

Careers and Employability Programme

David Nieper Academy

Date of next review: Summer 2022

1. Introduction

1.1. *Vision and strategic goals*

At David Nieper Academy, our mission statement is to 'develop the leaders and achievers of the future' by bringing the workplace into the classroom and offering a curriculum that celebrates both the academic and the vocational. Central to this mission is our vision for Careers and Employability as part of the academy experience. Namely, **all students will raise their aspirations through their engagement with an outstanding Careers and Employability Programme**. This will be achieved through four strategic aims:

- **All students will develop a range of employability behaviours and personal attributes required for the workplace and in order to be well-rounded citizens.** Such attributes and behaviours are defined and understood by all students, staff, parents, governors and employer partners. They form part of the fabric of academy life and are prevalent in our curriculum.
- **All students will encounter a curriculum that enables them to develop detailed knowledge of careers and the world of work.** In this way, students will: explore different career paths in a range of areas; understand working life and the role of business and industry in society; appreciate the local labour market, and value the role of equality, diversity and inclusion in the workplace.
- **Through quality guidance, all students will become competent in career planning skills that enable them to make informed choices about their futures.** Here, students will learn how to access and make the most out of careers information, advice and guidance. They will be able to identify choices and opportunities available to them, and feel confident in planning their next steps. Students will be prepared to handle applications and interviews, and will be able to manage change and transitions effectively.
- David Nieper Academy will represent a model of excellence in each of the Gatsby Benchmarks.

1.2. *The Gatsby Benchmarks*

The Gatsby Benchmarks are a framework of 8 benchmarks that define excellent careers education in secondary schools. The academy's Careers and Employability programme is evaluated against these standards, where we aspire to achieve a model of excellence in each area. The Gatsby Benchmarks are:

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 the best use of available information.
3. **Addressing the needs of each student** - students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.
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 careers 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 experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks
7. **Encounters with Further 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.

1.3. *Statutory requirements*

The academy's Careers and Employability Programme meets all statutory duties in this area. The programme:

- Allows for independent careers guidance from Y7-13
- Is Baker Clause compliant (see Provider Access Policy)
- Is evaluated against the Gatsby Benchmarks
- Is published for access by pupils and parents and other stakeholders
- Allows for at least one employer encounter in all year groups, including STEM employers
- Is supported by appropriate staffing, including named Careers Leaders

2. **Roles and responsibilities**

All staff have a role to play in supporting the Careers and Employability Programme at David Nieper Academy given its centrality to the academy's mission statement. This includes everyone from form

tutors, pastoral support managers and progress and achievement leaders, through to admin staff, faculty leads and the senior leadership team. However, the named staff members below form the core team in this area:

Chris Ruddy – Assistant Headteacher (CPD and Employability)

Responsible for overall strategic leadership of the academy-wide Careers and Employability Programme and line management, including annual planning and monitoring, ensuring statutory compliance and ongoing evaluation. Reports to: Headteacher, Link Governor Committee – HR, Staffing and Outreach.

Vicky Brindley – Employability and Enterprise Coordinator

Responsibilities include coordinating the Key Stage 4 and Key Stage 5 destinations data, the Unifrog platform across all year groups, drawing upon experiences of alumni to support with careers information, raising aspirations and/or curriculum and promoting the careers programme and experiences sought through the academy newsletter and social media. Reports to: Assistant Headteacher (CPD and Employability).

Shelley Wilcockson – Employability and Enterprise Coordinator, PSHCE Lead

Responsibilities include overseeing the whole Careers and Employability Programme at David Nieper Academy, specifically, implementing careers into the curriculum – including PSCE and the KS3 Enterprise Curriculum, encounters with post-16 and post-18 providers as well as a variety of employers and employees. Reports to: Assistant Headteacher (CPD and Employability).

Lisa Bradford – Information, Advice and Guidance Assistant

Responsibilities include overseeing the organisation of Careers Information and Guidance, with a specific focus on supporting SEND students to secure appropriate and aspirational destinations. To produce and provide ongoing support with individual career actions plans for students EHCPs. Reports to: Assistant Headteacher (CPD and Employability).

Lorna Mullins – External Careers Adviser

Responsibilities include providing impartial careers advice to students in all year groups where necessary.

Chris Dixon – Assistant Progress and Achievement Leader, Sixth Form

Responsibilities include supporting students with post-18 destinations, including oversight of UCAS. Reports to: Assistant Headteacher (Curriculum).

Lisa Oldfield – Learning and Development Manager, David Nieper Ltd.

Lisa is a member of staff at David Nieper Ltd. Lisa's responsibilities include providing additional support to David Nieper Academy's Careers and Employability Programme in a variety of ways, specifically

around employer engagement, employer partners, work experience and mentoring, and employer challenges.

3. The Careers and Employability Programme

The Careers and Employability Programme at David Nieper Academy focuses around 4 key areas, which are outlined below.

3.1. Key element 1: employability behaviours and academy culture

It is our goal that students develop their character not only through their engagement with the Careers and Employability Programme, but as part of their broader experience of academy life. As an academy community we have defined a clear set of employability behaviours and competencies which lie at the centre of our routines, systems and cultural norms. This includes aspects of the curriculum, our attitude to learning and rewards system, our assembly and SMSC programme, our enrichment, House and pastoral systems, and of course the Careers and Employability Programme.

3.2. Key element 2: curriculum and work-related learning

Our curriculum ensures students will explore and understand the opportunities, responsibilities and experiences the world of work has to offer, not least because this is prerequisite for successful individual planning, raising aspirations, and developing employability behaviours and competencies. It does this in various ways:

- Our PSHCE curriculum has a strand called 'Living in the Wider World', which covers work-related learning each year.
- In Year 7 and Year 8, students participate in the discrete enterprise curriculum. This is where students work on real-world projects focused on local, national or global problems.
- Throughout Key Stage 3, all academic subjects incorporate curriculum links to careers within their curriculum. They provide at least one careers-based learning sequence per year (see Careers in the Curriculum section of the academy website).
- Each summer, Y7-Y10 participate in Enterprise Week. This week is dedicated to a series of challenges supported by our employer partners that focus around developing employability competencies and behaviours. It also includes university and workplace visits.
- Our KS4 and KS5 curriculum offer contains some vocational subjects that are closely related to the world of work, such as Business and Enterprise, Health and Social Care and Sport.
- All students are part of a co-curricular club. Each year, students will spend at least one term in a co-curricular club that develops employability competencies and behaviours.
- Employer challenges (see 3.4)

3.3. Key element 3: careers information, advice and guidance

Careers Information, Advice and Guidance, (CIAG) centres around the academy's involvement in the Unifrog Programme which is accessed by all students. Unifrog is a virtual platform for providing post-

16 and post-18 information and support, as well as a space to record all work-related experiences and achievements. External careers interviews are arranged weekly by Lisa Bradford. Priority is given to Y11 students, whereby SEND, vulnerable and pupil premium students are first to access guidance. Priority is also given to sixth form students. Across the course of the year, all pupils from Year 7 onwards can request an individual careers interview with our external careers advisor. Ongoing follow-up will be provided by our internal careers team. Throughout years 7-11 pupils will be offered group career sessions which will focus on providing key information regarding a specific career area or job role. The external careers advisor will attend key events throughout the year such as parents' evenings, option events and the annual Careers Fair. In line with the Baker Clause, we also provide ample opportunity for external bodies who represent various destinations to support with CIAG.

3.4. *Key element 4: employer partners and workplace encounters*

When David Nieper Academy was founded, several businesses within the local region pledged their support in driving forward our mission statement, and so agreed to work alongside us as Employer Partners. We are extremely grateful to be working alongside such successful organisations, in many aspects of academy life, to deliver our Careers and Employability Programme. Our partnership continues to strengthen as we collaborate on things such as enterprise week, the enterprise curriculum, and our employer partner challenges. Our employer partners include:

- David Nieper Ltd
- Denby Pottery Company Ltd
- Owen Taylor and Sons Ltd
- Places Leisure - Places for People (Alfreton Leisure Centre)
- Bowmer and Kirkland Ltd

Alongside our Employer Partners, we also work with an extensive list of Employer Links, who also work with us on many aspects of our Careers and Employability Programme.

3.5. *Student entitlements*

Below is a brief outline of our student entitlement statements. These are elements of our Careers and Employability Programme that we guarantee all students in each year group. This is not an exhaustive list and included only the minimum entitlements for every student.

Year 7	<ul style="list-style-type: none"> • Students will take part in the Enterprise Curriculum for 2 hours per fortnight. • Students will take part in the PSCHE 'Living in the Wider World' unit with a focus on resilience and an introduction to financial planning including budgeting, savings and loans. • Students will take part in our assembly programme. We provide at least one assembly per half term that is focused on Careers and Employability. The
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	<p>topics may change in any given year but in Y7 this normally includes 'Why go to University?'</p> <ul style="list-style-type: none"> • Students will regularly engage with the Unifrog platform as part of their tutor programme, including work on post-16 destinations, interests, careers library and personal locker. • Students will compete in the Maths Employer Partner Challenge in association with Places for People (Alfreton Leisure Centre). • Students will participate in Enterprise Week. • All curriculum subjects will provide at least one dedicated careers-based learning opportunity. • Students can partake in a careers interview if they wish. • Students can attend the in-house careers fair.
Year 8	<ul style="list-style-type: none"> • Students will take part in the Enterprise Curriculum for 2 hours per fortnight. • Students will take part in the PSICHE 'Living in the Wider World' unit with a focus on apprenticeships, university, skills for careers (communication and teamwork), how to understand payslips. • Students will take part in our assembly programme. We provide at least one assembly per half term that is focused on Careers and Employability. • Students will regularly engage with the Unifrog platform as part of their tutor programme, including work on post-16 destinations, interests, careers library and personal locker. • Students compete in the Humanities Employer Partner Challenge in association with Denby Pottery Company Ltd. • All curriculum subjects will provide at least one dedicated careers-based learning opportunity. • Students will participate in Enterprise Week in association with Owen Taylor Ltd • Students can partake in a careers interview if they wish. • Students can attend the in-house careers fair.
Year 9	<ul style="list-style-type: none"> • Students will take part in the PSICHE 'Living in the Wider World' unit with a focus on skills for careers (self-discipline, workplace skills, enterprising qualities). • Students will regularly engage with the Unifrog platform as part of their tutor programme, including work on post-16 destinations, interests, careers library and personal locker. • Students will take part in our assembly programme. We provide at least one assembly per half term that is focused on Careers and Employability. • Students compete in the D&T Employer Partner Challenge in association with David Nieper Ltd.

	<ul style="list-style-type: none"> • Students attend the Progression Pathways Workshop for information on post-16 and post-18 options • All curriculum subjects will provide at least one dedicated careers-based learning opportunity. • All students will participate in Enterprise Week in association with Bowmer and Kirkland Ltd • Students must have a careers interview before the start of the KS4 options process. • Students can attend the in-house careers fair. • Students can access one of our vocational KS4 options.
Year 10	<ul style="list-style-type: none"> • Students will take part in the PSCHE 'Living in the Wider World' unit with a focus on rights and responsibilities in the workplace, how to write an excellent CV and choosing the right career. • Students will regularly engage with the Unifrog platform as part of their tutor programme, including work on post-16 destinations, interests, careers library and personal locker. • Students will take part in our assembly programme. We provide at least one assembly per half term that is focused on Careers and Employability. • All students will participate in Enterprise Week focusing on 'The World of Work', in association with various employers and the University of Nottingham • Students can partake in a careers interview if they wish. • Students can attend the in-house careers fair.
Year 11	<ul style="list-style-type: none"> • Students will take part in the PSCHE 'Living in the Wider World' unit with a focus on study skills, applying to college and/or university, how to prepare for a job interview and Health and Safety in the workplace. • Students will regularly engage with the Unifrog platform as part of their tutor programme, including work on post-16 destinations, interests, careers library and personal locker. • Students will take part in our assembly programme. We provide at least one assembly per half term that is focused on Careers and Employability. In line with our Provider Access Policy/Baker Clause, all students will be able to hear from and engage with a variety of post-16 providers throughout the course of the year as part of this programme. • Year 11 DANCOP Programme focusing on education pathways at post-16 and post-18 • Students partake in at least one careers interview. • Students can attend the in-house careers fair.

<p>Year 12</p>	<ul style="list-style-type: none"> • Students will take part in the PSCHE ‘Living in the Wider World’ unit with a focus preparing for work experience, pursuing STEM careers, study skills, navigating financial institutions, avoiding debt and growth mindset to achieve. • Students will partake in the Year 12 DANCOP Programme • All students will participate in Enterprise Week focusing on post-18 options and UCAS • Students partake in at least one careers interview. • Students can attend the in-house careers fair. • Students will take part in our assembly programme. We provide at least one assembly per half term that is focused on Careers and Employability. • Students will regularly engage with the Unifrog platform as part of their tutor programme, including work on post-18 destinations, interests, careers library and personal locker.
<p>Year 13</p>	<ul style="list-style-type: none"> • Students partake in at least one careers interview. • Students can attend the in-house careers fair. • Students will take part in our assembly programme. We provide at least one assembly per half term that is focused on Careers and Employability. • All students access post-18 destination support through tutor time. For example: UCAS and apprenticeship applications. • Students will regularly engage with the Unifrog platform as part of their tutor programme, including work on post-18 destinations, interests, careers library and personal locker.

3.6 Evaluation

The Careers and Employability Programme is routinely evaluated. Below is our evaluation schedule:

Careers and Employability Focus	Method	Target Group	Frequency
Unifrog	The academy will survey all students in Years 7-13 for feedback regarding the usability, relevance and effectiveness of our whole-school careers platform.	Students	Annually (Summer term)
	The academy will survey all staff for feedback regarding the usability, relevance and effectiveness of our whole-school careers platform.	Staff	Annually (Summer term)
	The academy will survey all parents for feedback regarding the usability, relevance and effectiveness of our whole-school careers platform.	Parents	Annually (Summer term)
Careers in the Curriculum	Surveys to be completed by a target group of students after each Enterprise project (KS3), Enterprise week (whole school) and in academic subjects (KS3).	Students	Termly
Personalised Careers Guidance	Surveys to be completed by all students accessing 1-1 careers guidance	Students	Annually (Summer term)
Destination Data	The academy will use DfE destination measures and in-house information to assess students' success in next stages of education, employment and/or training.	Alumni/Students	Three times per year
Staff CPD	All staff to complete a 'requirement of need' feedback form to identify gaps in knowledge and required careers and employability CPD.	Staff	Annually
Careers Programme Review (Gatsby Benchmark Toolkit)	Year-end review of how well the school has delivered the careers and employability programme using Gatsby Compass Toolkit	Careers Team	Annually