



NEWLAND SCHOOL FOR GIRLS CAREERS STRATEGY

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Newland School for Girls

Careers Strategy

Purpose and Aims

Newland School for Girls is committed to delivering high quality CEIAG which empowers pupils to make informed career decisions. Our aim is to equip our pupils with the necessary skills, knowledge and attitudes to manage their learning and career progression.

Background

Newland School for Girls are developing an effective programme of careers guidance activities, which enables us to guide our students into positive education, employment and training opportunities.

This strategy outlines our whole school approach to continually improve the programme and extend CEIAG activities from year 7 through to year 11 to meet the 8 Gatsby Benchmarks (as stipulated in the DfE Careers Strategy).

The school will collaborate throughout this strategy with a range of external agencies to help us ensure we meet all of the mandatory requirements contained within the Department for Education's careers strategy. These partnerships will include working alongside Hull & East Yorkshire LEP, the Careers and Enterprise Company, Hull City Council, Further Education (FE) and Higher Education (HE) providers, apprenticeship providers and a wide range of local employers.

We recognise that high quality careers guidance is a crucial part of improving social mobility and therefore careers guidance at Newland School for Girls includes targeted guidance to PPI, LAC and SEND pupils. Furthermore, the guidance programme is designed to develop the cultural capital of all pupils ensuring activities provide opportunities to develop knowledge and experience of the world of work and increase networks:

- Working closely with HAP students and local FE, HE, apprenticeship providers and employers to ensure they can aspire and fulfil their potential. This includes visits to prominent employers, bespoke 6th Form college interventions and HE Talks etc.
- Helping students develop resilience and a belief in their capacity for success via activities such as work experience, business breakfasts, mock interviews, employer led workshops, enterprise days, and alumni events.
- Careers lessons focusing on developing of self-awareness, steps to success, SMART planning, and contingency planning and resilience.
- Using the expertise in our careers team and wider networks to provide tailored support to help prepare our young people for the demands of the workplace and make choices based on impartial and personalised advice.
- Tracking students via the Compass Plus tracker to monitor access to opportunities.

- Monitoring and evaluating events and using feedback and destinations data to inform future planning.

Young people make choices based on what they know and what they think is available to them and therefore developing pupils' knowledge of Labour Market Information is a high priority. A whole school approach is adopted in relation to LMI and therefore subject teachers are encouraged to discuss job profiles specific to their subject area within curriculum time. Specific LMI sessions take place in years: 7, 8 and 9 during tutor time, alongside traditional careers fairs, employer visits, FE and HE taster days. Apprenticeships are also promoted at Newland School for Girls and students are provided with access to a wide range of employers who have followed a variety of pathways. Moving forward students will be provided with access to at least 4 providers of technical education qualifications or apprenticeships two in year 8/9 and two in year 10/11 as stipulated in the Provider Access Legislation in Careers Guidance and Access for Education & Training Providers: Statutory guidance for schools dated September 2022. Central to developing awareness of LMI is the development of pupil's skills to evaluate information and consider bias, accuracy and relevance in informed decision making.

The Careers Strategy



In December 2017 the government's Department for Education launched the latest version of their "Careers Strategy". This new strategy places the Careers and Enterprise Company at the heart of driving forward careers provision for young people. Their enhanced role is to act as a catalyst in the fragmented landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the entire country.

This new strategy adopted the Gatsby Benchmarks, which were originally developed by the Gatsby Foundation in 2014 by the Gatsby Charitable Foundation. These benchmarks were based on international research and helped identify best practice and guidance for education establishments

in order for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and will now form part of their school inspection process.

We are currently awaiting further detail of the Introduction of Employer Standards Framework for Careers Education and will work closely with the CEC to ensure any additional requirements are incorporated into our strategy.

The Eight Gatsby Benchmarks of Good Career Guidance are:

- 1) A stable careers programme
- 2) Learning from career and labour market information
- 3) Addressing the needs of each pupil
- 4) Linking curriculum learning to careers
- 5) Encounters with employers and employees
- 6) Experience of workplaces
- 7) Encounters with further higher education
- 8) Personal guidance

Careers Hubs

Since October 2015, the Gatsby Charitable Foundation, in partnership with the Careers and Enterprise Company, has also been running a Careers Hub pilot in the North East Local Enterprise Partnership area. This Careers Hub pilot was put in place to build on the support provided through the Enterprise Adviser Networks to achieve benchmarks 5 and 6 and support schools / colleges to achieve all eight of the Gatsby Benchmarks.

What is a Careers Hub?

A Careers Hub is a group, of between 20 and 40 secondary schools / colleges / SEN Schools located in the same geographical area working with universities, other education and training providers, employers and career guidance professionals to ensure that ALL the Gatsby Benchmarks are delivered in each school and college within the Hub and that careers outcomes are improved for all young people. Schools and colleges within the Hub should have a shared vision of how they will work together to improve outcomes for the young people in their area.

There are now 40+ Careers Hubs are now established across the country. Newland School for Girls are now members of the Hull & East Yorkshire Hub, providing us with access to opportunities for professional updating, networking, resources and best practice advice. Our Trust Careers Leader attends local hub meetings and disseminates relevant information to staff and students.

Strategic Careers Leader

As set out within the Department for Education Careers Strategy, Newland School for Girls is required to have a designated member of our Senior Leadership Team named as our schools Strategic Careers Lead.

The Strategic Careers Lead has the responsibility to make sure that we as a school meet our mandatory requirements and work towards achieving all eight of the Gatsby Benchmarks.

Ben Ash, Assistant Headteacher & Director of Pupil Engagement, provides both the Head Teacher and the Board of Governors with regular updates on our progress and works closely with the Trust Careers Leader and our assigned Enterprise Adviser and education, training and employment providers to ensure we deliver this strategy.

Thrive Trust Careers Team (NSG)

Erica Hood leads our careers team, which includes the following staff members:

Erica Hood, Trust Careers Leader, CDI
Vanessa Bell (Careers & Work Experience Officer)
Tracy Hulland (Independent Careers Adviser) CDI
Louise Dales (Independent Careers Adviser) CDI

As aforementioned, Ben Ash is the Strategic Careers Lead for Newland School for Girls.

Enterprise Adviser

Through the Hull & East Yorkshire LEAs Enterprise Adviser Network, Newland School for Girls has been assigned our own designated Enterprise Adviser, Jo Fleming. Jo is a multi-award winning businesswoman and entrepreneur who will work closely alongside the careers team to assist us to facilitate careers related activity which will help us achieve Gatsby Benchmarks 4, 5 and 6.

Current position at Newland School for Girls

Please see the 2022/2023 Careers Programme for details of the careers related support / activities available to our students throughout their school journey.

Teaching staff contribute to the delivery of careers guidance through:

The delivery of careers education via the tutor programme, linking careers to subject areas during lessons, working on collaborative projects with our Link Enterprise Adviser, support of off timetable days and NCW activities.

Local Employers contribute to the delivery of careers guidance through:

Work experience, Careers/Higher Education Fairs, apprenticeship fair, STEM days, Young Enterprise, careers presentations, business breakfasts, assemblies, mock interview days and employer led workshops.

Parents contribute to the delivery of careers guidance through:

Supporting and arranging work experience, attending careers and work experience parents' evenings, engaging with social media, providing feedback on events and activities pupils have been involved in.

Objectives for 2022 to 2023**1. A Stable Careers Programme**

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will use qualified careers professionals to offer advice and guidance to all or the overwhelming majority of students.
- To enable students to have an understanding of the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.
- To develop and publish a careers programme that will raise the aspirations of all students regardless of academic ability and is tailored to meet their individual needs wherever possible.
- Ensure our Careers Strategy is fully supported by the Senior Leadership team within school and is approved by the Board of Governors
- To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- Regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by students, teachers, employers and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation and Tracker tools.

2. Learning from Career and Labour Market Information

- To encourage and increase the use of online careers tools and packages across all year groups. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- Discuss the use of labour market information during PHSE lessons, subject lessons and one to one career interviews.
- To include labour market information on individual Career Action Plans.
- Staff will share their 'career journey' with students to highlight the variety of pathways students can follow and ensure students and staff embrace CEIAG as a whole school responsibility, opening up career conversations amongst all staff and students.
- To attend LMI events organised by the local LEP, FE, HE apprenticeship and employment advisers disseminate relevant information to staff, pupils and parents, via emails, assemblies and social media platforms.
- Work with the local partner organisations to raise awareness of opportunities relating to STEM subjects (to include a STEM fair for KS3 students).
- To promote the values of labour market information to parents /carers to access and understand this information (including provision of downloadable guides on website). To investigate careers and opportunities in learning, work and apprenticeships and how these meet the local and national priorities.
- Organise business breakfasts with representatives from a range of sectors.
- Organise a Business Day enabling students to gain first-hand experience of the skills required to succeed in business from local entrepreneurs.
- Visit the Women into Manufacturing and Engineering (WIME)Event with year 10 students.

3. Addressing the Needs of the Pupil

- To report, track and monitor compliance in relation to the Careers Strategy objectives.
- To use accurate tracking systems to ensure students are able to keep track of their own journey.
- Ensure that a programme of activity takes place, which raises the aspirations of all students and challenges stereotypical thinking in terms of equality and gender.
- To ensure that students with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance for learners with SEND will be based on the student's own aspirations, abilities and needs.
- Ensure pupils attending alternative provision are provided with careers support.
- Continue with the successful Raising Aspirations Pilot in conjunction with WIME challenging stereotypes and raising aspirations in underrepresented sectors.
- Survey all students using Google Forms to enable us to tailor CEIAG provision.
- Develop high flyers provision to include bespoke sessions with local FE providers.

4. Linking Curriculum Learning to Careers

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. E.g. STEM challenge, Top of the Bench chemistry challenge.
- To ensure that careers related activity are built-in throughout the school year.
- To work with our Enterprise Adviser to provide opportunities to enhance the curriculum and link classroom learning to the world of work.
- Subject teachers to have a careers focus in lessons throughout NCW.

5. Encounters with Employers and Employees

- To ensure that students receive at least ONE meaningful encounter with an employer during every year they are at school.
- To ensure that students receive access to at least 4 providers of technical education qualifications or apprenticeships two in year 8/9 and two in year 10/11 as stipulated in the proposed Provider Access Legislation.
- Increase the number of activities conducted within school with the support of local employers, including business breakfasts, strengthening links with alumni and employer led workshops.
- Use employer links to highlight national initiatives such as Global Entrepreneurship Week and International Women's Day etc.
- To ensure that students have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship.
- Create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.
- Host a 'Hire Me' work experience preparation day to enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment such applications, CVs, assessment centres and interview skills.
- The school will also encourage students and parents to attend careers events such as the Humber Skills and the Hire Me Events.

6. Experiences of the Workplace

- To ensure that all / overwhelming majority students complete a work placement in year 10.

- To increase the number of employer workplace visits to enable students to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors in the Humber Region.
- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers and curriculum related activity within school.

7. Encounters with Further and Higher Education

- Ensure all / overwhelming majority of students receives a range of meaningful encounters with Sixth Form Colleges and FE Colleges.
- Ensure all / overwhelming majority of students have been provided with information about the full range of apprenticeships including higher- level apprenticeships through ASK apprenticeships activity offer.
- Ensure all / overwhelming majority of students have experienced meaningful encounters with universities.
- Link with local 6th form to ensure HAP students are aware of the high flyers programme and the opportunities it affords.
- Link with local 6th form to provide access to HAP students to specific HE events in careers such as medicine, veterinary, dentistry and law.
- Work closely with HOP team to improve pupils' knowledge of HE and tackle misconceptions common to WP students, including inspiration days and pathways and finance talks.
- Work closely with the Sparks Project at Hull University to raise awareness of HE and raise student aspirations.

8. Personal Guidance

- Ensure all / overwhelming majority of students have had an interview with a professional and impartial careers adviser by the end of year 11
- Bespoke Careers Evening offering additional guidance and advice from a range of advisers.
- Link with Job Centre Plus and HOP to provide additional targeted guidance appointments for students at risk of disengaging and / or becoming NEET, SEND LAC EAL and PPI students.

Promotion of Careers related activities

Newland School for Girls will encourage the promotion of ALL careers related activity, which takes place within the school through the creation of case studies and will share this activity through our school social media channels and Careers & Enterprise Coordinators.

This careers strategy document along with any case studies documents created will be placed on the school's website.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both for OFSTED and that the activity taking place within our school meets the requirements set out within the Department of Education's Careers strategy.

Action Plan 2022/2023

- Complete the Compass Evaluation Tool and the Tracker tool on a regular basis to evidence progress towards achieving the Gatsby Benchmarks.
- Build Alumni Network and publicise success stories.
- Develop curriculum planning within subject areas to track use of employability skills in lessons.
- Build relationship with new EA to obtain feedback to help continually improve the careers programme.
- Participate in the parental engagement pilot with the Careers & Enterprise Company to ensure that parents are provided with the opportunity to influence the CEIAG programme.
- Promote CEIAG as a whole school responsibility.