

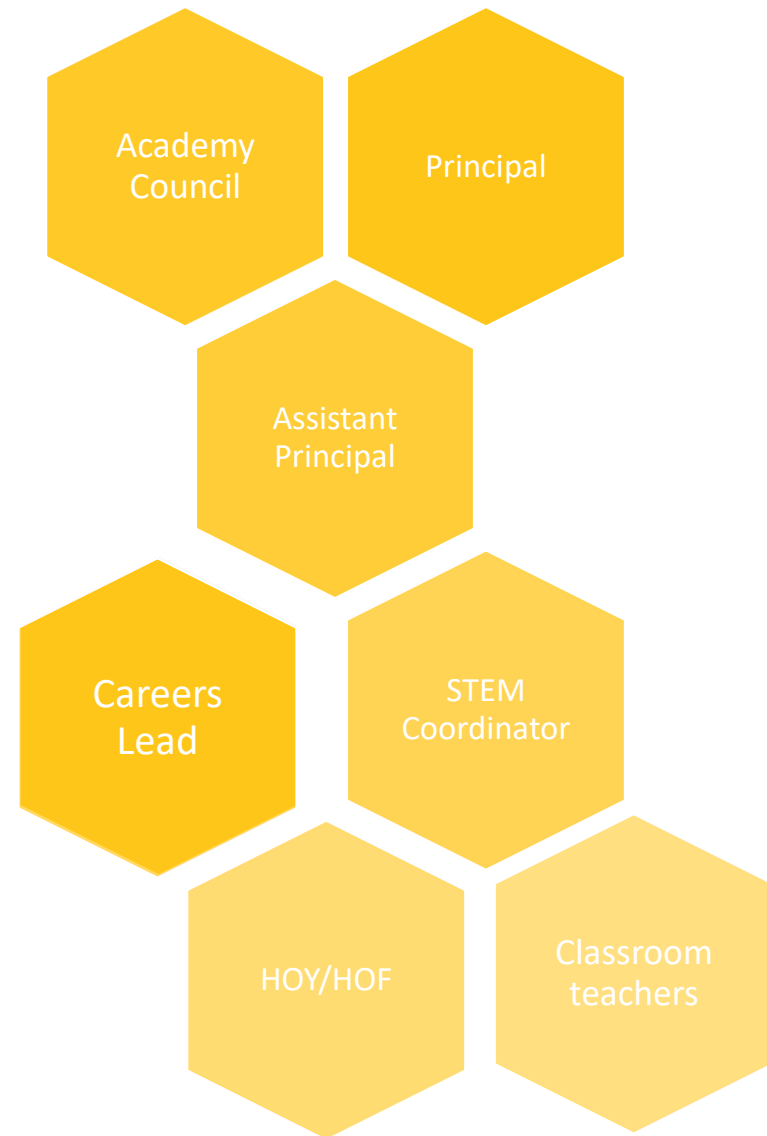
## NOTTINGHAM GIRLS' ACADEMY CAREERS ADVICE AND GUIDANCE OVERVIEW

### 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
<b>Year 7</b>	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
<b>Year 8</b>	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.
<b>Year 9</b>	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
<b>Year 10</b>	Experiences of work- we want to give our students the opportunity to experience different work places through work experience and visits to work places.
<b>Year 11</b>	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.
<b>Sixth Form</b>	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.

## Learner entitlement:

	HT1	HT2	HT3	HT4	HT5	HT6	Ongoing throughout the year
Y7			Unifrog Launch	Careers Week assembly designed to meet needs of this year group awareness of career pathways (BM 1,3)	Year 7 Careers day and evaluation (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)		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)
Y8				Careers week assembly with an aspirational woman from enterprise (BM 1, 2,5)	Year 8 Careers day with enterprise activity (BM 1,4,5)	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)
<b>Y9</b>		Humanutopia-selected group mentored by Capital One staff (BM 1,3,5,6,8)	Options evening supported by Careers adviser (BM 3,8) Careers morning - BEE like me event. Local female employees talking about their career journeys with Q+A session (BM 1,4,5) Humanutopia-selected group mentored by Capital One staff (BM 1,3,5,6,8)	Humanutopia-selected group mentored by Capital One staff (BM 1,3,5,6,8)  Careers week assembly-introduction to apprenticeships (BM 1,2,5)	Art students working with New Art Exchange (BM 4,5,6)	Big Bang Fair including student science buskers, first aid, STEM club, Rolls Royce, 2 workshops, possibly some STEM ambassadors (BM 1,4,5,7)	Into University workshops-targeted group (BM 1,3,4,7) MOBIE challenge (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)
<b>Y10</b>	Construction tasters at Nottingham College (BM 3,4,6,7)	Construction tasters at Nottingham College (BM 3,4,6,7)	Through tutor time-preparation for work experience (BM 1,3,4,5) Careers day exploring Post 16 options, work	Careers week assembly talks from apprentices (BM 1,4,5) DHL mentoring programme and residential –	DHL mentoring programme and residential – selected group BM (1,4,5,6,8)  Careers day including visits	DHL mentoring programme and residential – selected group BM (1,4,5,6,8)	Into University visit to university and Business simulation day –targeted group (BM 1,3,4,5,7) Newsletter sent home which includes careers information (BM 1,2) Information on the website (BM 1,2,4,7)

			<p>experience evaluation, introducing apprenticeships and raising awareness of local college opportunities (BM 1,2,3,4,5,7)</p> <p>Construction tasters at Nottingham College (BM 3,4,6,7)</p> <p>Unifrog introduction to job research using skills and attributes ratings (BM 1,2,4)</p>	<p>selected group (BM 1,4,5,6,8)</p> <p>Construction tasters at Nottingham College (BM 3,4,6,7)</p> <p>Work experience for one week in April (BM 1,3,4,5,6)</p>	<p>from apprenticeship providers, colleges, universities, employers and mock interviews. (BM 2, 3, 5, 7)</p>		<p>Job of the week and up to date LMI shared through weekly notices (BM 2,4)</p>
<b>Y11</b>	<p>CV writing and how to complete application forms during tutor time (BM 1,3,7)</p> <p>Personal guidance interviews with In house Careers Advisor (BM 8)</p>	<p>Personal guidance interviews with Futures (BM 8)</p> <p>Careers day focussing on different types of interview technique and presenting yourself well,</p>	<p>NCS assembly and sign up (BM 1,4,5)</p> <p>Personal guidance interviews with In house Careers Advisor (BM 8)</p>	<p>Careers week assembly pathways to employment (BM 1,2,4,5)</p> <p>Personal guidance interviews with In house Careers Advisor (BM 8)</p>		<p>Results day support from Careers guidance adviser to support FE choices (BM 8)</p> <p>Year 11 sixth form taster days (BM 7)</p> <p>Mock interviews with SLT to prepare for FE (BM 3,8)</p>	<p>Into University workshops – targeted group (BM 1,3,4,7)</p> <p>Library assistants- 3 students (BM 6)</p> <p>Head girl and prefects (BM 1,6)</p> <p>Students on door duty (BM 1,6)</p> <p>Peter Jones Academy (ongoing) (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</p>

		Unifrog introduction to job research using skills and attributes ratings and looking at LMI information (BM 1,2,3,5,7) Parents' evening supported by careers adviser (BM 8)					careers champions and employers (BM 1,4,5) Job of the week and up to date LMI shared through weekly notices (BM 2,4)
6 <sup>th</sup>		Careers day including using Unifrog, choosing higher education pathways, student finance introduction and apprenticeship opportunities (BM 1,2,7)  Unifrog introduction to job research using skills and attributes ratings (BM 1,2,4)		Careers week assembly- pathways to employment (BM 1,2,4,5)	Women in Leadership project with Lancome (BM	Work experience one week in July (BM 1,3,4,5,6)	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

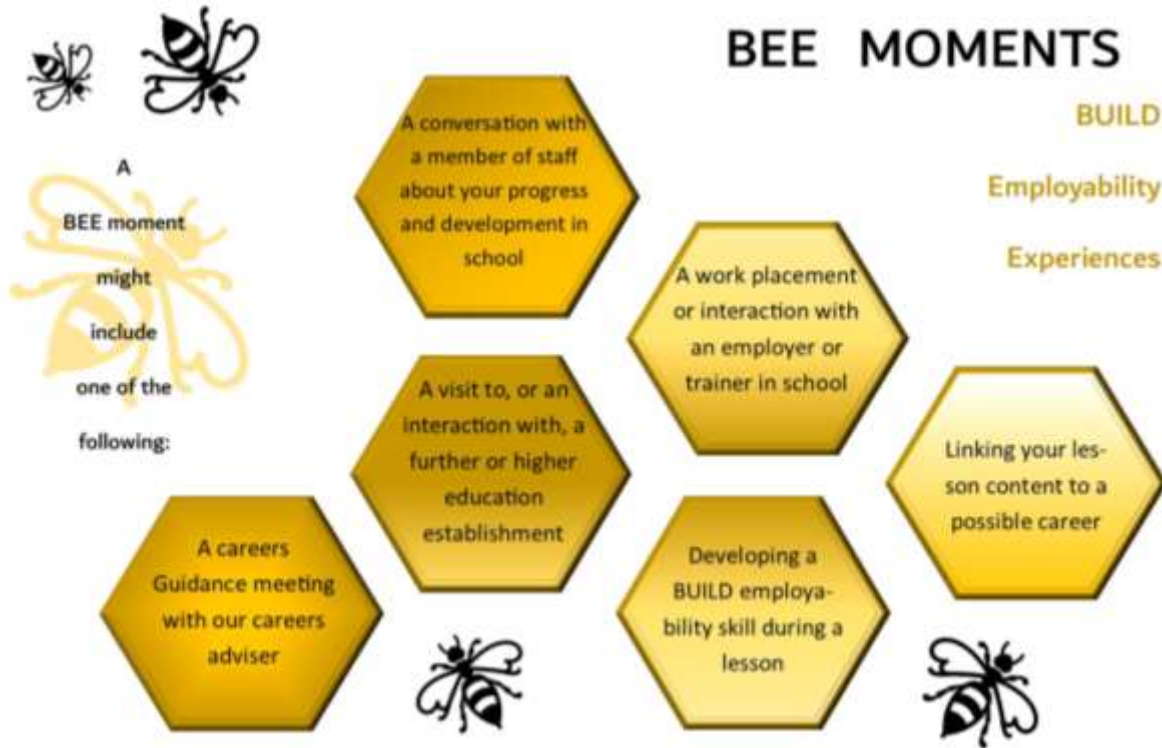
							through weekly notices (BM 2,4)
	Application to university (BM 1,3,7) Personal guidance interviews with Careers Advisor (BM8)	Application to university (BM 1,3,7) Into University workshops extended help with UCAS applications including personal statements (BM 1,2,3,7,8) Personal guidance interviews with Careers Advisor (BM8) Unifrog introduction to job research using skills and attributes ratings (BM 1,2,4) Parents' evening supported by 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 Careers 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  
DHL  
Experian

Students are given regular BEE moments throughout the curriculum in every year group.





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	100%	100%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	100%	100%
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	100%	100%
8-Personal guidance	100%	100%

◆ Reached 1% - 99%   
 ◆ Reached 100%



### NGA's Journey Ahead:

- Register and Liaise with our new Careers and Enterprise Advisor
- Work on action points from our recent Gold Certification in the Quality in Careers Standard.
- Biweekly meetings to monitor strategy progress
- Termly newsletter entries for pupils, parents and staff
- Continue with NGA notices, including job of the week and person of the week.
- STEM coordinator and Careers lead to effectively communicate to maximise career event opportunity.
- Departments updating Compass+ to share curriculum based careers learning
- Careers trips and events continue to be mapped and evaluated
- Communication made with alumni

### NGA's areas to develop:

- Use tracker/planner tool to action plan from compass assessment
- Ongoing CPD for careers lead
- Further staff training on Unifrog
- Reconnect with departmental careers champions.
- Collecting more stakeholder voice from parents.
- Ensure all departments deliver a careers lesson to each year group during careers week.
- Find out the goals and aspirations of students in all years.