- Effectiveness and impact of the programme itself will be judged by Ofsted through their destinations data
- Ofsted will take account of CEEE when making judgements of the effectiveness of leadership & management and personal development, behaviour and welfare
- A network of CEC Enterprise Advisors to create lasting connections between local businesses and schools & colleges
- Establishment of local careers groups such as DANCOP to support schools and students at risk of NEET
- The statutory guidance clearly states that the governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the legal requirements
- It is now the case that those aged 18-24 are almost twice as likely as older age groups to say they intend to start a business in the next three years
- Importance of bridging the gap between families, the classroom and the world of work which will have an impact on breaking down barriers that prevent children and young people from making the most of their talent and skills
- Primary school children who participate in career education programmes are more confident and knowledgeable about the types of work and the pathways that could be followed

1.2 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.

2. The NUASt Context

NUAST is committed to providing excellent careers guidance and preparation for our students to enable them to:

- be prepared with the personal qualities that will make them high value members of the workforce
- arm them with knowledge and aspiration to seek the very top level of careers opportunities.

NUAST's unique position as a sponsored academy of the University of Nottingham with associated business links and a member of the NOVA education trust gives us a unique platform on which to provide students with truly outstanding careers guidance, preparation and opportunities. It is our commitment to use the school's contextual advantages to provide the maximum benefit to our student's career prospects.

Definitions:

Careers:

Careers consists of Careers Education, Careers Guidance and Careers Information. The four main themes for this are;

- planning for change
- decision making
- self-development
- making guided choices.

Employability:

Employability describes the skills, attitudes and behaviours that allow young people to find, keep and progress within work.

Enterprise:

Enterprise can refer to an organization or entrepreneurial activity and an individual's eagerness to do something new and clever, despite any risks.

Independent

Is defined as external to schools

Impartial

Is defined as showing no bias or favouritism towards a particular option and careers guidance refers to services and activities to assist pupils to make and implement education, training and occupation choices to learn how to manage careers.

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in years 7-11 and to give students access to careers information and guidance. *"Section 29 of the Education Act 2011 placed schools under a duty to secure access to independent careers guidance for their pupils in years 9 to 11. From September 2013 this extended to years 8 to 13 and revised statutory guidance has been published to reflect this change"* Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. It must also include information on options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

NUAST Policy Statement

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.

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 parents meetings, written reports, access to their child's careers library 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 2018 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 eight 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 Careers Employability and Enterprise 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.

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.

NUAST is committed to allowing external education and training provider's 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 private businesses, the armed forces, the NHS and other areas of the public sector as well as third sector organisations
- 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 leader
- The Careers Leader will judge:
 - Whether the opportunity/ provider fits with NUAST values
 - Whether the opportunity/ provider fits with our CEE plan and aims
 - Whether pupils will benefit from the opportunity of interaction.
- In circumstances where these three criteria are met, the Careers Leader will arrange a suitable time slot 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 very small groups
 - A computer room when student computer access is required
 - A classroom when relevant.

- Providers without evidenced 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:

- The opportunity/ provider does not fit with NUASt values
- The opportunity/ provider does not fit with our CEE plan and aims
- It is deemed that pupils will not be likely to benefit from the opportunity of interaction
- The opportunity/ provider might be deemed offensive by a significant section of our student or teaching body
- The external provider offers courses similar or identical to those offered by our Sixth Form
- 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.