



**At Noel-Baker we empower every student with the drive to achieve and be leaders of the future.**

**We are masters of our fate because knowledge is power.**

## Rationale

Careers Education, Information, Advice and Guidance (CEIAG) plays an integral role in helping our students choose pathways that suit their interests, abilities and individual needs. It motivates them, promotes equality of opportunity and maximises their academic and personal achievements while at Noel-Baker Academy and beyond. We are passionate about the careers knowledge pupils will learn as they have the right to the same career goals and aspirations as any other young person. As a result, the Academy careers leader has been a part of the national Teach First Careers Leader Programme to create and develop a bespoke, high quality programme for the Academy.

The Gatsby Benchmarks are national guidance to ensure best practice and to meet the requirements of the Department for Education's statutory guidance 2020. Alongside specific guidance from the Careers Development Institute, these 8 Benchmarks are used as a framework for improving our careers provision at Noel-Baker Academy as well as the Career Development Institute (see appendix for details).

The aim of our CEIAG programme is to help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next. We aim to provide students with well-rounded experiences, develop characteristics identified as eight key employability skills as well as motivating students to develop their aspirations. In order to do this we have set out three strategic objectives linked to the Gatsby Benchmarks:

1. Pupils can identify and recognise their own networks of support as well as having encounters with employers, education providers and the world outside Noel-Baker Academy. (3, 5, 6, 7)
2. Pupils have the careers pathway knowledge to make successful life transitions when making choices at key ages by forging their own career paths. (2, 3, 8)
3. Pupils are informed by staff and stakeholders confident in guiding pupils with reference to options and the curriculum available. (1, 2, 3, 4)

## Mechanisms

**LEAD** – It is the duty of all Academy staff and stakeholders to promote careers education, the value of high aspirations and a positive and successful life beyond Noel-Baker Academy. This includes in curriculum lessons, conversations with pupils, one-to-one meetings as well as daily interactions with pupils. An Associate Assistant Headteacher is responsible for overseeing the careers provision, but every teacher is responsible for the delivery of careers learning as part of educating pupils about their goals and destinations.

**EMPOWER** – It is our vision that pupils and parents will be empowered order to access careers information linked to their individual aspirations and as such we have created a website which collates of the information linked to careers for all stakeholders, parents and carers, pupils and staff in one place. We empower our pupils with careers knowledge through specific careers learning, curriculum content and enrichment activities. One of the main ways pupils will receive careers knowledge is through PSHE. Careers education in PSHE is delivered as entire half-term units in years 7, 8 and 9 and this widens in years 10 and 11 when more importance shifts to practical approaches to elements such as work experience and CVs in year 10 and applications in year 11.

We have tailored our approach to focus on the seven key employability skills identified by industry experts as key skills required to succeed in a future workplace regardless of career path or industry:

- Resilience
- Proactivity
- Problem-solving
- Communication
- Creativity
- Leadership (including teamwork)
- Adaptability

We do not believe in teaching these skills in isolation, but as part of teaching wider aspects of knowledge as pupils are encountering these seven skills every day in their school day.

This decision allows pupils to make realistic decisions relating to their own career journey at relevant transition points throughout their Academy journey; equally, we equip students with the necessary decision-making skills to manage those same transitions.



## Noel-Baker Academy

### A.L.E.A.D. Academy

In Year 10 we empower students to access a direct experience of the world of work through our work experience programme. This is an exciting chance for pupils to experience of the working world and develop their transferable skills that have been highlighted in key stage 3.

During their career journey in both key stages 3 and 4, pupils are informed of local and national opportunities informed by labour market information so that the decisions they make are the most appropriate. Our goal is for all pupils to enter education, employment or training and we support pupils to make that transition.

We are also passionate about promoting equality of opportunity, celebrating diversity, challenging stereotypes and ensuring all students who require any extra assistance and guidance to reach their potential, receive it. This is at the heart of careers education, information and guidance at Noel-Baker Academy as we believe aspirations should only be limited by a pupil's desires.

**ACHIEVE** – To ensure Noel- Baker Academy is delivering the best possible Careers Education, Information, Advice and Guidance we are working with the Unifrog software program.

[www.Unifrog.org](http://www.Unifrog.org)

This website is a web-based software package that allows pupils, parents and carers to access the latest information regarding career pathways, local and national careers statistics as well as labour market information, up-to-date course and apprenticeship searches both at the age of 16 and 18 to name but a few.

This is supported by a variety of tools that allow the pupil to create a careers portfolio, recording experiences and achievements as they go to facilitate activities such as CV creation and application form completion.

Our provision is greatly enhanced through links with several partners who help ensure that students' careers education is direct and current. We strive constantly to expand and improve links with employers and other local groups as well as working closely with the local authority in Derby. This involvement includes the provision of work experience placements for year 10, careers talks, workplace visits and mock interviews. Links are also maintained with the local FE College together with various training providers supporting apprenticeships for those pupils considering that route as an alternative to further or higher education.

We are also working with other companies and institutions such as the Universities of Derby and Nottingham, DANCOP, Raising Aspirations, Careers Torch, East Midlands Airport, Morrisons and Juniper Training to support the careers education and provision on offer at Noel-Baker Academy.

**DRIVE** – Students will engage with the Academy's careers provision in a variety of ways.

Careers Education, Information, Advice and Guidance is provided through PSHE tutor time sessions throughout the year, tutor time assemblies, after school workshops, individual mock interviews, enterprise events, college partnership courses, college/university visits, employer presentations, posters, leaflets and through subject teachers within their own curriculum. We also run a 'World of Work' week beginning at the end of June.

All students receive at least one careers interview with a Careers Advisor at Key stage 4. The independent Careers Advisor is at Noel- Baker Academy once a week to provide individual advice and guidance which is person-centred, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice. Our career advice is funded through the Careers and Enterprise Company and DANCOP (Derbyshire and Nottinghamshire Collaborative Outreach Programme) and is delivered by Careers Torch.

Careers advice is also available during Parents Evenings, Options Evenings and Open Evenings. Mr Oliver's office is well stocked with key publications and college/ university prospectus' suitable for a range of ages and abilities. Co-curricular clubs and trips support students in developing their understanding of a range of subjects. Students can also be encouraged to be part of the National Citizenship Service (NCS) which is open to 16 and 17-year-olds. It helps students build their skills for work and life, whilst taking on new challenges.



### CEIAG Programme at Noel- Baker Academy 2020-21

Our untaught careers learning programme follows three strands that explore explicit skills for all pupils:

1. Developing yourself through careers, employability and enterprise education.
2. Learning about careers and the world of work.
3. Developing your career management and employability skills.

These are delivered through booklets as a homework through the PSHE programme.

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Dreams, goals and how to get there</p> <ul style="list-style-type: none"> <li>• What's a career? <i>Look at the careers noticeboards, ask your form tutor in PSHE, speak with adults in your life</i></li> <li>• What are the jobs of the future? <i>What jobs will we have in the future and what skills will we need for them?</i></li> <li>• What's your dream job? <i>Think about what you, and your classmates would be really good at doing as a career</i></li> <li>• What motivates you to do something? <i>What are the benefits to hard work?</i></li> </ul>	<p>Motivation, rewards and staying positive</p> <ul style="list-style-type: none"> <li>• Will it be easy? What if it's not? <i>Managing setbacks</i></li> <li>• What are your motivations? <i>What matters most to you in your job? Money? Making a difference? Being able to travel?</i></li> <li>• <i>What is a network of support? Who do I have in my corner?</i></li> </ul>	<p>Raising aspirations</p> <ul style="list-style-type: none"> <li>• Do you want to go to university? <i>Discover what options you have after you finish college</i></li> <li>• Could you be an apprentice? <i>Research what an apprenticeship is and what professions offer them</i></li> <li>• What could you learn over the summer holidays? <i>Plan how to make the most of the summer holidays</i></li> </ul>
Year 8	<p>Goals for now, soon and later</p> <ul style="list-style-type: none"> <li>• What is the point of education? <i>Discuss the value of coming to school, learning and education</i></li> <li>• How do you work out what subjects to study? <i>Discover the factors that can help you decide</i></li> <li>• What subjects do you need for certain careers? <i>Explore the impact of subject choices</i></li> <li>• What difference does having a degree make? <i>Discover how a degree could benefit you</i></li> <li>• What could you study at university? <i>Find out what courses different universities offer that interest you</i></li> </ul>	<p>Different types of businesses and organisations</p> <ul style="list-style-type: none"> <li>• How can you show off your skills? <i>Write down activities that have helped you develop certain skills</i></li> <li>• What are your values?</li> <li>• What are transferable skills? <i>Discover where your skills can be applied</i></li> </ul>	<p>Managing your money and its role in society</p> <ul style="list-style-type: none"> <li>• Do you have your own bank account? <i>Learn how to compare banks</i></li> <li>• How can you make the most of your money? <i>Find out how to make your money go further</i></li> <li>• Save or spend? <i>Create a budget and manage your money</i></li> <li>• Is the role of money positive or negative in society? <i>Making you aware of the pros and pitfalls of money</i></li> </ul>
Year 9	<p>What are my skills and where could I improve?</p> <ul style="list-style-type: none"> <li>• What are you brilliant at? <i>Analyse your strengths and weaknesses</i></li> <li>• Where could these skills lead you? <i>Explore which jobs fit your skill set</i></li> <li>• How could you be even better? <i>Managing criticism and acting on constructive feedback</i></li> <li>• <i>What are my options? What can I do when I am 14, 16 and 18?</i></li> </ul>	<p>Young people at work, in their community and in society</p> <ul style="list-style-type: none"> <li>• What are the laws surrounding young people and work? <i>Legislation and young people at work</i></li> <li>• How can we work towards a better future? <i>Better societies and communities (including stereotyping)</i></li> <li>• <i>Why does all work experience help my career? No work experience is bad work experience.</i></li> </ul>	<p>Tools for developing new skills</p> <ul style="list-style-type: none"> <li>• How can you prepare for exam success? <i>Revision tips to help you do your best</i></li> <li>• Change isn't easy and how can I overcome that? <i>Being flexible at key transition points in your life.</i></li> </ul>
	<p>Getting where you want to be, even when it's tough</p>	<p>Work, home and everything in between</p> <ul style="list-style-type: none"> <li>• <b>Work experience – dates, have you organized a</b></li> </ul>	<p>Next steps as an employee and a consumer</p> <ul style="list-style-type: none"> <li>• <b>Work experience advice</b></li> </ul>



Year 10	<ul style="list-style-type: none"> <li>• <b>Work experience – dates, have you organised a placement?</b></li> <li>• What might get in your way? <i>Overcoming challenges</i></li> <li>• How will you cope with barriers in your way? <i>Identifying alternative options and being adaptive and flexible</i></li> </ul>	<p><b>placement? Have you handed in the paperwork</b></p> <ul style="list-style-type: none"> <li>• How are you using social media? <i>The impact and consequences of misusing social media</i></li> <li>• Can you keep a secret? <i>Confidentiality and its importance</i></li> <li>• What do you do in your free time? <i>Work / like balance and lifestyle choices</i></li> </ul>	<ul style="list-style-type: none"> <li>• How can you land your dream career? <i>What advice would you give someone else?</i></li> <li>• What makes a good CV? <i>Start building your own CV</i></li> <li>• How can you make the most of your summer? <i>Build your employability skills</i></li> <li>• What are you entitled to when you buy something? <i>Consumer rights</i></li> </ul>
Year 11	<p>Making informed choices</p> <ul style="list-style-type: none"> <li>• What next after your GCSEs? <i>Start thinking about what you will study next</i></li> <li>• College? Apprenticeships? Sixth Form?</li> <li>• How will you choose your qualifications next year? <i>Consider why you're making these choices</i></li> </ul>	<p>Planning for the future</p> <ul style="list-style-type: none"> <li>• What do you know about university? <i>Is everything that you've heard about university true?</i></li> <li>• What career do you want? <i>Do your choices for next year match up with this?</i></li> </ul>	<p>Getting more work experiences</p> <ul style="list-style-type: none"> <li>• Why is work experience so important? <i>Find out the difference work experience can make</i></li> <li>• Why volunteer? <i>Explore how summer volunteering can make a difference</i></li> <li>• What will you do this summer? <i>Prepare your CV ready to make the most of the holidays</i></li> <li>• How do you find a job? <i>Look at job adverts and unpick what they mean</i></li> </ul>

### Specific Careers Learning in the PSHE Programme at Noel-Baker Academy 2020-21

As part of the PSHE programme, certain careers topics are covered in taught lessons within the timetabled day. These lessons are delivered by the pupils' form teachers and monitored by the PSHE Coordinator and the SLT Careers Lead.

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Dreams, goals and how to get there</p> <ul style="list-style-type: none"> <li>• I can identify my dreams and goals and recognise that these may change over time</li> <li>• I can identify some of the skills that may benefit my future, including employment</li> <li>• I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour</li> <li>• I can explain how responsible choices enable me to move towards my dreams and goals I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals</li> <li>• I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals</li> <li>• I understand that the choices I make affect my relationships, health and future</li> </ul>	<p>Motivation, rewards and staying positive</p> <ul style="list-style-type: none"> <li>• "I can describe what prejudice and discrimination are</li> <li>• I know what bystanders are and their impact on bullying</li> <li>• I can explain some ways the Equality Act protects against prejudice and discrimination"</li> <li>• I can challenge my own and others' attitudes and values, and accept difference in others</li> <li>• I can understand the wide range of roles in society and the variety of individuals that operate within them I understand what stereotyping means and its potential impact I can define stereotyping and explain why it is unhelpful</li> <li>• I can challenge prejudice and discrimination assertively I understand that positive and negative discrimination can take different forms and how it can affect people's lives I know what the Equality Act is</li> </ul>	<p>Raising aspirations</p> <ul style="list-style-type: none"> <li>• I can understand that discernment is an important skill when being a consumer of media</li> <li>• I know that the media can have a positive or negative impact on a person's self-esteem or body image</li> </ul>



		<p>and can give some examples of protected characteristics</p> <ul style="list-style-type: none"> <li>• I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours</li> <li>• I understand how respect has an impact on relationships</li> </ul>	
<p><b>Year 8</b></p>	<p>Goals for now, soon and later</p> <ul style="list-style-type: none"> <li>• I know what some of my long-term goals are, how I can achieve them, and how my short and medium-term goals might help me do that</li> <li>• I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals</li> <li>• I understand some of the positive and negative roles that money can play in society</li> <li>• I can describe how my activity online can be both positive and negative</li> <li>• I can explain why it is important to keep track of spending</li> <li>• "I can explain why it is important to keep track of spending.</li> <li>• I understand the variations in income across the world"</li> <li>• "I understand that choices I make now can affect my future</li> <li>• I know that gambling can become addictive and tell you some of the warning signs"</li> </ul>	<p>Different types of businesses and organisations</p> <ul style="list-style-type: none"> <li>• I can understand that there are different types of businesses that operate.</li> <li>• I can recognise the challenges faced by individuals when trying to make positive change</li> <li>• I can give examples of individuals who have made a positive contribution despite prejudice and discrimination</li> <li>• I can give examples of social injustice in the UK I can describe what inequality means in the UK</li> <li>• I can make a positive contribution to my community I recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity</li> </ul>	
<p><b>Year 9</b></p>	<p>What are my skills and where could I improve?</p> <ul style="list-style-type: none"> <li>• "I can identify my personal strengths</li> <li>• I can identify some health goals I would like to achieve"</li> <li>• I can produce a SMART plan and know how to apply it to support my life and learning</li> <li>• I am able to accept helpful feedback and reject unhelpful criticism</li> <li>• I know the difference between mental health and mental ill-health</li> <li>• I can consider factors that can contribute to a person's mental ill health</li> <li>• I know how to access support if I am worried about a mental health issue</li> <li>• "I can understand how media manipulation can be involved in a person's mental ill-health</li> <li>• I can understand how and why some media is manipulated I can consider how self-esteem can be affected by the media positively and negatively</li> </ul>	<p>Young people at work, in their community and in society</p> <ul style="list-style-type: none"> <li>• I can give examples of different types of prejudice and discrimination</li> <li>• I can explain how the Equality Act has protected characteristics and why these are important I can distinguish between 'banter' and sexist, LGBT-phobic and racist language I know where to report bullying</li> <li>• I understand the legal consequences of bullying and hate crime</li> <li>• I can explain why some people can display sexist and ageist behaviour</li> <li>• I understand the complexities associated with gender identity</li> <li>• I can challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity</li> </ul>	<p>Tools for developing new skills</p> <ul style="list-style-type: none"> <li>• I know that my mental health can be affected by different situations and experiences</li> <li>• I know about some common mental health issues</li> <li>• I can challenge stigma about mental health issues</li> <li>• I know where to access support if I am worried about my mental health</li> <li>• I understand what resilience means</li> <li>• I understand how resilience can be developed".</li> </ul>



	<ul style="list-style-type: none"> <li>• I know where to access help if worried about a mental health concern"</li> <li>• I understand my own mental health and how to recognise signs of mental ill-health in myself and others</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify positive and negative language and can recognise my own language style</li> </ul>	
<p><b>Year 10</b></p>	<p>Getting where you want to be, even when it's tough</p> <ul style="list-style-type: none"> <li>• "I can describe the relationships in my life that will support me in reaching my goals</li> <li>• I can assess how I can respect and nurture the important relationships in my life</li> <li>• I can define what resilience is and identify both my areas of strength and where I need to keep working"</li> <li>• "I can identify the connections between physical health and achieving my goals</li> <li>• I can understand the impact that poor mental health can have on my goals</li> <li>• I can consider some steps I could take to ensure my health supports me with my goals"</li> <li>• "I understand the issues that may impact on me and my future success, including social media</li> <li>• I understand the importance of balance in all aspects of my life (work, social life, family, etc.)</li> <li>• I can identify realistic and unrealistic goals"</li> <li>• "I can describe how balance supports mental and physical health</li> <li>• I can identify what I can do to create more balance in my life</li> <li>• I can explain the importance of connections in relation to healthy relationships"</li> <li>• "I can identify the wide range of goals individuals have</li> <li>• I can understand a range of health goals that are priorities for some people</li> <li>• I can explain how helping a stranger can impact positively on people"</li> <li>• I understand how relationships and being part of a community can support me and others to achieve our goals</li> </ul>	<p>Work, home and everything in between</p> <ul style="list-style-type: none"> <li>• I can give examples of job roles that are exempt from the Equality Act</li> <li>• I can give examples of how to promote equality</li> <li>• I know what is expected of me and what I can expect in the workplace</li> </ul>	
<p><b>Year 11</b></p>	<p>Making informed choices</p> <ul style="list-style-type: none"> <li>• I can state what 'being an adult' means to me</li> <li>• I can give some examples of legislation that affects me at 16</li> <li>• I know some of the rights, responsibilities and laws that affect me</li> </ul>	<p>Planning for the future</p> <ul style="list-style-type: none"> <li>• "I know of some ways to help me manage any anxiety I may feel now and in the future</li> <li>• I know of some ways to help me manage when I feel overwhelmed</li> </ul>	



- I know where I can access further information and support
- I know the links between sleep, physical and mental health and learning"
- "I can identify my financial goals and whether these are realistic in the short or longer term
- I can tell you the skills and attributes I have or need to develop in order to aim for my financial goals
- I am able to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem
- I understand the risks associated with gambling as an answer to debt or financial pressures"
- "I can identify what my dream job might be
- I can tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships
- I can explain why I may need to change my skill-set as my career develops"
- I can tell you what my dreams and goals are in relation to long-term intimate commitments including my choice to raise a family or not
- I can tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g marriage, civil partnership and the difference between them
- I can explain the challenges and opportunities of becoming a parent
- I can identify key skills of successful parenting  
I can reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that
- I believe are essential to raising children successfully e.g. financial stability, support networks etc.
- "I can identify some possible barriers to some of my dreams and goals



	<ul style="list-style-type: none"> <li>I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met"</li> <li>I understand what I need to do to achieve successful health, relationships and life-goals</li> </ul>	
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There will also be out-of-lesson opportunities for pupils to gain valuable knowledge and experience in order to allow them the best opportunities after year 11.

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<ul style="list-style-type: none"> <li>Routes to Employment within subject areas- career display boards.</li> <li>Co-curricular activities/ trips (PGL, Jamie's Farm).</li> <li>STEAM days (external provider)</li> <li>Career assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Routes to Employment within subject areas- career display boards updated/ refreshed.</li> <li>Co-curricular activities.</li> <li>Career assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Routes to Employment within subject areas- career display boards updated/ refreshed.</li> <li>Co-curricular activities.</li> <li>Career assemblies.</li> <li>Careers advice during parents' evening.</li> <li>World of Work week.</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>Routes to Employment within subject areas- career display boards.</li> <li>Co-curricular activities/ trips (PGL, Jamie's Farm).</li> <li>STEAM days (external provider)</li> <li>Career assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Routes to Employment within subject areas- career display boards updated/ refreshed.</li> <li>Co-curricular activities.</li> <li>Career assemblies.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>World of Work week.</li> <li>Routes to Employment within subject areas.</li> <li>Co-curricular clubs.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Routes to Employment within subject areas- career display boards.</li> <li>Co-curricular activities/ trips (PGL, Jamie's Farm).</li> <li>Career assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Routes to Employment within subject areas- career display boards updated/ refreshed.</li> <li>Co-curricular activities.</li> <li>Career assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>World of Work week.</li> <li>Routes to Employment within subject areas- career display boards updated/ refreshed.</li> <li>Co-curricular activities.</li> <li>Career assemblies.</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Assemblies on opportunities post 16 (external providers).</li> <li>Routes to Employment within subject areas.</li> <li>Co-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Careers advice during parents' evening.</li> <li>Routes to Employment within subject areas.</li> <li>Co-curricular activities.</li> <li>Career Assemblies (external providers).</li> </ul>	<ul style="list-style-type: none"> <li>World of Work week.</li> <li>Routes to Employment within subject areas.</li> <li>Co-curricular activities.</li> <li>Career Assemblies (external providers).</li> <li>Work Experience</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>Careers advice during parents' evening.</li> <li>1-2-1 Career Advice (Career Torch).</li> <li>Assemblies on opportunities post 16 (external providers).</li> <li>Routes to Employment within subject areas.</li> <li>Co-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Careers advice during parents' evening.</li> <li>1-2-1 Career Advice (Career Torch).</li> <li>Routes to Employment within subject areas.</li> <li>Co-curricular activities.</li> <li>Mock Interviews (external).</li> <li>Career Assemblies (external providers).</li> </ul>	<ul style="list-style-type: none"> <li>1-2-1 Career Advice (Career Torch).</li> <li>World of Work week.</li> <li>Routes to Employment within subject areas.</li> <li>Co-curricular activities.</li> <li>Mock Interviews (external).</li> <li>1-2-1 career support to students with unknown pathways.</li> <li>National Citizenship Assembly (NCS) Assembly.</li> </ul>



## Monitoring, review, evaluation and development of CEIAG

Noel- Baker Academy will evaluate the provision using the Compass + benchmark tool. This supports us to evaluate our careers activity against the eight Gatsby benchmarks of best practice, to identify our strengths and areas for improvement and help provide the next steps to take Noel- Baker Academy to the next level of careers activities.

- Our partnership activities are reviewed regularly which is reliant on funding from Careers Local, the Careers and Enterprise Company and DANCOP.
- Our provision is reviewed by the Associate Assistant Headteacher who has the oversight of CEIAG.
- Lesson and tutor observations within PSHE lessons as part of the Academy's self-evaluation.
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, school and parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.

## Provider Access Statement

### Introduction

This policy statement sets out the Academy's arrangements for managing the access of providers to students at Noel-Baker Academy for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 (the Baker Clause).

### Management of provider access requests (Baker Clause)

#### Opportunities for access

Our provision includes various opportunities for students to access a range of events. These are integrated into our careers programme and curriculum. These events are therefore delivered internally, with contribution from external providers where appropriate.

#### Procedure

A provider wishing to request access should contact Mr R Oliver, Associate Assistant Headteacher, via the Academy's contact details. Local providers are invited to key relevant events. In addition, external providers interested in coming into Noel-Baker should speak to Mr Oliver to identify the most suitable opportunity, but the intention is to provide the last week of each half term as centralised provider access.

Term	Date
Autumn 1	Week commencing 19/10/20
Autumn 2	Week commencing 14/12/20
Spring 1	Week commencing 8/2/21
Spring 2	Week commencing 22/3/21
Summer 1	Week commencing 10/5/21
Summer 2	Week commencing 12/7/21

The Academy's policy on safeguarding sets out our approach to allowing providers into our Academy as visitors to talk to our students. **Please be aware that these dates are subject to the COVID-19 restrictions put in place to maintain safety of pupils and staff.**

## Appendix

### Lead Staff

Ryan Oliver – AAHT

**Links** – This strategy runs in conjunction with the following documents:

\*NBA NEET Strategy

\*NBA PHSE Strategy

\*NBA Curriculum Strategy

\*NBA SEND Policy



Quality of Education		Behaviour and Attitudes		Personal Development		Leadership and Management	
P7, P8, P11	S1, S2, S12, S13			P1, P2, P3, P4, P9	S1 – S8	P1, P2	S1 - S9

For more information on the Gatsby Benchmarks please visit

<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks>