



Noel-Baker Academy  
A L.E.A.D. Academy

# Careers Policy

## Noel-Baker Academy

Reviewed and updated July 2023

*By Dawn Perry*



## **Careers statement**

At Noel-Baker Academy we recognise that all students are entitled to the best that has been thought and said. This applies to knowledge about the different pathways they can follow for further and higher education and career prospects in all subjects and across all year groups. Year 10 are specifically entitled to attend work experience as part of their careers experience.

## **Introduction**

At Noel-Baker Academy we strive to provide careers information within each part of the curriculum and the topics covered therein.

We expect all students to have studied a wide range of possible careers and pathways as advised by the Gatsby benchmarks.

Part of our strategic planning is to apply for the Careers Mark and to ensure all students are fully catered for in their next steps options as they leave the academy in year 11.

## **Background information**

Noel-Baker Academy, is an 11-16, non-selective academy of over 1100 students situated in Derby and part of LEAD Academy Trust. Noel-Baker is large enough to offer a very broad range of opportunities within its innovative, comprehensive curriculum, while small enough to provide the level of care required to ensure all students feel safe, valued and happy.



## **Vision**

At Noel–Baker Academy, it is our vision and belief that all our pupils are entitled to a high quality of provision. We are proud of our pupils and our community and are determined we will enable our pupils to be the very best that they can be. We have high expectations of all pupils, and encourage them to be independent learners and develop their love of learning in a supportive and nurturing environment. We see ourselves as a diverse and inclusive learning community in which we strive to succeed and support each other. We recognise our responsibility in ensuring our students see themselves reflected in our curriculum, but also receive a curriculum that opens their eyes to the many options that they have within school and beyond. We must make sure that every student at Noel-Baker receives the careers provision that they are entitled to. At NoelBaker Academy, we aim to become a beacon for best practice and show commitment to improving careers provision for all students. This policy describes the way we meet the needs of pupils to ensure that no student is presented with barriers to their learning.

## **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 career 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)



## **Aims**

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme. We work to promote a culture of high expectations and equality of opportunity.

The aims of the policy are:

- To ensure there is stable careers programme in school
- To ensure that all students learn career and labour market information
- To address the specific careers needs of all students
- To ensure that curriculum learning is linked to careers
- To ensure students are provided with meaningful encounters with employers and employees
- To ensure that students are provided with experiences of workplaces
- To ensure that students are provided with encounters of further and higher education

**Noel-Baker seeks to achieve these aims by:**

- Having a 12 month plan updated each year to reach the Gatsby benchmarks and to ensure that all students are having the careers learning they are entitled to.
- Having careers information taught in both the INFORM program and in a specific careers week delivered across all subjects in all year groups 7-10.
- By inviting all providers, at both Level 3 and Level 2 for next steps and by offering a wide variety of career options across all careers learning



- By having an annual Next Steps event for students to meet with employers, training providers and further and higher education professionals. By also inviting these to attend parents' evenings and to be part of the school year in assemblies and special events across all year groups.
- By taking students out to different employers locally and nationally across their school life.
- By taking students out to different further and higher education providers across their school life.

We are supported by Careers Advisors provided by an outside agency, LUMINATE and the advice and support from D<sub>2</sub>N<sub>2</sub>, The National Careers Institute, and the Careers Enterprise Company.

### **KS3**

KS3 students are supported in their planning and choices of GCSE subjects by the INFORM curriculum as well as the specific careers guidance given through the individual curriculum subjects and the lessons delivered in careers week in years 7 and 8.

### **KS4**

KS4 students are supported in their planning through the provision of a Next Steps event at the start of school year, specific guidance given through the INFORM curriculum as well as the advice given in wider curriculum subjects and the lessons delivered in the careers week in years 9 and 10.



## **Students with special educational needs or disabilities (SEND)**

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

The Careers Leader will work with teachers and where appropriate, professionals from relevant organisations to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities and transition plans into further education.

No information will be given to students without SEND that is not also offered to our students with SEND.

## **CEIAG Programme at Noel- Baker Academy**

Our taught CEIAG programme follows the six strands as set out by the Career Development Institute:

- Grow throughout life
- Explore possibilities
- Manage Career
- Create Opportunities
- Balance life and work
- See the big picture

The guide below gives a general overview of what themes are covered in each half term for each year group, but the six strands are interwoven and interleaved through the curriculum including the PSHE INFORM curriculum.

Further information on the six strands, including their specific elements can be found here



[https://www.thecdi.net/write/CDI\\_98-Framework-skills\\_by\\_key\\_stage-A3\\_portrait-web.pdf](https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf).

The programme students follow is set out in the table below. Each year group has specific events and themes across each of the three terms mapped to ensure that they are receiving the full careers information that they need in order to progress and succeed after they leave Noel-Baker.

	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> </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> </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>





	<ul style="list-style-type: none"> <li>• <i>What are my options? What can I do when I am 14, 16 and 18?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Why does all work experience help my career? No work experience is bad work experience.</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> <li>• <i>What might get in your way? Overcoming challenges</i></li> <li>• <i>How will you cope with barriers in your way? Identifying alternative options and being adaptive and flexible</i></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> <li>• <i>How are you using social media? The impact and consequences of misusing social media</i></li> <li>• <i>Can you keep a secret? Confidentiality and its importance</i></li> <li>• <i>What do you do in your free time? Work / like balance and lifestyle choices</i></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>• <i>How can you land your dream career? What advice would you give someone else?</i></li> <li>• <i>What makes a good CV? Start building your own CV</i></li> <li>• <i>How can you make the most of your summer? Build your employability skills</i></li> <li>• <i>What are you entitled to when you buy something? Consumer rights</i></li> </ul>
Year 11	<p>Making informed choices</p> <ul style="list-style-type: none"> <li>• <i>What next after your GCSEs? Start thinking about what you will study next</i></li> <li>• <i>College? Apprenticeships? Sixth Form?</i></li> <li>• <i>How will you choose your qualifications next year? Consider why you're making these choices</i></li> </ul>	<p>Planning for the future</p> <ul style="list-style-type: none"> <li>• <i>What do you know about university? Is everything that you've heard about university true?</i></li> <li>• <i>What career do you want? 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>• <i>Why is work experience so important? Find out the difference work experience can make</i></li> <li>• <i>Why volunteer? Explore how summer volunteering can make a difference</i></li> <li>• <i>What will you do this summer? Prepare your CV ready to make the most of the holidays</i></li> <li>• <i>How do you find a job? Look at job adverts and unpick what they mean</i></li> </ul>

There will also be out of lesson opportunities for students to gain valuable knowledge and experience in order to allow them the best opportunities after year 11.



	Autumn Term	Spring Term	Summer Term
Year 7	<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>
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## Assessing the impact on students

Student voice and staff voice activities take place at the end of the school year to assess the impact of the delivered programme.



## **Outside the scope**

While Noel-Baker Academy will do all within its ability to ensure all year 10 students attend work experience, some of this responsibility lies with the students and the availability of employers

## **Statutory requirements**

Statutory guidance on careers guidance and access for education and training providers is outlined by the Department for Education and was published in 2015 and last updated in January 2023.

A link to this can be found at the end of the policy document.

The guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

The policy is also in line with the more recent Skills and Post-16 Act 2022 which came into force on 1<sup>st</sup> January 2023. It explains that schools must provide a minimum of 4 encounters with technical education or training providers to all pupils in years 8 to 11.

The policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022 and amended the existing duty in The Education Act 1997 so that our school must now secure independent careers guidance from year 7 and as a academy in England we are now required to provide and publish careers guidance.

Our school must also publish information about their careers program on the school website



We act in line with our statutory duty under the 'Baker Clause' to be impartial and not to show bias towards any route, be that academic or technical.

### **Links with other policies and documents**

This policy should be read in conjunction with the academy curriculum offers and, in addition, links to the following:

- Equality policy (including public sector equality duty)
- SEND Policy
- Accessibility Policy
- Supporting pupils with medical conditions policy
- Provider access policy

### **Responsibilities and accountabilities**

#### **The Governors are responsible for:**

- Ensuring policies and procedures are in place to comply with all careers legislation ensuring that the Academy implements its careers policies.
- Ensuring the academy follows all policies and meets its legal responsibilities in relation to careers.
- Hold the head teacher to account that the strategic direction is implemented, and be expectant of and satisfied with reports on progress.



### **The Head teacher is responsible for**

- Ensuring policies and procedures are in place to comply with all careers legislation ensuring that the Academy implements its careers policies.
- Following the relevant procedures and taking action where the policy is not being followed.

### **The Senior Leadership Team are responsible for**

- Putting the Academy's careers policies into practice.
- Making sure that all staff know their responsibilities and receive the support and training necessary to carry them out.
- Following the relevant procedures and taking action in cases of inappropriate delivery of the policy
- Ensuring that appropriate records are kept for careers events and delivery
- Report to the head teacher and governors regarding the tracking, monitoring and delivery of careers related information.

### **The Careers Leader is responsible for**

- Taking responsibility for developing, running and reporting on the school's career programme
- Planning and managing the careers activities
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers and careers organisations



- Work closely with relevant staff, including the SENCO and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities and to put in place personalised support and transition plans.
- Review our school's provider access policy statement at least annually, on agreement with our governing board.
- Work with the school's designated teacher for looked after children (LAC) and previously LAC to:
  - make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC their personal education plan can help inform careers advice.

### **Heads of house are responsible for**

- Tracking, monitoring and supporting the careers decisions and applications for students where necessary.

### **Staff are responsible for**

- Promoting careers and the options of different pathways for a variety of careers in their classroom, avoiding personal preference or persuasion.
- Challenging any incidents of stereotyping certain careers by pupils.
- Keeping up to date with the Gasby benchmarks and participating in careers delivery across the curriculum.
- Plan and deliver curricula and lessons that reflect the guiding principles as set out in the L.E.A.D Academy Trust 'Careers policy.



## **Pupils are responsible for**

- Complying with the academy's policies

## **Monitoring**

This policy will be reviewed by Mrs D Perry (AAHT) at least annually, who will ensure that it remains compliant with the careers statutory guidance and the Gatsby Benchmarks.

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 AIP.

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.



Noel-Baker Academy  
A L.E.A.D. Academy

## **Resources and further support**

Statutory guidance from the Department of Education-

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Gatsby Benchmarks-

[www.gatsby.org.uk](http://www.gatsby.org.uk)