



## **CAREER GUIDANCE PROGRAMME AND OPERATIONAL PLAN**

### **THE FERNWOOD SCHOOL 2023 -2024**

#### **Key Priorities, Outcomes & Actions**

#### **Commitment:**

- The Fernwood School is committed to ensuring all students in Years 7-11 have access to high quality Careers education. We want to ensure all students can develop the skills and knowledge to help them make informed decisions about their future, with a programme of careers events and opportunities and supporting activity. The programme has been developed in line with the eight Gatsby Benchmarks and Careers Development Institute's (CDI) framework, for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance.
- We aim to set our students on their way to high achievement, aspiring to be the best they can be and inspiring others to do the same. We take pride in what we do and strive to be better each day.
- Every member of The Fernwood Family has a clear purpose to empower every young person on their journey.
- Our careers programme is supported by an annual financial allocation of funding each year to pay for the costs incurred in making sure the programme is successful. For example, costs of resources, transport, careers subscriptions and memberships.

#### **We believe that:**

- Every student should have high quality, independent careers guidance to encourage them to be aspirational and well informed when making educational and career decisions.
- All students should participate in a wide range of activities to develop a variety of employability skills, preparing them for a working life which is in the best interest of the student being enjoyable and providing economic well-being.
- All students should have access to employers and employees, to give them 'real world' experiences of the world of work.



## GREAT GATSBY: THE BENCHMARKS

- 1** **A STABLE CAREERS PROGRAMME**  
Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
- 2** **LEARNING FROM CAREER AND LABOUR-MARKET INFORMATION**  
Every pupil and their parents, should have access to good-quality information about future study options and labour market opportunities.
- 3** **ADDRESSING THE NEEDS OF EACH PUPIL**  
Opportunities for advice and support need to be tailored to the needs of each pupil. 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. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- 5** **ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES**  
Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- 6** **EXPERIENCES OF WORKPLACES**  
Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience.
- 7** **ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION**  
All pupils 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 pupil 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.

### Gatsby Career Benchmarks

The career programme is used to develop and improve the programme of career education and guidance offered to our students. The Gatsby Benchmarks identify good practice and define the essentials of good career guidance providing a robust and realistic framework for developing a career programme that is first class.

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



### The CDI Framework

The Career Development Institute has undertaken extensive research and consulted with career development experts and practitioners to identify the six career development skills that people need to have positive careers.



**The Fernwood School's Careers Programme is mapped to both the Gatsby Benchmarks and the CDI Framework**

#### All students at the school should:

- Expect education, information, advice and guidance as an entitlement and know where to access up to date information about work, training and educational opportunities.
- Be given the opportunity to experience work related learning.
- Experience a range of career related activities including careers workshops, employer talks, career fairs, motivational speakers, college and university events and visits.

#### Career Guidance

Schools and Academies have a duty to secure access to independent and impartial (no bias towards a particular education or work option) careers guidance for students' years 7-11 (Education Act 1997, 2011 & Careers Guidance & Inspiration in Schools March 2015 Statutory Guidance). The schools' duty to secure independent career guidance for all year 7-11 pupils is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential, develop high aspirations and consider a broad and ambitious range of careers.



### Key priorities:

- Provide independent and impartial careers advice, prevent stereotyping and promote the best interest of the student to whom it is given.
- Ensure adequate support for students with SEN or disabilities.
- Work with the Local Authority to identify those 'at risk' of not participating post-16 in education or training and the services to support them.
- Work with education and training providers to provide information on the range of available education options including apprenticeships and T levels.
- Inspire and motivate students to fulfil their potential and develop employability skills.
- Provide direct students access to online career guidance sites, to include The National Careers Service, giving labour market information.
- Provide access to online impartial careers and further and higher education resources – Unifrog and UCAS.
- Inspire students through real life experiences/real life contact with work.
- Provide entrepreneurial challenges to develop employability skills and self-employment opportunities.
- Encourage students to study STEM subjects.
- Ensure all students have careers opportunities and information embedded within all curriculum areas.
- Develop employer-school links with the help of the D2N2 Careers Hub to address career aspirations and link what is taught in class to the outside world.

### Outcomes:

- Ensure all students are well informed when making subject and career decisions.
- Reduce the amount of 16–18 year old NEETs (Not in Education, Employment or Training).
- All students to have a clear sense of achievable direction about future education, training options and goals.
- All students to understand that if English and maths are not secured at grade 4, then this will be a continued subject for study at post 16.
- All students understand the importance of STEM subjects.
- All students are aware of any post 16 funding available to them.
- All students to have interacted with employers and understand the skills employers are looking for.
- All students to have developed the key skills needed to progress into employment and further and higher education.
- All students understand real world applications to the subjects they study.



| <b>Actions - What will the action be?</b>  | <b>Date</b>                                   | <b>Led by</b> | <b>Monitored by</b> | <b>Gatsby Benchmark and CDI Framework</b> |
|--|---|---------------|---------------------|---|
| <b>Whole School</b>  |   |               |                     |   |
| Identify critical cohorts to ensure students with SEN and/or disabilities receive additional personalised external and internal support.   | September 23                                  | CBL           | AC, MR              | 1,3<br>GTL, EP, MC                        |
| Key Stage 4 Introduction Careers Assemblies  | September 23                                  | CBL           | AC, MR, BS          | 1, 3<br>GTL, EP, MC, CO, BLW, SBP         |
| Careers Conference – All students invited  | 12 <sup>th</sup> October 23                   | CBL           | AC                  | 2,3, 5, 7 EP, MC, CO                      |
| Introduction to the careers resource Unifrog for all students and their parents  | December 23                                   | CBL/EG        | AC, CG              | 2,3,4 EP, MC, SBP                         |
| Update school webpage with careers information and links to additional support   | Ongoing                                       | CBL           | AC, CG              | 1,2,3,4<br>GTL, EP, MC, CO, SBP           |
| Working life week. Links to virtual resources for all students and parents. Resources in all tutor sessions throughout the week. KS3 subject related careers information in every lesson.                                  | 5 <sup>th</sup> - 9 <sup>th</sup> February 24 | CBL/LB        | AC                  | 2,3,4,5,6<br>GTL, EP, MC, CO, SBP         |
| All Years - National Career Week – Virtual resources sent to all students and parents  | 4 <sup>th</sup> - 9 <sup>th</sup> March 24    | CBL           | AC                  | 2,3,4,5,6,7<br>GTL, EP, MC, CO, BLW, SBP  |
| Representation by Career Advisor at all KS4 parent evenings/events and Year 9 options evenings   | September 23 – July 24                        | CBL           | AC                  | 2,3,4,5,7,8<br>GTL, EP, MC, CO, BLW, SBP  |
| <b>Year 7</b>  |   |               |                     |   |
| Display boards in faculties linking subjects to careers options  | Ongoing                                       | HOF           | CBL                 | 2,4 EP, MC                                |
| Careers lessons delivered through the Personal Development programme. Lessons to include: Aspirations and how to achieve them, equality of opportunities, conflict resolution, challenging stereotypes, financial choices. | Ongoing                                       | EG            |                     | 1,2,3,4<br>GTL, EP, MC, CO, BLW, SBP      |



|   |                            |                 |     |                                      |
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| Key Stage 3 Nottingham Festival of Science and curiosity – Lesson Links   | February 24                | Science faculty | HOF | 3,4,5<br>EP, MC, CO, SBP             |
| University assembly Journey to higher education   | Date TBC                   | CBL/DL          | AC  | 2,3,4,7<br>GTL, EP, MC, CO, BLW, SBP |
| Aspire Assembly – Raising Aspirations   | 24 <sup>th</sup> June 24   | DL              | SLT | 3 GTL, EP, MC, BLW                   |
| <b>Year 8</b>   |                            |                 |     |                                      |
| Display boards in faculties linking subjects to careers options   | Ongoing                    | HOF             | CBL | 2,4 EP, MC                           |
| Careers lessons delivered through Personal Development, to include: Online safety, debating skills  | Ongoing                    | EG              |     | 1,2,3,4<br>GTL, EP, MC, CO, BLW, SBP |
| University assembly Myths about higher education  | TBC                        | CBL             | AC  | 2,3,7<br>GTL, EP, MC, CO, BLW, SBP   |
| Year 8 Trip to Bletchley Park – Programming and Computer science links to modern day roles  | TBC                        |                 |     | 2,4,5,6<br>GTL, EP, MC, CO, SBP      |
| Aspire Assembly – Raising Aspirations   | 29 <sup>th</sup> April 24  | LK              | SLT | 3 GTL, EP, MC, BLW                   |
| <b>Year 9</b>   |                            |                 |     |                                      |
| Display boards in faculties linking subjects to careers options   | Ongoing                    | HOF             | CBL | 2,4 EP, MC                           |
| Careers lessons delivered through the Personal Development programme. Lessons to include: Employability skills, Careers research, Thinking about my future, Aspirations and goals | September 23 – July 24     | EG              |     | 1,2,3,4<br>GTL, EP, MC, CO, BLW, SBP |
| All subjects have careers focussed lessons for example Drama Unit on Careers within the theatre   | Ongoing                    | HOF             | SLT | 2,4<br>GTL, EP, MC, CO, BLW, SBP     |
| Think CAREers Notts performance – Enact   | 9 <sup>th</sup> October 23 | EG              | AC  | 2,3,4,5<br>GTL, EP, MC, CO, BLW, SBP |
| Trent university workshop – Your skills your future workshop targeted students  | Date TBC                   | CBL             | AC  | 3,4,7 GTL, EP, MC, CO, SBP           |



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| Year 9 Options evening  | 31 <sup>st</sup> January 24                   | HOF    | CBL | 2,4 EP, MC                               |
| Aspire Assembly – Raising Aspirations   | 5 <sup>th</sup> February 24                   | PW     | SLT | 3 GTL, EP, MC, BLW                       |
| Design Day – Careers in the creative industries   | 2 <sup>nd</sup> February 24                   | JC     | PW  | 2,3,4,5<br>GTL, EP, MC, CO, SBP          |
| Year 9 Options evening and sessions attended by students. Students will gain support from tutors and careers team over option choices, linking to future career choices | March 23                                      | PW     | SLT | 3,4,8<br>EP, MC, SBP                     |
| Careers lessons delivered through the Personal Development to include: Setting Goals, learning about our strengths, careers options and choosing GCSE options           | March/April 24                                | EG     |     | 1,2,3,4<br>GTL, EP, MC, CO, BLW, SBP     |
| <b>Year 10</b>  |   |        |     |  |
| Display boards in faculties linking subjects to careers options   | Ongoing                                       | HOF    | CBL | 2,4 EP, MC                               |
| All subjects have careers focussed lessons for example: Business and Enterprise Unit 1 – Careers in Business, Media – planning, target audience, client briefs          | Ongoing                                       | HOF    | SLT | 2,4<br>GTL, EP, MC, CO, BLW, SBP         |
| Post 16 Parent information pack sent home to parent   | September 23                                  | CBL    | CG  | 1,3,7 EP, MC, CO                         |
| Year 10 BTEC land-based studies group Employability Skills sessions – first half term   | Sept – Oct 23                                 | RR/KF  | JT  | 2,3,4,5<br>GTL, EP, MC, CO, BLW, SBP     |
| Work experience assemblies  | September/Oct 23                              | CBL    | AC  | 3,5,5                                    |
| Sports delivery programme trip to the University of Nottingham, year 10 PE and Sports students  | 20 <sup>th</sup> November 23                  | CBL/JT | LC  | 2,4,5,7 EP, MC, CO, SBP                  |
| Careers lessons delivered through the personal development programme to include: Aspiration, Careers and the World of Work, Strengths and motivations, Role models      | Ongoing through-out the year                  | CBL    | AC  | 1,2,3,4,5,7<br>GTL, EP, MC, CO, BLW, SBP |
| Work Experience week<br>World of Work week – Employer talks, Speed Networking, University workshops   | 5 <sup>th</sup> – 9 <sup>th</sup> February 24 | CBL    | AC  | 2,3,4,5,6,7<br>GTL, EP, MC, CO, BLW, SBP |
| Trent University Your Future Your Choice Targeted workshop  | February 24                                   | CBL    | AC  | 2,7 EP, MC, CO, SBP                      |
| Parents evening   | 13 <sup>th</sup> March 24                     | CBL    | AC  | 1,3 MC, CO, SBP                          |



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| Aspire Assembly – Raising Aspirations   | 18 <sup>th</sup> March      | BS     | SLT | 3 GTL, EP, MC, BLW                   |
| Sports delivery programme second trip to the University of Nottingham year 10 PE and Sports students  | 13 <sup>th</sup> May 24     | CBL    | AC  | 2,3,4,8<br>GTL, EP, MC, CO, BLW, SBP |
| Hewlett Packard Business Talk all year 10 invited   | 25 <sup>th</sup> July 24    | JB     |     | 4                                    |
| Key stage 4 Careers Conference  | 12 <sup>th</sup> October 23 | CBL    | AC  | 2,3,4,5,7 EP, MC, CO, SBP            |
| Careers Talk by ex-student Alfie Sanders representing Performance Preparation Academy - year 10 and 11 GCSE Drama and Drama club  | 11 <sup>th</sup> Dec 23     | CJC    | CJS | 4,5 EP, MC, SBP                      |
| <b>Year 11</b>  |                             |        |     |                                      |
| Display boards in faculties linking subjects to careers options   | Ongoing                     | HOF    | CBL | 2,4 EP, MC                           |
| All subjects have careers focussed lessons for example Business and Enterprise Unit 1 – Careers in Business   | Ongoing                     |        |     | 2,4<br>GTL, EP, MC, CO, BLW, SBP     |
| Post 16 and Careers Aspirations survey  | September 23                | CBL    | MR  | 3.8 SBP                              |
| 1:1 Careers meetings with Miss Blyth for every year 11 students   | Sept 23– March 24           | CBL    | AC  | 2,3,4,8<br>GTL, EP, MC, CO, BLW, SBP |
| Assembly – Introduction to Careers  | September 23                | CBL    | AC  | 3 GTL, EP, MC, CO                    |
| Assemblies delivered by 6 <sup>th</sup> forms and Colleges  | Sept/Oct/Nov 23             | CBL    | AC  | 7 EP, MC, SBP                        |
| Post 16 Parent information pack sent home to parents  | September 23                | CBL    | CG  | 1,3,7 EP, MC, CO                     |
| Assembly – Post 16 options, post 18 options, researching colleges, 6 <sup>th</sup> forms, training providers and university, making applications. Delivered by Miss Blyth | 2 <sup>nd</sup> October 23  | CBL    | AC  | 3,4,7<br>GTL, EP, MC, CO, BLW, SBP   |
| Year 11 online careers recourse introduction session through Tutor Time - Unifrog   | December 23                 | CBL/EG | AC  | 1,2,3,4,7 SBP                        |
| Careers lessons delivered through the Personal Development. To include: CV writing, personal statements, digital footprints and Interview skills                          | October 23                  | EG     |     | 1,2,3,4<br>GTL, EP, MC, CO, BLW, SBP |
| Post 16 options and applications workshop – SEND/PP students. Nottingham College, Confetti College and Derby College  | November 23                 | CBL/KF | AC  | 3,7,8 MC, CO, SBP                    |





|   |                             |        |     |                                    |
|---|-----------------------------|--------|-----|------------------------------------|
| Year 11 GCSE Geography fieldtrip - Sheffield  | November 23                 | CFO    | CFO | 3,4 GTL, EP, SBP                   |
| Aspire Assembly – Raising Aspirations   | 22 <sup>nd</sup> January 24 | MR     | SLT | 3 GTL, EP, MC, BLW                 |
| Parents evening   | 8 <sup>th</sup> February 24 | CBL    | AC  | 1,3 MC, CO, SBP                    |
| Interview skills day  | 20 March 24                 | CBL    | AC  | 2,3,5<br>GTL, EP, MC, CO, BLW, SBP |
| Assembly – National Citizenship Service   | March 24 tbc                | CBL/MR | AC  | 3,5,7 GTL, BLW, SBP                |
| GCSE Product design students will visit the Sherwood group production line to allow them to get an insight into mass packaging production | Date tbc                    | KF     | JC  | 2,3,4,5,6<br>EP, MC, CO, BLW, SBP  |
| Trent assembly – What is Success  | Date tbc                    | CBL    | AC  | 7 GTL, EP, MC, CO, BLW, SBP        |

### Monitoring and Evaluation

Monitoring and evaluations of the activities and the guidance taking place will include observations by SLT and feedback from students and those engaged in activities (e.g. parents, colleges, and employers). Outcomes will be reported to Governors on an annual basis.

Impact will be measured by:

1. Attainment and destination of students – closing the gap between young people from disadvantaged backgrounds and others
2. NEET figures
3. Questionnaires – trend analysis
4. Student evaluation forms
5. Parent evaluation form

All students' involvement in careers education is tracked using Compass + and Unifrog. This allows us to have an overview of every student's experience, so we can ensure equity of opportunity and a broad exposure to all Gatsby benchmarks.

### Governance of Careers



The schools link Governor visits the school termly to discuss progress through our careers strategy and is an active part of key strategic planning.