



**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

Our taught CEIAG programme follows three strands that will teach explicit skills to 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.

	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>
Year 10	<p>Getting where you want to be, even when it's tough</p> <ul style="list-style-type: none"> <li>• <b>Work experience – dates, have you organised a placement?</b></li> </ul>	<p>Work, home and everything in between</p> <ul style="list-style-type: none"> <li>• <b>Work experience – dates, have you organized a placement? Have you handed in the paperwork</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> <li>• How can you land your dream career? <i>What advice would you give someone else?</i></li> </ul>



<b>Year 11</b>	<ul style="list-style-type: none"> <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>	<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>• 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>
	<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>

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> </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> </ul>



<b>Year 11</b>		<ul style="list-style-type: none"> <li>• Career Assemblies (external providers).</li> </ul>	<ul style="list-style-type: none"> <li>• Career Assemblies (external providers).</li> <li>• Work Experience</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>• 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.

### 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

#### AIP Linked Outcomes

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>