





## THE NOBEL SCHOOL

### Careers Policy

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AUTHORISING OFFICER	The Headteacher
AUTHORISING OFFICER'S SIGNATURE	
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AUTHOR/EDITOR	Bob Lovelock
POST	Careers coordinator
REVIEW DATE	Every 2 years or as necessary
TARGET AUDIENCE	All Governors, staff, students and parents regardless of race, gender, disability, religion and belief, sexual orientation or gender reassignment.
STATUS	Approved

## Introduction

At The Nobel School we are committed to provide an outstanding Careers Education, Information, Advice and Guidance (CEIAG) programme for all students. CEIAG can play a key role in promoting good learning by helping students to focus on good action planning to attain their long-term goals. CEIAG makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood and a place of work. All CEIAG at The Nobel School is aspirational, impartial and unbiased, so that our students are able to prepare themselves for a world of work that is changing rapidly; young people now are likely to experience five to eight major career changes in their lives in a variety of industry sectors. They will also be experiencing more fluid forms of working with increasing casual, contract and part-time work options.

The school has always had a strong reputation for the quality of its careers provision, advocated by the Headteacher and led by a dedicated Head of Careers with support from a Careers Coordinator. As a school, we strongly believe in the importance of:

- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled and which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on their individual needs
- Ensuring that the CEIAG programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance
- Working in partnership with the local authority, employers and apprenticeship providers to ensure all students access education, employment or training at the relevant transition points

### 1. School Values and Ethos

Our School is happy, kind and caring; it fosters positive relationships and mutual respect. We embrace diversity in a community full of opportunity that is based on fairness. We celebrate our successes, aspiring to grow academically, culturally and socially so that we can lead happy, fulfilling lives as proud Nobelians, who:

- are ready, respectful and safe;
- look after each other and support our community;
- are courageous, resilient and responsible role models;
- work hard, have fun and develop a love of learning;
- challenge ourselves, develop good character and achieve success.

## 2. Statutory requirements and expectations

The school recognises that it has a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and from September 2013 to give all Year 8-13 learners access to impartial careers information, education and guidance (1997 Education Act revised in both 2008 and 2011).

It is committed to providing a planned programme of impartial careers education and information, advice and guidance (CEIAG) for all learners, and to provide extra support as required for students with additional needs based on a partnership with students and their parents or carers. The programme is structured to deliver outcomes, and raise aspirations, ensuring that no students are identified as NEET at the end of Year 11 or Year 13.

The statutory duty (as amended in 2015) requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 13, and emphasises that the independent careers guidance provided should be presented in an impartial manner, including information on the whole range of post-16 and post-18 education and training options, including apprenticeships and other vocational pathways. Guidance should promote the best interests of the pupils to whom it is given. The significance of inspiring every pupil through real-life contacts with the world of work is emphasised. To meet the schools legal requirements therefore requires combining in-house arrangements with advice and guidance from independent and external sources.

The DfE published a revised Careers Guidance Strategy in December 2017, closely followed by revised statutory guidance 'Careers Guidance and Access for Education and Training Providers' in January 2018. The latter includes a number of important developments that impose statutory obligations on schools and will shape future developments at The Nobel School. Specifically:

- Every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The revised statutory guidance is structured around the Benchmarks: "The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties". The Government's expectation is that schools begin to work towards the Benchmarks now and should meet them by the end of 2020. [A summary of the Gatsby Benchmarks is an appendix to this policy.]
- Schools should use 'Compass++', an online self-evaluation tool, to assess how their careers support compares against the Gatsby benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
- The Careers & Enterprise Company (CEC) will provide external support to schools by giving young people more opportunities to connect with employers of all sizes, and from all sectors. It is intended that the CEC will take on a more ambitious role by coordinating support for schools across all of the Gatsby Benchmarks.
- From September 2018, every school should have a nominated Careers Leader, "who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks".
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection framework<sup>7</sup> and School Inspection Handbook. Destination measures at ages 16 and 18 will continue to provide clear and comparable information on the success of schools in helping all of

their pupils take qualifications that offer them the best opportunity to continue in education or training.

- The Technical and Further Education Act 2017 will take effect from 2 January 2018. Section 2 of the Act will insert a new section 42B into the Education Act 1997, and will require schools to give education and training providers the opportunity to talk directly to students in Years 8-13 about approved technical education qualifications and apprenticeships that they may offer. This is intended to ensure that young people hear consistently about the merits of alternatives to academic and school-based routes and are aware of all routes to higher skills and into the workplace.

### **3. Student entitlement**

The CEIAG programme is designed to meet the needs of all students at The Nobel School. Activities are differentiated and personalised to ensure progression in career learning and development, and to strengthen students' motivation, aspirations and attainment. All students are entitled to a core CEIAG programme which meets professional standards of practice, which is delivered by internally-trained staff and approved external providers, and which is impartial and confidential. The programme will seek to raise aspirations, to challenge stereotyping and to promote equality and diversity.

Students in year 9 and year 11 with an Education, Health Care Plan (EHCP) will have a 'Preparing for Adulthood Transition Plan' prepared by Services for Young People to ensure that their individual needs are met.

Year 11, 12 and 13 pupils at risk of not being in education, employment or training (NEET) post-16 and post-18 are identified and have additional meetings with the Services for Young People Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

### **4. Management and delivery**

CEIAG is accountable to the Assistant Headteacher Careers Lead and is supported by a link governor.

The Assistant Headteacher Careers Lead has strategic responsibility for CEIAG and jointly leads and develops the careers strategy with the support of the Careers Coordinator.

Work experience is planned and implemented by the Careers Lead with the support of the Careers Coordinator working in partnership with Services for Young People.

The school is responsible for securing its external careers guidance service, and currently has a service level agreement in place with the Services for Young People to deliver independent careers guidance.

We carry out regular reviews of our careers provision and use the Careers and Enterprise tracking and monitoring tool called 'Compass+'. This allows us to monitor the schools progress towards achieving the Gatsby Benchmarks and provides both a local and national comparison figure of schools achieving each benchmark.

An internal review of CEIAG provision and policy is to be undertaken biennially.

#### **Implementation: staffing**

All staff contribute to CEIAG through their roles as form tutors and subject teachers. Through PSHE and tutor time, Form Tutors support research tasks using the careers platform and run careers led activities devised by the careers coordinator and Head of Sixth Form. Heads of Year liaise with the Careers Coordinator to address needs of all students, including support from teachers and external agencies, such as Services for Young People.

Members of the Sixth Form team deliver PSHCE progression programmes for students applying both to universities and to training/employment, with input from the Careers Coordinator. IAG provided on FE, HE and Apprenticeship options.

To support linking curriculum learning to careers, the last week of each half-term will be dedicated to developing the students understanding of how the topic of the lesson that week fits with a career path or career sector. This will then be further supported by form tutors as students explore future career opportunities using our Unifrog careers platform.

### **Information and Resources**

We have a well-stocked careers library, situated in the main library, which is available to all students. The careers library includes specialist careers' software and a wide-range of paper based resources, including higher education prospectuses.

Students in all years have access to our careers platform 'Unifrog'. Regular assemblies for all year groups take place throughout the year led by the Careers Coordinator. Students complete Unifrog activities during PSHE, form time and drop-down days. The Sixth form students use the platform to support their UCAS, college and apprenticeship applications.

### **Work Experience**

Year 8 – work shadowing day

Year 10 – 1 week work experience with support of Services for Young People for placements

Some Key Stage 4 students complete their work experience alongside the Prince's Trust award.

Year 12 – 1 week work experience – independently sourced by students/parents/carers in line with future career ambitions.

## **5. Engagement of stakeholders and partners**

Our careers programme includes careers lessons (within the school's PSHE programme), career guidance activities (whole year group drop down days and individual interviews), information and research activities, employability learning (including a yr8 work shadowing day, 1 week of work experience in both year 10 and year 12). Other focused events, e.g. attending university open days at Bedfordshire and Hertfordshire University and taking part in the 'Aspire Higher' 'Pathfinder' programme.

### **Hertfordshire Local Enterprise Partnership (LEP)**

The LEP provides partnerships between local authority and businesses and supports the setting of local economic priorities.

Our local LEP has created a Hertfordshire Opportunities Portal (HOP) and its vision is to be the go-to portal for skills training and apprenticeships information. Students can access the

information they need to make informed decisions on career path options including Further Education, Higher Education, professional qualifications, and work-experience and job opportunities.

It allows employers and training providers the ability to reach out for specific future talent and to provide relevant training for a specific local need.

### **Business Links**

Links with businesses have been secured through work experience, guest speakers, and employer workshops. Other contacts are being developed and nurtured through networking at careers events, local employers, and staff contacts. Careers Events are planned into the calendar.

### **Nobel Alumni**

We have an active alumni network with ex-Nobelians who can provide bespoke advice and guidance to students. Ex-students support assemblies, attend meet the employer events, deliver assemblies on work experience and occasionally provide support for work placements. They also support delivery of career activities during whole school drop-down days.

### **Careers and Enterprise Company**

We Work with our Enterprise Coordinator to help foster working relationships with employers and career providers across the county. We are members of the Hertfordshire 'Careers Hub' and meet regularly to share information and strategies implemented in our school. The Careers and Enterprise Company support and foster arrangements with local 'Cornerstone Employers' who provide in-school support and activities.

### **CSW Investor in Careers Group**

Investor in Careers is an accredited National Licensed Awarding Body for The Quality in Careers Standard for careers education, information, advice and guidance (CEIAG) provision. The Nobel School is committed to achieving this recognition for our careers programme.

The Quality in Careers Standard exists to offer learning providers external independent assessment and national accreditation of the quality of their careers education, information, advice and guidance (CEIAG) provision – majoring upon its impact and outcomes for young people. The 2018 revision to the Standard's national criteria incorporates the DfE Statutory Guidance (January 2018) on the careers guidance duty and on access for education and training providers. It also includes the DfE's expectation that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance" by the end of January 2022.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Nobel school achieved recognition of its commitment to the Quality in Careers Standard in July 2021

### **Universities and FE Colleges**

Strong links exist with Universities and Further Education colleges, who often come into school to speak with pupils and offer support on exam results days. Any provider wishing to support this offer should contact the Careers Coordinator.

We have significant exposure to school leaver programmes, links with local employers and job and apprenticeship information about available opportunities, is shared with pupils via email, school publicity screens around the school, via form tutors, careers advisors and posters on each department's career board.



## **Appendix 1 – Directory of Contacts**

<b>School</b>	<b>Name</b>	<b>Phone</b>	<b>email</b>
Head Teacher	Martyn Henson	01438 222600	head@nobel.herts.sch.uk
Careers Leader	Nick Brown	01438 222600	nick.brown@nobel.herts.sch.uk
Careers Co-ordinator	Bob Lovelock	01438 222600	bob.lovelock@nobel.herts.sch.uk
PSHE Co-ordinator	Marianne Burton Evans	01438 222600	marianne.burtonevans@nobel.herts.sch.uk
SENCO	Lynn Amey	01438 222600	lynn.amey@nobel.herts.sch.uk
Designated teacher for children looked after	Tara Marshall	01438 222600	tara.marshall@nobel.herts.sch.uk
Teacher responsible for Safeguarding	Tara Marshall	01438 222600	tara.marshall@nobel.herts.sch.uk
Head of 6th form	Matt MacGuire	01438 222600	matthew.macguire@nobel.herts.sch.uk
Work Shadowing WEX Co-ordinator	Bob Lovelock	01438 222600	bob.lovelock@nobel.herts.sch.uk



## **Appendix 2 – The Gatsby Benchmarks of good career guidance**

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance."

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

#	Benchmark	Description
1	A stable careers programme	Every school and college 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 best use of available information.
3	Addressing the needs of each pupil	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 future career 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 experiences 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 and higher 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 career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs

## **Appendix 3 – Career programme content**

### **Year 7**

- Nobel ABCs – Achieve your best, Build your character and Care for your Community
- Introduction to Unifrog

### **Year 8**

- Take Your Child to Work Day (Spring Term) – Work shadowing
- Unifrog research activities
- Employer mentoring, through 'Services for Young People' – Enrichment day
- 'Robot Rumble' at MBDA

### **Year 9**

- Post-14 Pathways guidance, including:
- use of Unifrog;
- options interviews for students and parents with senior staff
- University of Herts (UH) Pathfinder visits
- Employer mentoring, through 'Services for Young People' with additional careers interviews as necessary
- 'Robot Rumble' and 'Glider Challenge' at MBDA

### **Year 10**

- Year 10 work experience week (June)
- Use of Unifrog – checking GCSEs and career future requirements
- Careers fair
- Visits to North Herts College (NHC)
- Employer mentoring, through 'Services for Young People'
- 'Glider Challenge' at MBDA

### **Year 11**

- Post 16 Pathways evening, with representation from NHC, AIM Apprenticeships, Develop Training and Nova Training
- Use of Unifrog – checking GCSEs against future FE, HE and apprenticeship routes
- Post 16 Pathways one-to-one guidance, including assistance with applications and interviews
- Visits to NHC & other local training providers
- At least one interview with 'Services for Young People' careers adviser
- 'Discover' day at University of Hertfordshire
- Support at GCSE results day from NHC and Nova Training, as well as individual meetings with senior staff
- Sixth Form Induction – 'Creating your Vision' session, study skills session from UH & introduction to post-18 destination options

### **Sixth Form**

- Year 12 Parents' Information Evening including information on apprenticeships
- Visit as available to the Skills Show in London
- Visit to UCAS Higher Education Convention
- Year 12 work experience week (June)
- One-to-one guidance on UCAS applications
- One-to-one guidance on apprenticeship and employment applications
- Apprentice workshops, delivered by ASK
- 'Hidden Job Market' workshop from Future First
- Student shadowing for a range of courses at UH
- Fashion Retail Academy workshop with 'Visionpath'
- Drop in sessions with 'Services for Young People' advisers

### **Whole School**

- Visiting speakers from local and national companies, including Nobel alumni
- Visits and talks from employees and employers - 'Speakers for Schools' programme
- Careers information and contact with employers in lessons

#### **Appendix 4 – Nobel Careers Discussion Rota 2021 – 2022**

The last week of each half-term, will be dedicated to developing our students understanding of how the topic of the lesson that week, fits with a career path or career sectors.

This will then be supported by form tutors as students explore future career opportunities using our Unifrog careers platform.

#### **Staff guidance:**

During the week indicated, all teaching staff must discuss career possibilities linked to the taught curriculum. You are not expected to change your planned teaching but to make explicit links with possible careers related to your teaching topics.

If you are a subject that has just one lesson per week then this activity must take place during that lesson, so that we achieve a consistent approach to this guidance and that any students who miss a careers discussion due to trips/illness or any other cause, will have the opportunity to take part in discussions several times throughout the year.

If you are a subject that has multiple lessons per week, then teachers can select the most relevant lesson that week to bring in conversations about possible career routes.

There should be no additional planning or preparation required for this activity, other than thinking about the sequencing and topics of the week. As expert teachers of your specialist subject, you can draw upon your knowledge of your subject and career sector to make relevant links. If you require support then please contact Nick or Bob the previous week of the planned delivery.

Week Beginning	Topic	Implementation/delivery	Leader
18/10/21	Careers discussion	<b>All teaching staff</b>	<b>NBN</b>
	OCTOBER HALF TERM		
13/12/21	Careers discussion	<b>All teaching staff</b>	<b>NBN</b>
	CHRISTMAS		
7/2/22	Careers discussion	<b>All teaching staff</b>	<b>NBN</b>
	FEBRUARY HALF TERM		
28/3/22	Careers discussion	<b>All teaching staff</b>	<b>NBN</b>
	EASTER		
23/5/22	Careers discussion	<b>All teaching staff</b>	<b>NBN</b>
	MAY HALF TERM		
18/7/22	Careers discussion	<b>All teaching staff</b>	<b>NBN</b>

Appendix 5 – Commitment certificate



## Commitment Certificate

This is to certify;

**The Nobel School**

Has achieved and passed the Commitment stage, working towards meeting the Quality in Careers Standard incorporating the Gatsby Benchmarks.  
The National Quality Award for Careers Education, Information, Advice and Guidance Provision.

Through:

***Investor in Careers***

12th July 2021

as a Licensed Awarding Body  
for the national Quality in Careers Standard.

CSW Group Ltd., Investor in Careers Commitment Certificate 2021 52E.