

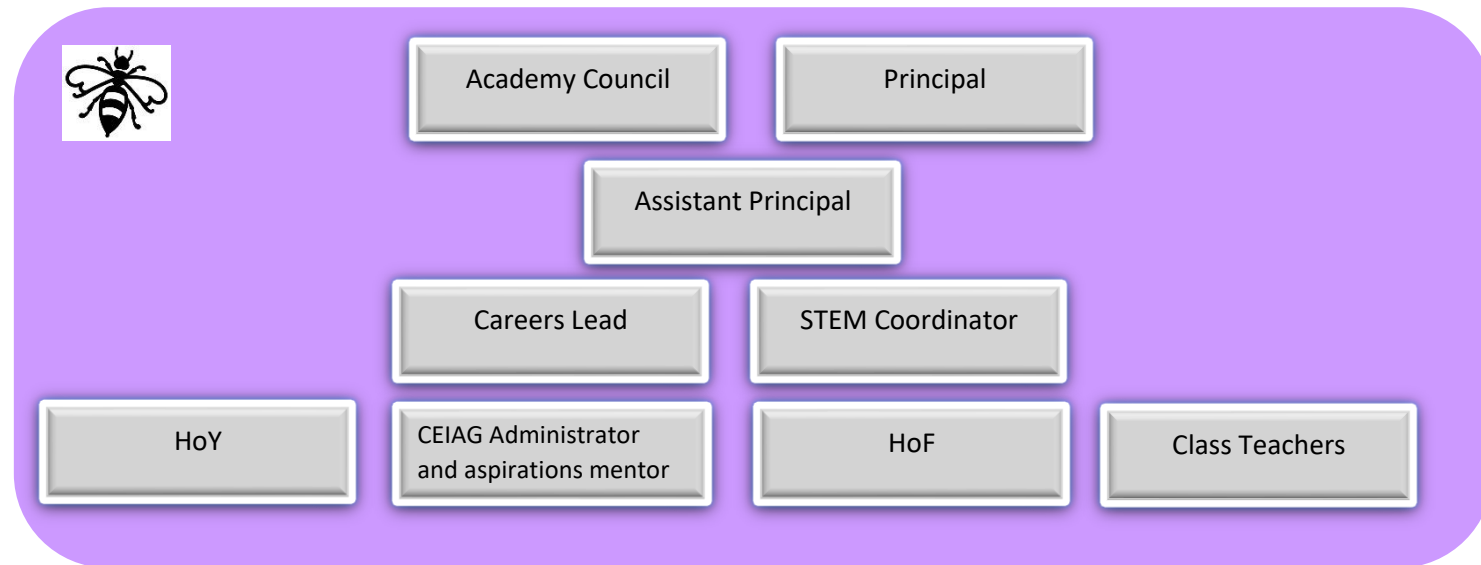
NGA'S VISION FOR CAREERS

The Academy will ensure that the careers advice and guidance provided is impartial, contains information on the full range of options available, including apprenticeships and other vocational pathways, and will promote the best interests all pupils.

We will challenge the traditional stereotypes of employment, promoting all types of employment with a positive focus on STEM subjects and the changing and challenging local and national labour market.

We will also provide regular and structured contact with the world of work through our formal business partnerships, employer talks, inspirational employer activities, interview skills days, industry visits, work experience, careers fairs, college and university visits and links with apprenticeship providers.

Leadership structure for CEIAG



Our careers curriculum is based around the Career Development Institute's framework. We have identified the following themes for our year groups. Each group follows a term's careers and employability scheme as well as having a dedicated careers day.

Year group	Theme
7	Challenging stereotypes and developing skills for work- we want our students to be able to recognise what stereotyping is and to challenge themselves to do whatever they want to in the world of work.
8	Developing skills for enterprise and employability- we want to encourage or younger students to develop skills that can enable them to run their own businesses as well as work for other people.
9	Aspirations and options- we want to raise the aspirations of our students by getting them to talk to aspirational women in local businesses as well as getting them to consider what option choices they need to make for the next stage of their career journey
10	Experiences of work- we want to give our students the opportunity to experience different work places through work experience and visits to work places.
11	Moving on /transition- we want to engage our students in actively planning their transition through practicing applications and interviews, speaking to providers and attending FE and training events.
Sixth form	Exploring higher education and training- our sixth form team and careers staff will be encouraging students to make use of their non contact time to plan the next stage of their career through applications, visits, work experience and personal study on financial and career related topics

The Gatsby benchmarks set out a framework for schools to deliver 'good careers guidance' to their pupils. The benchmarks below are fully implemented into our strategy.	
1.A stable careers programme	Every school 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 pupil	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. They will need the support of an informed adviser to make best use of available information.
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 to 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 Careers 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.

Labour Market Information

*LMI obtained from the Office for National Statistics and Gov.uk. Poster last updated August 2020

**Data used in this poster covers the period April - June 2020 and includes furloughed workers



Derby, Derbyshire, Nottingham, Nottinghamshire LEP

Amber Valley, Ashfield, Bassetlaw, Bolsover, Erewash, Chesterfield, Derby City, Derbyshire Dales, Erewash, Gedling, High Peak, Mansfield, North East Derbyshire, Nottingham City, Rushcliffe, South Derbyshire, Newark & Sherwood



Employment

UK - 76.4%
LEP - 75.5%



Unemployment

UK - 3.9%
LEP - 3.8%

16-64 year old population = 1,383,100
Total population = 2,207,500

Full-Time Salary



UK Average - £30,414
LEP Average - £29,895

Self-Employment



151,000 people in the region
are self-employed

Apprenticeships

There are approximately 715 live vacancies within a 40 mile radius of Nottingham, including...

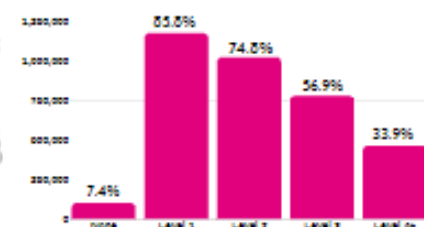
- Science Technician
- Project Coordinator
- Customer Service
- Furniture Manufacturing
- Health & Safety Officer
- Accounts & Payroll Assistant
- Telecoms Engineer
- Teaching Assistant
- Laser Cutter
- Software Development

Plus many more! Find local opportunities on www.apprenticeships.gov.uk/



Qualification levels

1,018,000 people have at least a level 2 qualification such as GCSEs or an NVQ.



Where do people work right now?

Most jobs

- Wholesale & Retail - 150,000 (16.2%)
- Health & Social Care - 132,000 (14.3%)
- Manufacturing - 125,000 (13.5%)
- Education - 89,000 (9.6%)
- Administration - 70,000 (7.6%)

Fewest jobs

- Real Estate - 14,000 (1.4%)
- Financial & Insurance - 12,000 (1.3%)
- Electricity, Gas & Air - 7,000 (0.8%)
- Water, Sewerage & Waste - 7,000 (0.8%)
- Mining, Quarrying & Utilities - 1,250 (0.1%)

Growth Sectors

- Transport
- Health and Social Care
- Wholesale and Retail
- I.T and Cyber Security
- Energy

There are many other sectors that will grow in your region

Learner entitlement

	HALF TERM 1 (SEPTEMBER – OCTOBER)	HALF TERM 2 (NOVEMBER – DECEMBER)	HALF TERM 3 (JANUARY – FEBRUARY)	HALF TERM 4 (FEBRUARY-MARCH)	HALF TERM 5 (APRIL – MAY)	HALF TERM 6 (JUNE – JULY)	ONGOING THROUGHOUT THE YEAR
YEAR 7		Capital One Coders trip- Selected groups (BM 4,5,6)		Careers Week assembly designed to meet needs of this year group- awareness of career pathways (BM 1,3) Capital One Coders trip- Selected groups (BM 4,5,6)	Year 7 Careers day and evaluation- possibly involving WE schools project (BM 1,4) Big Bang Fair including student science buskers, first aid, STEM club, Rolls Royce, 2 workshops, possibly some STEM ambassadors (BM 1,4,5,7)	Careers Week assembly designed to meet needs of this year group- awareness of career pathways (BM 1,3)	Through tutor time-making the right choices, setting realistic targets. Budgeting for wants vs needs (BM 1,3) Into university workshops and evaluation- targeted group (BM 1,3,7) Newsletter sent home which includes careers info (BM 1,2) Information on the website (BM 1,2,4,7) Termly careers lunch with subject careers champions and employers (BM 1,4,5) Job of the week and up to date LMI shared through weekly notices (BM 2,4)
YEAR 8		VIY project- selected group (BM 1, 3,4,5)		Careers week assembly- aspirational woman from enterprise (BM 1, 2,5)	Year 8 Careers day- possible enterprise activity (BM 1,4,5) Let's Pitch It- selected group (BM 1,4,5) Capital 1 project- selected group to work on assessing their skills and attributes and financial education. (BM 1,4,5,6) Talk the Talk (BM 1,3,4)	Big Bang Fair including student science buskers, first aid, STEM club, Rolls Royce, 2 workshops, possibly some STEM ambassadors (BM 1,4,5,7)	Through tutor time- careers quiz to explore jobs (BM 1,2,3) Into University workshops and visit to University of Nottingham –targeted group (BM 1,3,4,7) STEM research project in science (BM 1,4) Newsletter sent home which includes careers info (BM 1,2) Information on the website (BM 1,2,4,7) Termly careers lunch with subject careers champions and employers (BM 1,4,5) Job of the week and up to date LMI shared through weekly notices (BM 2,4)

YEAR 9		<p>VIY project-selected group (BM 1, 3,4,5)</p> <p>Humanotopia-selected group mentored by Capital One staff (BM 1,3,5,6,8)</p>	<p>Options evening-supported by Futures Careers adviser (BM 3,8)</p> <p>Careers morning - BEE like me event. Local female employees talking about their career journeys with Q+A session (BM 1,4,5)</p> <p>Humanotopia-selected group mentored by Capital One staff (BM 1,3,5,6,8)</p>	<p>Careers week assembly- introduction to apprenticeships (BM 1,2,5)</p> <p>Humanotopia- selected group mentored by Capital One staff (BM 1,3,5,6,8)</p>	<p>Art students working with New Art Exchange (BM 4,5,6)</p>	<p>Cheese matters (BM 1,4,5)</p> <p>Big Bang Fair including student science buskers, first aid, STEM club, Rolls Royce, 2 workshops, possibly some STEM ambassadors (BM 1,4,5,7)</p>	<p>Into University workshops- targeted group (BM 1,3,4,7)</p> <p>MOBIE challenge (BM 4,5,6)</p> <p>Newsletter sent home which includes careers info (BM 1,2)</p> <p>Information on the website (BM 1,2,4,7)</p> <p>Termly careers lunch with subject careers champions and employers (BM 1,4,5)</p> <p>Job of the week and up to date LMI shared through weekly notices (BM 2,4)</p>
YEAR 10	<p>Construction tasters at Nottingham College (BM 3,4,6,7)</p>	<p>Construction tasters at Nottingham College (BM 3,4,6,7)</p>	<p>Through tutor time-preparation for work experience (BM 1,3,4,5)</p> <p>Careers day exploring Post 16 options, work experience evaluation, introducing apprenticeships and raising awareness of local college opportunities (BM 1,2,3,4,5,7)</p> <p>Work experience for one week in February (BM 1,3,4,5,6)</p> <p>Apprenticeship fair and workshops-selected group (BM 1,4,5,7)</p> <p>Construction tasters at Nottingham</p>	<p>Careers week assembly-talks from apprentices (BM 1,4,5)</p> <p>DHL mentoring programme and residential – selected group (BM 1,4,5,6,8)</p> <p>Construction tasters at Nottingham College (BM 3,4,6,7)</p>	<p>DHL mentoring programme and residential – selected group BM (1,4,5,6,8)</p>	<p>DHL mentoring programme and residential – selected group BM (1,4,5,6,8)</p>	<p>Into University visit to university and Business simulation day –targeted group (BM 1,3,4,5,7)</p> <p>Peter Jones Academy (BM 4,5,6)</p> <p>Newsletter sent home which includes careers information (BM 1,2)</p> <p>Information on the website (BM 1,2,4,7)</p> <p>Termly careers lunch with subject careers champions and employers (BM 1,4,5)</p> <p>Job of the week and up to date LMI shared through weekly notices (BM 2,4)</p>

			College (BM 3,4,6,7) Start profile-introduction to job research using skills and attributes ratings (BM 1,2,4)				
YEAR 11	CV writing and how to complete application forms during tutor time (BM 1,3,7) Personal guidance interviews with Futures (BM 8)	Personal guidance interviews with Futures (BM 8) Careers day focussing on different types of interview technique and presenting yourself well, Start profile-introduction to job research using skills and attributes ratings and looking at LMI information (BM 1,2,3,5,7) Parents' evening supported by Futures careers adviser (BM 8)	NCS assembly and sign up (BM 1,4,5) Personal guidance interviews with Futures (BM 8)	Careers week assembly-pathways to employment (BM 1,2,4,5) Personal guidance interviews with Futures (BM 8)		Results day-support from Futures guidance adviser to support FE choices (BM 8) Year 11 sixth form taster days (BM 7) Mock interviews with SLT to prepare for FE (BM 3,8)	Into University workshops – targeted group (BM 1,3,4,7) Library assistants- 3 students (BM 6) Head girl and prefects (BM 1,6) Students on door duty (BM 1,6) Peter Jones Academy (ongoing) (BM 4,5,6) Newsletter sent home which includes careers info (BM 1,2) Information on the website (BM 1,2,4,7) Termly careers lunch with subject careers champions and employers (BM 1,4,5) Job of the week and up to date LMI shared through weekly notices (BM 2,4)
YEAR 12		Careers day including using Unifrog, choosing higher education pathways, student finance introduction and apprenticeship opportunities (BM 1,2,7) Start profile-introduction to job research using skills and		Careers week assembly-pathways to employment (BM 1,2,4,5)	Capital 1 project – networking, finance and interview skills-online in 2020 (BM 4,5,6)	Work experience-one week in July (BM 1,3,4,5,6) Talk to the Future (BM 1,3,4)	Financial capability, university life, career progression opportunities offered during SES time (BM 1,4,7) Into University workshops (BM 1,3,4,7) IT students- working with Ideagen (BM 4,5,6) Peter Jones Academy (BM 4,5,6) Newsletter sent home which includes careers info (BM 1,2) Information on the website (BM 1,2,4,7) Termly careers lunch with subject careers champions and employers (BM 1,4,5)

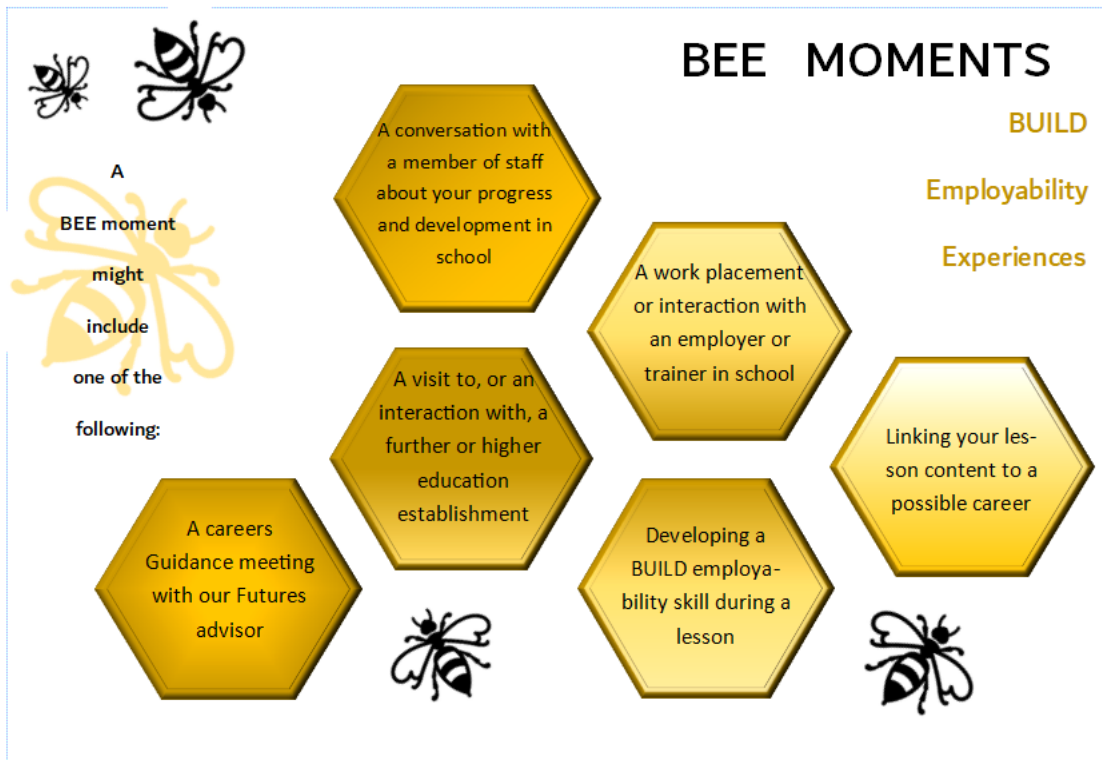
		attributes ratings (BM 1,2,4)					Health and social care students- workshop with Oxford Brookes University (BM 4,7) Job of the week and up to date LMI shared through weekly notices (BM 2,4)
YEAR 13	Application to university (BM 1,3,7) Personal guidance interviews with Futures (BM8)	Application to university (BM 1,3,7) Into University workshops extended help with UCAS applications including personal statements (BM 1,2,3,7,8) Personal guidance interviews with Futures (BM8) Start profile- introduction to job research using skills and attributes ratings (BM 1,2,4) Parents' evening supported by Futures careers adviser (BM 8)	Personal guidance interviews with Futures (BM8)	Careers week assembly- pathways to employment/apprenticeships (BM 1,2,4,5)		Results day- support from Futures guidance adviser to support HE choices (BM 8)	Financial capability, university life, career progression opportunities offered during SES time (BM 1,4,7) Peter Jones Academy (BM 4,5,6) Newsletter sent home which includes careers info (BM 1,2) Information on the website (BM 1,2,4,7) Termly careers lunch with subject careers champions and employers (BM 1,4,5) Job of the week and up to date LMI shared through weekly notices (BM 2,4)

Whole school activities related to careers and employability

BEE moments	Career days for Year 7-12
Character education and BUILD reward system	Student receptionist
Years 9-13 Futures careers adviser drop in break and lunchtime	Tutor representative
Atmosphere technical crew for school performances	Fundraising for charity
Performers in school shows	
School council representative	

Employer links

Ideagen
Capital One
New Art Exchange
Europa
Tomlinson
Solvay



year group.

Students are given regular BEE moments throughout the curriculum in every

BENCHMARK	A STABLE CAREERS PROGRAMME
1	<ul style="list-style-type: none"> A free and sustainable online platform for delivering careers information Underpinned by a programme for students in Years 7 to 13 Accessible to all students, staff and parents
BENCHMARK	LEARNING FROM CAREER & LABOUR MARKET INFORMATION
2	<ul style="list-style-type: none"> Localised career and labour market information from LMI for All Impartial information on all study options at GCSE, post-16 and 18 Live course information and apprenticeship vacancies
BENCHMARK	ADDRESSING THE NEEDS OF EACH PUPIL
3	<ul style="list-style-type: none"> A student profile to personalise content, career and future study information Learning modules for all ages to guide students through moments of choice Tools to capture and share inspiring alumni stories
BENCHMARK	LINKING CURRICULUM LEARNING TO CAREERS
4	<ul style="list-style-type: none"> Subject-led careers and future study search Employer-led information linking subject knowledge application in work Content and tools promoting classroom skills-learning to employability
BENCHMARK	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES
5	<ul style="list-style-type: none"> Employer profiles offering an insight in to work and employment Employer-led skills content and Three Minute Hero career stories An online Locker to record and evidence encounters with employers
BENCHMARK	EXPERIENCES OF WORKPLACES
6	<ul style="list-style-type: none"> Advice to help prepare for and make the most of work placements and visits Action plan tools to manage the process of securing work experience An online Locker to evidence impact of work experience and part time jobs
BENCHMARK	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION
7	<ul style="list-style-type: none"> Learning modules to explore and demystify all post-16 and 18 pathways Comprehensive, impartial information on all academic and vocational routes Every post-16 and post-18 provider profiled with full course information
BENCHMARK	PERSONAL GUIDANCE
8	<ul style="list-style-type: none"> Student registration data and personal profiles to inform guidance interviews Age-appropriate modules to prepare students for key moments of choice Action plan tools to support and enhance the guidance process

This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

Gatsby Benchmark	Latest Evaluation	Total achievement
1-A stable careers programme	88%	88%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	81%	81%
4-Linking curriculum learning to careers	100%	100%
5-Encounters with employers and employees	100%	100%
6-Experiences of workplaces	100%	100%
7-Encounters with further and higher education	91%	91%
8-Personal guidance	100%	100%

■ Reached 1% - 99%
 ■ Reached 100%

This report was generated from Compass+ for Nottingham Girls' Academy, by Jenny Saunders on November 10th 2020 at 14:08.

If you think there is something wrong with the content of this report, please contact us at compassplus@careersandenterprise.co.uk.

NGA'S Journey ahead

- ✓ Register and liaise with a Career and Enterprise Adviser
- ✓ Reaccreditation for Careers Mark (March)
- ✓ Careers lead and CIAG Administrator in place
- ✓ Weekly meetings to monitor strategy progress
- ✓ Termly careers newsletter for pupils/staff (opportunities and info)
- ✓ NGA Notices – job of the week
- ✓ STEM Coordinator appointed to develop more opportunities and defy stereotypes
- ✓ NGA's twitter account is utilised to promote careers events and opportunities
- ✓ Departments updating their curriculum intent to highlight department trips and BEE moments
- ✓ Careers trips and events are mapped and evaluated. Tracking is evident year 7-13
- ✓ Mailing list for destination leavers

NGA's Areas to develop

- Complete Compass Benchmark termly (review strategy and set action plans)
- Annually: Use tracker/planner tool to action plan from compass assessment
- CPD provided to the Careers Leader / all staff for 'Start Profile'
- Departments to have a Careers Champion to promote employer interactions where possible during curriculum time
- Key Stage questionnaires for Careers: Questions to generate enquiries
- Opportunity for parent questionnaires
- All year groups to be on Start and evaluate careers progress
- Careers postcards on each classroom door to highlight the teacher's qualifications and career journey
- To have a department curriculum lesson for each year group during Careers Week
- Generate a most popular careers student survey to assess where our pupils aspire to work