



Nottingham University Academy of Science and Technology

Careers Policy

Responsible officer:	Assistant Principal Sixth Form
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NOTTINGHAM UNIVERSITY ACADEMY OF SCIENCE AND TECHNOLOGY

1. The National Context

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 (CL) 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 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.

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.

3. NUASt Policy Statement

NUAST is committed to providing a planned programme of Careers, Employability and Enterprise for all students in years 7-13. 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 7 – 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 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.

4. 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 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 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 CL 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.

5. Links with other policies

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.

6. 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:

1. University of Nottingham
2. Midlands Masonic Education Partnership
3. DANCOP
4. Ideas4Careers
5. Into University
6. Cambridge HE+
7. Oxford University
8. Nottingham Trent University
9. Widening Access To Medical School (WAMS)
10. Prospects
11. Unifrog
12. ASK apprenticeships service
13. National Apprenticeships service
14. Access China
15. Confucious institute
16. Speakers for Schools
17. Rolls Royce
18. Swiftool Precision Engineering
19. Siemens
20. Lloyds Banking Group
21. Natgraph
22. Kingfield Electronics
23. LAC
24. Pick Everard
25. IDG group
26. Imperial Commercials
27. BeReady
28. Columbus Education
29. Toshiba
30. ATOS
31. RICS
32. SMS Electronics
33. Construction youth trust Budding Brunels

- 34. VRCO
- 35. The army
- 36. Royal Air Force
- 37. Royal Marines
- 38. Esendex
- 39. Bridgeway Consulting
- 40. BDO accountants
- 41. Experian
- 42. Nottingham Building Society
- 43. Queens Medical Centre volunteering department

- 44. 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

7. 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:

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

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

The NUASt Careers programme will enable pupils to:

1. Develop an understanding of their own skills, values and aspirations
2. Navigate pupils through the diverse career opportunities available to them
3. Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities in relation to these issues
4. Understand the realistic opportunities that will exist in the labour market when they leave education
5. Be able to find relevant job and labour market information (lmi) and know how to use it in their career planning
6. Learn about careers and the world of work

7. Know to access impartial careers, information and advice and guidance
8. Develop their communication, team working, commercial awareness, enterprise and other employability/work related learning skills
9. Search out and secure progression opportunities that uses pupil's talents to support a healthy economy
10. Improve behaviour and attendance
11. Be aware of their responsibilities and rights as a student, trainee or employee for following safe working practices
12. Use social media appropriately
13. Build and make the most of their personal network of support and employer contacts
14. 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
15. 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:

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

9. The Offer - NUASt student entitlement

Students at NUASt are entitled to a careers education that meets or exceeds the Gatsby benchmarks. These activities will include most of the following:

KS3 activities

1. Futures Friday "knowing yourself" careers programme (Year 7)
2. Unifrog based individual careers information programme (Years 8 and 9)
3. DANCOP drop down days
4. University tour
5. MMEP Inspiring speakers programme (pilot project)
6. Apprenticeship week activities.

KS4 activities

1. Careers and opportunities fairs
2. Employer/Training Provider led assemblies

3. Apprenticeship briefings
4. MMEP Inspiring speakers programme (pilot project)
5. Apprenticeship week activities
6. Ideas4Careers careers convention
7. Futures Friday careers programme
8. Unifrog Employability and Job Search Programme
9. Access to BeReady/Colombus Labour Market information
10. Quality work experience opportunities
11. Support at parent information evenings
12. The opportunity to access to face-to-face impartial careers information advice and guidance
13. Employer led workshops
14. Conversations with 6th formers
15. Mock interviews with MMEP
16. Targeted apprenticeship notices.

Post 16 activities

1. Significant numbers of employer speakers
2. University speakers
3. Career specialist speakers
4. Unifrog Employability and Job Search Programme
5. Access to BeReady/Colombus Labour Market information
6. Careers and opportunities fairs
7. Ideas4Careers careers convention
8. Employer led workshops
9. University skills sessions
10. Oxbridge preparation training and mock interviews
11. Medicine preparation programme
12. MMEP Inspiring speakers programme (pilot project)
13. Post 16 career internships
14. Futures Friday Professional skills programme
15. Civics Programme
16. Apprenticeship week activities
17. The opportunity to access to face-to-face impartial careers information advice and guidance
18. University master classes
19. Quality work experience opportunities
20. University summer schools
21. Nuffield work placements
22. Enrichment opportunities, including QMC volunteering and Public Speaking qualification
23. Higher Education events
24. Experiences of the workplace
25. UCAS support/HEI visits
26. National Citizen Service.

10. Implementation of this strategy

1. Twice yearly audit of current provision against GATSBY Benchmarks using COMPASS tool
2. Work with the dedicated governor and Enterprise Advisor to ensure effectiveness and leadership of the programme
3. Deliver a coherent programme across all year groups with relevant clear progression routes
4. All staff contribute to the careers education delivered through their roles as tutors and subject teachers, during mentoring/tutorial time/annual reviews
5. The careers education programme includes career guidance activities delivered to cohort, small group sessions and individual interviews
6. Schemes of work will include appropriate and timely work related learning aspects delivered by subject teachers in the curriculum
7. Evaluate all programmes to understand the impact
8. The training and support needs of staff involved in coordinating, delivering and supporting careers education guidance are identified and met through the CPD programme.

11. Equal Opportunities

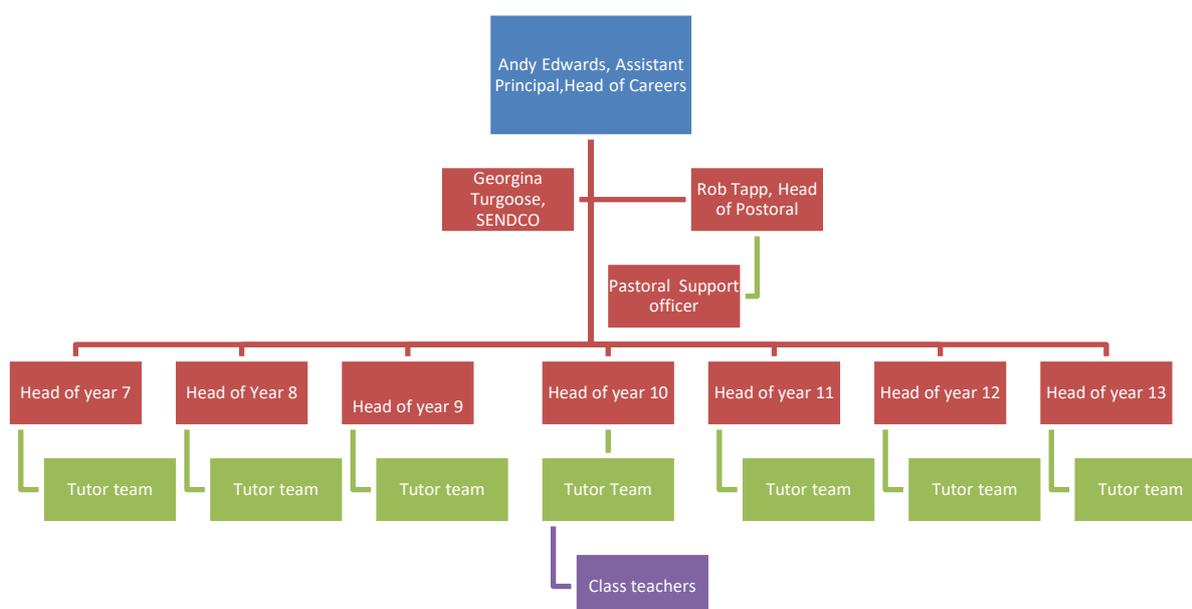
All information, advice and guidance will be provided impartially to all students and will be provided free of bias to comply with the Equality Act 2010 and the Careers Development Institute Code of Ethics. Students will be encouraged to look at careers and courses outside the normal gender stereotypes.

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.

12. School Community

Pupils, teachers and parents are made aware of the entitlement through the school website, tutor notices, pupil planners 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.

13. Staffing structure for Careers



Head of careers is a member of the senior leadership team. In conjunction with the SENDCO, Assistant Principal - Pastoral and the Pastoral Support Officers, the Head of Careers will organise the strategy and monitor the implementation. Arrangement of careers courses and interviews rests with this senior team

The day to day implementation of these strategies rests with the individual heads of year, who will delegate teaching of the careers scheme of work to their tutor teams and monitor its implementation. Heads of year will work with the head of careers in the organisation of careers events and selection of relevant groups to access them.

Class teachers are responsible for the day to day embedding of careers information within their curriculum.

14. Budget

The budget request for 2019-20 academic year is £20,667.

This includes:

- £9310 approx for 1-1 careers interviews with Ideas4careers throughout the year (primarily with Year 11 and 13)
- £2600 for our year 11/13 careers convention
- Funding for the complete Unifrog package
- Funding for safety measures work experience checks
- Discretionary funding for coach trips related to careers
- Staff copying budget for delivery of our careers curriculum

15. Structure

The structure of the NUASt careers programme is designed around delivering each of the Gatsby Benchmarks each year:

What?	When	How?	Why? Gatsby benchmark
Introduction to understanding yourself , your interests and your abilities- Careers scheme of work	Autumn term	Via Tutor time scheme of work	1. A stable careers programme 8. Personal guidance
Introduction to University	Autumn term	Tour of UoN and university talk	7. Encounters with further and higher education
Introduction to employers	Spring term	MMEP inspiring careers programme; students should hear from a public servant and a medical professional about their career; via assembly	5. Encounters with employers and employees 4. Linking curriculum learning to careers
Introduction to work	Summer term	Via Tutor time scheme of work	1. A stable careers programme 2. Learning from career and labour market information

Year 8

What?	When	How?	Why?
Unifrog sign up	Autumn term	Via assembly	1. A stable careers programme
Introduction to employment competencies	Autumn/ spring term	In directed study, via Unifrog scheme of work	1. A stable careers programme 3. Addressing the needs of each pupil 2. Learning from career and labour market information
Introduction to different careers	Whole year	Students learn about different specific jobs via Unifrog, including pay and how to qualify; via careers scheme of work	1. A stable careers programme 3. Addressing the needs of each pupil 2. Learning from career and labour market information

Inspiring futures scheme	Spring term	MMEP inspiring Futures programme; students should hear from an engineer and a science professional	5. Encounters with employers and employees 2. Learning from career and labour market information
Other activities	Whole year	Any other activities that open up over the year; eg Barclays life skills, speakers4schools	5. Encounters with employers and employees 7. Encounters with further and higher education

Year 9

What?	When	How?	Why?
Creation of first careers plan	Autumn term	Via assembly and Futures Fridays	1. A stable careers programme
Labour market and skills based activities	Whole year	Via futures Fridays	2. Learning from career and labour market information
Update of careers competencies and activities	Autumn/ spring term/ summer term	In directed study, via Unifrog scheme of work	1. A stable careers programme 3. Addressing the needs of each pupil 2. Learning from career and labour market information
Introduction to different careers	Whole year	Students learn about different specific jobs via Unifrog, including pay and how to qualify; via careers scheme of work	1. A stable careers programme 3. Addressing the needs of each pupil 2. Learning from career and labour market information
Inspiring futures scheme	Spring term	MMEP inspiring Futures programme; students should hear from a finance professional, a computing professional and a medical professional	5. Encounters with employers and employees 2. Learning from career and labour market information
Year 9 options taster day	Spring term	A taster day that enables you to “test out” subjects that you might wish to take for GCSE	1. A stable careers programme 3. Addressing the needs of each pupil 8. Personal guidance

Year 9 options session UoN	Spring term	Options workshop run by University of Nottingham	7. Encounters with further and higher education
Year 9 options review	Summer term	Review of current options with member of pastoral/ careers team to check they are suiting you	8. Personal guidance

Year 10

What?	When	How?	Why?
Creation of careers action plan	Autumn term	Via assembly and Futures Fridays	1. A stable careers programme 3. Addressing the needs of each pupil 8. Personal guidance
Unifrog sign up	Autumn term	For year 10 students not already signed up	1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 8. Personal guidance
Update of careers competencies and activities	Autumn/ spring term/ summer term	In directed study, via Unifrog scheme of work	1. A stable careers programme 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers
Introduction to university session	Spring term	Via DANCOP or University of Nottingham	1. A stable careers programme 2. Learning from career and labour market information 7. Encounters with further and higher education
Inspiring futures scheme	Spring term	MMEP inspiring Futures programme; students should hear from a public servant, an engineering professional and a science professional	2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 7. Encounters with further and higher education
Apprenticeship week activities	Spring term	Via tutor time activities; sessions based on National Apprenticeship Service	1. A stable careers programme 2. Learning from career and labour market information

MMEP Employer interviews	Summer term	50 targeted students receive up to four employer interviews across the 6 chosen	2. Learning from career and labour market information 3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces 8. Personal guidance
Work experience	Summer term	Summer 1 week work experience placements	2. Learning from career and labour market information 3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces
China visit	Summer term	Visit from Xingning Middle school to widen student's understanding of world labour markets	4. Linking curriculum learning to careers

Year 11

What?	When	How?	Why?
Creation of careers action plan	Autumn term	Via assembly and Futures Fridays	1. A stable careers programme 3. Addressing the needs of each pupil
Futures Friday careers scheme of work	Autumn/ spring	Based around understanding next steps and how to apply	1. A stable careers programme 4. Linking curriculum learning to careers
Update of careers competencies and activities	Autumn/ spring term/ summer term	In directed study, via Unifrog scheme of work	1. A stable careers programme 3. Addressing the needs of each pupil
NUAST sixth form presentation	Autumn/ Spring term	Via EDW	1. A stable careers programme
Other local colleges presentations	Autumn/ Spring term	Via Nottingham college/ Bilborough college/ confetti presentations and lunchtime stands	1. A stable careers programme
Other local apprenticeship opportunities	Autumn/ Spring term	Via local apprenticeship companies, international companies, armed forces	1. A stable careers programme

			2. Learning from career and labour market information
DANCOP day	Autumn term	Careers drop down day with DANCOP	1. A stable careers programme 2. Learning from career and labour market information 7. Encounters with further and higher education
University of Nottingham visit	Autumn/ Spring term	Visit to local university	7. Encounters with further and higher education
Careers Convention	Autumn term term	Drop down day run by ideas4careers, including mock interviews with up to 16 different real employers	1. A stable careers programme 3. Addressing the needs of each pupil 2. Learning from career and labour market information 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces
Inspiring futures scheme	Spring term	MMEP inspiring Futures programme; students should hear from a public servant, an engineering professional and a science professional	3. Addressing the needs of each pupil 2. Learning from career and labour market information 4. Linking curriculum learning to careers 5. Encounters with employers and employees
Ideas4careers 1-1 interviews	Autumn/spring term	Every student gets a 1-1 interview for 45 minutes with an independent careers advisor	8. Personal guidance
Apprenticeship week activities	Spring term	Via tutor time activities; sessions based on National Apprenticeship Service	2. Learning from career and labour market information

Year 12

What?	When	How?	Why?
Professional skills sessions	Autumn term	Via Barclays life skills- students complete the skills booklet and build up a portfolio	1. A stable careers programme
Update of careers competencies and activities	Autumn/ spring term/ summer term	In directed study, via Unifrog scheme of work	3. Addressing the needs of each pupil
Unifrog sign up	Autumn term	For year 12 students not already signed up	8. Personal guidance
University search fair	Autumn term	Search fair for universities and apprenticeships at Edgbaston stadium	3. Addressing the needs of each pupil 5. Encounters with employers and employees 7. Encounters with further and higher education
Ambition Nottingham scheme and summer schools	Autumn/ Spring term	Via UoN	3. Addressing the needs of each pupil
Into University introduction sessions	Autumn/ Spring term	Via Into Unoversity for specially selected students	1. A stable careers programme 3. Addressing the needs of each pupil
Other local apprenticeship opportunities	Autumn/ Spring term	Via local apprenticeship companies, international companies, armed forces, ASK	2. Learning from career and labour market information 5. Encounters with employers and employees
DANCOP sessions	Autumn/ Spring term	E-mentoring, medicine, university experience	3. Addressing the needs of each pupil
HE+ Scheme	Autumn/ Spring term	Via Peterhouse, Cambridge, for Oxbridge aspirant students- masterclasses and visits	1. A stable careers programme 3. Addressing the needs of each pupil
Company workshops	Autumn/ Spring term	Such as IDG, RICS, Red Cross, RAF	2. Learning from career and labour market information 5. Encounters with employers and employees
Inspiring futures scheme	Spring term	MMEP inspiring Futures programme; students should hear from a public servant, an engineering professional and a science professional	1. A stable careers programme 2. Learning from career and labour market information 4. Linking curriculum learning to careers

			5. Encounters with employers and employees
Apprenticeship week activities	Spring term	Via tutor time activities; sessions based on National Apprenticeship Service	2. Learning from career and labour market information
Medicine Preparation scheme	Spring/summer	Via head of careers- in depth series of sessions on the medicine application process, including sessions by UoN on UKAT	1. A stable careers programme 3. Addressing the needs of each pupil 7. Encounters with further and higher education 8. Personal guidance
Oxbridge preparation scheme	Spring/summer	Via head of careers- in depth series of sessions on the Oxbridge application process	1. A stable careers programme 3. Addressing the needs of each pupil 7. Encounters with further and higher education 8. Personal guidance
University preparation scheme		Series of sessions delivered by UoN and NTU on preparing for university and personal statements	1. A stable careers programme 3. Addressing the needs of each pupil 7. Encounters with further and higher education
Into University ABDOUL and personal statement workshop	Summer term	Visit to University of Leeds/ Derby for a day in the life at University	3. Addressing the needs of each pupil 8. Personal guidance
Subject links	All year	Students in variety of subjects will have labs and lectures at UoN or competitions with local companies such as Ideagen	2. Learning from career and labour market information 4. Linking curriculum learning to careers 5. Encounters with employers and employees
Work experience	Summer	Work experience placements in July- around 20% generated by NUAAT	6. Experiences of workplaces

Year 13

What?	When	How?	Why?
UCAS sessions	Autumn term	Focussed mentoring between head of careers and tutors every morning	1. A stable careers programme 8. Personal guidance
Update of careers competencies and activities	Autumn/ spring term/ summer term	In directed study, via Unifrog scheme of work	3. Addressing the needs of each pupil
UoN Personal statement workshops and interview practice	Autumn term	UoN provide 1-1 personal statement sessions and mock university interviews	3. Addressing the needs of each pupil 7. Encounters with further and higher education 8. Personal guidance
Oxbridge interviews prep	Autumn term	Via University of Nottingham department heads	3. Addressing the needs of each pupil 7. Encounters with further and higher education 8. Personal guidance
Into University Personal statement and university life sessions	Autumn/ Spring term	Via Into University for specially selected students	3. Addressing the needs of each pupil 8. Personal guidance
Other local apprenticeship opportunities	Autumn/ Spring term	Via local apprenticeship companies, international companies, armed forces, ASK	2. Learning from career and labour market information 5. Encounters with employers and employees
DANCOP sessions	Autumn/ Spring term	E-mentoring, medicine, university experience	3. Addressing the needs of each pupil 7. Encounters with further and higher education
Medicine MMI mock interviews	Autumn/ Spring term	Mock interviews copying the MMI model, conducted by NUAST tutors	3. Addressing the needs of each pupil 8. Personal guidance
Company workshops	Autumn/ Spring term	Such as IDG, RICS, Red Cross, RAF	2. Learning from career and labour market information 5. Encounters with employers and employees
Careers Convention	Autumn term	Drop down day run by ideas4careers, including mock interviews with up to 16 different real employers	2. Learning from career and labour market information 4. Linking curriculum learning to careers 5. Encounters with employers and employees 8. Personal guidance

Inspiring futures scheme	Autumn/ Spring term	MMEP inspiring Futures programme; students should hear from a public servant, an engineering professional and a science professional	5. Encounters with employers and employees
Apprenticeship week activities	Spring term	Via tutor time activities; sessions based on National Apprenticeship Service	1. A stable careers programme

16. Time Allocation

Time allocated to careers:

KS3-4:

15 minutes in tutor set per week

Plus drop down activities with DANCOP or other organisations per year

Plus assembly time **at least** twice (KS3) or three times (KS4 per year)

KS5

15 minutes in tutor set per week

Plus drop down activities with variety of organisations as required to meet the programme

17. Useful websites

1. <https://www.unifrog.org/sign-in>
2. <https://live.bereadygroup.org/schools/nottingham-university-academy-of-science-and-technology/>
3. <https://www.gov.uk/apply-apprenticeship>
4. <http://www.ucas.com>
5. <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>
6. <http://www.ideas4careers.co.uk>
7. <http://www.apprenticeship.org>
8. <http://www.thecdi.net>
9. <http://icould.com/resources>
10. <http://www.plotr.co.uk>
11. <http://www.careersbox.co.uk>
12. <http://www.notgoingtouni.co.uk>
13. <http://www.d2n2.co.uk>
14. <http://nationalcareersweek.com>

15. <http://www.stemnet.org.uk/>
16. <http://www.futuremorph.org>
17. <https://www.gov.uk/government/publications/skills-and-employment-in-the-uk-the-labourmarket-story>