

B&E Team Delivery Plan 2017-18

Supporting careers advice & guidance



The team plan responds directly to Government priorities for youth employment, reflects the Careers Guidance and Inspiration Policy and is supported by the Academy's Business Advisory Board which provides context to learning and development opportunities.

The Academy's Careers Guidance and Inspiration Policy (updated September 2017) outlines the statutory and strategic responsibilities for the work of the Business & Enterprise team.

The academy specifically looks beyond 'work experience' towards focusing on transferable skills and business understanding to meet the needs of 21st century employers and respond to local Labour Market Intelligence (LMI).

The Academy Development Plan for 2017-18 identifies that the number of young people progressing to education or education with employment at year 11 should be in line with, or higher than, the Nottingham City average is a priority. This delivery plan also seeks to ensure that students develop the skills to remain in education and employment long after the Academy's 'security blanket of support' has been withdrawn.

The Academy is in no doubt of the importance of good quality careers advice and guidance within in area which is so economically challenged. The Commons Library Review (March 2015) notes that young people in the Nottingham North Constituency are in the 5th most economically deprived area in terms of Indices of Multiple Deprivation (IMD) and the 2nd most impoverished in terms of 'poverty affecting young people'.

Nottingham Insight review into the Bulwell Ward (2017) reported that the population of Bulwell has barely changed over the past ten years with low numbers of BME families. Working age benefit claimants are double the national average (26.8% compared with 12% nationally) whilst premature deaths and teenage pregnancy, a further indicator of poverty, is significantly higher in Bulwell than other parts of the City and the UK.

The strategy responds to the needs of the significant number of young people within the Academy who attract Pupil Premium (PP) funding. Of our current Year 11 cohort, 58% attract PP whilst the figure rises in Year 10 to 62.5% of the cohort and rockets to 73.6% for Year 9. The range of activities needs to reflect the circumstances and aspirations of the community we serve.

Each year group has a higher number of boys than girls. Year 9 students are also significantly weighted by the high number of boys (55.7% of the year group) and the range of activities planned will reflect this.

Our Year 11 are, as a group, less able than in previous years with only 13.3% of high ability students whilst a large cohort of 65.5% are mid-achievers. 35 students (21.2%) are low achievers including 12 students in the iGroup.

This strategy recognises the challenges posed by seeking for each student to have a progression plan in place. This is particularly important in such an economically challenged area. The community is a proud and traditional area yet the ongoing under employment reduces the opportunities for young people to create valuable networks to enable them to progress.

The strategy further recognises the importance of supporting whole-school priorities, specifically the spiritual, moral, social and cultural (SMSC) development and personal, social, health, emotional and economic (PSHEE) wellbeing of our students and working in collaboration with those with responsibility for these areas.

- **Inspiring the Future, Employment Intelligence & Progress to Success**

The academy will focus on key 'transition' points within the learning journey of students. It is important that students are able to understand the links between their choices of KS3 study and their future career options. The team will continue to support teaching staff from across the academy to develop business links and enable classroom presentations to bring context and value to the curriculum.

The team will work to the targets set out in the 'Employer Intervention Plan' set out in Appendix 2 to this document.

A series of activities to '*Inspire the Future*' for year 8 students will be offered to inform 'guided learning' pathways.

Students will build on their understanding of themselves and their future ambitions by 'testing' their career aspirations through work experience. The pre-placement programme to develop the '**Employment Intelligence**' of students will be offered to all in year 10 with a work placement in year 11. This will also inform choices made for further education and enable an informed choice of A Level and/or vocational opportunities.

Students in sixth form, years 12 and 13, will be encouraged to '**Progress to Success**' through a range of work-related learning activities, supported by understanding of apprenticeships and university applications.

- **Personalised Support & Guidance**

To enable students to make informed choices we seek to provide good quality, impartial advice and guidance. General advice will be provided by the Business & Enterprise Team with specialist support from Nottinghamshire Futures.

The Employment Intelligence programme will continue to be the Academy's flagship programme to enable students' understanding of themselves and to think about their future career choices. As part of this programme, students will be shown how to explore options for themselves with on-line tools such as StartProfile and the National Careers Service. Whenever possible, parents are also encouraged to engage in discussions to support career choices and the team will attend parents' evenings to ensure that 'progression' retains a high profile within the Academy. The website and Bulwell Bulletins will seek to engage parents.

Where students are at risk of disengaging, more intensive support will be made available to help those who are still to make decisions about their study and progression choices. This will link directly with the work of Think Forward. Students with significant barriers to achievement and/or who are persistently absent from school (i.e. attendance is less than 90%) will receive more intensive support through the Nottinghamshire Futures advisers.

Students with the potential to achieve high academic attainment will receive exposure to higher-level opportunities and personalised mentoring will be provided to give support to those who may need guidance in making career and further study choices.

- **Tracking Progress/Progression**

The team will continue to actively track progression for each student through offering unbiased Careers Education Information Advice and Guidance (CEIAG) to each student. Each student will be encouraged to have two plans for progression on completing Year 11 to enable progression even if anticipated exam results are not achieved.

Ensuring that applications to further and higher education have been submitted within the appropriate deadlines will be managed by Keiron Turner, Careers & Progression Manager.

- **Tracking Student Participation**

Attendance for each activity will be tracked throughout the year to ensure that all students receive appropriate CEIAG support in each year group. This will also enable simple 'gap analysis' to direct any further activity.

- **Business Engagement**

The main purpose of the Bulwell Academy Business Advisory Board (BABAB) is to advise on local labour market needs, particularly employability skills, and to provide added value to the Academy's offer to ensure that an appropriate and wide-ranging number of events and activities are available to students. This is achieved through the review of the delivery plan and by considering areas for development.

The BABAB helps to develop business networks and supports the key link between education and progression to employment or appropriate further/higher education.

The team will continue to nurture and develop business led projects such as Cheese Matters to develop financial literacy (Year 9), Footprints to build knowledge of sustainable business practices (Nottingham City Homes) and Business in Classrooms (Year 8) to demonstrate the hidden jobs within large local employers.

The team will continue to network across the business community to enable new business partnerships whilst nurturing existing relationships with care. The Academy will offer the Boardroom facility to business partners to enable key contacts to experience the Academy, to build deeper understanding and to enable the development of innovative projects which will raise aspirations amongst our student group.

For 2017-18, the team will actively seek role models/business champions to visit the school to give briefings linked to the curriculum. The priority for the year will be related to STEM subjects.

Careermark & Responding to The Gatsby Benchmark:

In the summer of 2018, the Academy will need to reapply for the National Quality in Careers Standard through Careermark. Careermark is evidenced through a clear strategic plan with ongoing monitoring and evaluation.

There are a range of CEIAG development strategies to which the Academy seeks to work. Sir John Holman's Gatsby Benchmarks identify eight dimensions of good career guidance. The first benchmark specifies the need for a **stable careers programme**. This is outlined in the following delivery plan.

Learning from **labour market information** enables us to share practical information to inform KS4 and KS5 options. The Academy works closely with local employers and Job Centre Plus to ensure activities are targeted and appropriate.

The Intervention Tracker enables us to monitor which students have received **support and address the needs of each student** to plan in further activities when gaps appear. Creating **curriculum-led careers interventions** continues to be a challenge for the Academy although strong partnerships are in place whereby the team supports departments with initiatives such as 'Raising the Grade' and Life Skills activities. A key priority for the year ahead is to develop the ability of teaching staff to link careers with curriculum subjects, particularly in STEM subjects.

The delivery plan seeks to offer differentiated opportunities for students with targeted activities for iGroup, gifted & talented and BME students as well as those at risk of NEET. This includes programmes such as Tap the Gap, the NCYW activities and Employment Intelligence. The iGroup students now enjoy wider access to Academy activities including work experience with tailored support appropriate to their needs as the programme develops.

Students have multiple opportunities, again tracked through the Intervention Tracker, to **meet with employers and employees**. These interventions are outlined in the delivery plan with further activity taking place during curriculum time and subject specific, for example Business Studies students working alongside The Treat Kitchen.

Students are encouraged to take part in an **extensive work experience** programme at both Years 11 and in Sixth Form. There are further activities including Clicksilver (volunteering), Capital One Internships and work shadowing.

We are proud of our **close links with local colleges and universities** and this is exemplified within the range of activities for students throughout their academy career. Each student has access to a **personal Careers Guidance** counsellor from Nottinghamshire Futures who is located on the site and the team includes a Level 6 qualified careers counsellor.

10 Actions to enhance CEIAG:

In line with DfE guidance and linking directly to the D2N2 Employability Goals, the academy seeks to support young people to avoid becoming NEET in the following ways:

1. Provision of a range of activities that inspire young people including employer talks, careers fairs, motivational speakers, college and university visits and mentoring.
2. Strong links with employers, particularly those promoting careers requiring good knowledge of maths and science (STEM) subjects
3. High quality work experience and pre-experience training through the **Employment Intelligence** programme.
4. Opportunities for staff development to enhance their knowledge of how their subject can apply to the world of work and understanding of employer needs/demands when recruiting staff to bring this knowledge to the classroom.
5. Wide reaching advice around careers options to include apprenticeships, enterprise, vocational routes alongside academic routes and all linking to HE progression.
6. Face-to-face and impartial careers advice and guidance delivered by Nottinghamshire Futures with ongoing support provided by the Business & Enterprise team.
7. Working with Nottinghamshire Futures to identify vulnerable young people and to ensure they are given 'unlimited' one-to-one support.
8. Ensuring all students who have special needs receive appropriate advice and guidance through Nottinghamshire Futures.

9. Providing information regarding financial support available to students to enable them to remain in full-time education at post-16.
10. Signposting students to on-line resources to include the National Careers Service, StartProfile and the Nottingham City Council's Apprenticeship Hub.

The following plan reports activities which will be scheduled to take place to ensure that all students receive a baseline of key information in each year.

The plan recognises that opportunities will arise over the course of the year which meet at least one of the 10 Actions outlined above and additional activity will be developed and delivered to support this.

Evaluation of Impact

This Delivery Plan covers a wide range of activities to develop the aspirations and careers understanding of our students but is limited in terms of ability to assess the impact of the activities.

The impact is measured by the number of students who progress from the academy to further/higher education or employment/apprenticeships. It is noted that it should be of considerable value to review the impact on students throughout their education and, in line with the Nottingham City Council's *Education is Everyone's Business* document, students will receive a minimum of ten business/employability interventions during their time at the Academy.

The team believe that there is a clear and urgent need to encourage students to reflect and record on their employability skills development activities; a programme to support this will be developed and launched within the year.

An on-line evaluation will be undertaken in the late Summer of 2018 to review student perceptions and to encourage them to reflect on the career-related learning opportunities provided in the previous year.

In the Spring of 2018, the team will apply for reaccreditation to the Careermark Quality Standard.

A. M. Bingham
Director of Business
The Bulwell Academy

September 2017

Appendix One: Business & Enterprise Team Delivery Plan 2017/18

Review date: 31.5.2018

Inspiring the Future: Trips & Visits related to curriculum activity or to promote the world of work.	Throughout the year	Supporting or working independently of departments to promote subject-related careers advice & guidance	1, 2, 4, 5, 8	Team	
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Year Group	Activities	When	Notes	Link to 10 Actions/PSHEE/SMSC	Lead staff	Notes/Review
Year 7	Inspiring the Future: 'Your Career Journey Starts Here': Year 7 Assembly	October 18	Introduction to careers advice, planning for the future and links to study. Outlining clear offer for students joining the Academy	I	ABI	Achieved.
	British Legion (extended assembly): "Lest We Forget"	November 8	Students encouraged to consider the impact of conflict/wars and to reflect on the sacrifices of others, service to the Armed Forces and the values within The Services. Importance/Role of the British Legion ahead of Armistice Day	PSHE	JFR	Achieved
	Nottingham Trent University School Outreach KS3 Programme: Aspirations Assembly	January 2018	University led assembly with activities encouraging raising aspirations and considering the advantages offered by university.	1, 2, 4, 5, 8, 9, 10	KTu	Achieved

	Student Council Leadership Skills Development	Nov. 17 & ongoing	Student Council Members to receive guidance and support on managing meetings from Nottingham City Homes – include visit to Head Office at Loxley House	1, 2, 4	KTU & Year 7 Manager	Students met with NCH/Jo Miller to shape meetings (2 meetings to date). Visit to Loxley House scheduled for 22.6.18 (KTU)
	Careers Assembly with guest speaker	Term 3	A guest speaker to share thoughts about careers, preparing for success and linking education achievement with future prospects	1	JFR/KTU	Outstanding
	Apprenticeship Week event (joint with Year 8)	March 5 – 9 Wed 21 March	A series of short activities (to include an Assembly) to introduce students to the concept of learning and earning; being clear that it is an alternative to Further/Higher Education and that there are stringent recruitment criteria including achievement of English & maths. -Apprenticeship team attendance at the Jobs Fair	1, 2, 4, 5, 6, 10, 8	ABi, KTU & Year VP	Year 8 Options have been delayed to 2.5.18 Apprentices scheduled have been rearranged to 29.3.18: NHS Careers in Physio (Sixth Form) (JFR) Jobs Fair: confirmed inc. NHS,

						Keepmoat (NG), DWP, NCH.
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Year 8	Nottingham Trent University School Outreach KS3 Programme	Ongoing	Raising aspirations and encouraging students to consider university (assembly and workshops)	1,5	KTU	
	Inspiring the Future: supporting careers choices	17 November 2017	World Skills Show, Birmingham National industry-led exhibition of careers and opportunities to inspire students to consider a whole spectrum of jobs from hair and beauty to wind turbine engineer. Supporting KS4 study choices, attendance at the Skills Show, Birmingham.	1, 2, 4, 5, 6, 8, 10	KTU	Achieved
		September 2017 & January 2018	Review and publication of CEIAG College/FE entry specifications; sharing with parents and website update. Included in GLP Brochure.		ABi	Achieved
		December 2017	Digital Skills Show – event cancelled.			
		March 5 – 9 (8.3.18)	Apprenticeship Week: A series of short activities (to include an Assembly) to introduce students to the concept of learning and earning; being clear that it is an alternative to		KTU/JFR	Extended Assembly, Year 8 as part of Careers Week– NHS Careers

		Further/Higher Education and that there are stringent recruitment criteria including achievement of English & maths.			Talk (JFR). Achieved 8.3.18
	March (date TBC)	Give Yourself The Edge Careers Fair at Harvey Haddon - Give yourself 'The Edge' will help pupils make better informed decisions when choosing their subject options and they will learn about the skills and experiences needed to succeed in the world of work.			No funding resulted in the event not running in 2018
	Wednesday 21 March	BULWELL ACADEMY JOBS FAIR: whole school activity with local employers/ apprenticeship providers to advise on progression routes.		Team	Achieved
	Wednesday 2 May	Year 8 Options Evening/CEIAG information stall – information on Computer Science, H&SC, Business and MFL. General CEIAG advice provided.		ABi/KTu	Achieved
	Humanutopia: “Who am I?” (Whole Year)	28 September	A full day workshop in collaboration with Year 11 Heroes to address many personal and social barriers to learning and in doing so to help raise aspirations. Key focus areas include personal and social development.	I	KTU Achieved

	Tomorrow's Engineers (Gifted & Talented students)	3 October	A full STEM day led by Smallpeice Trust, sponsored by EON, to develop understanding of engineering skills through building a wind turbine and producing electricity. This 'Apprentice'-style task included employability skills and business understanding (finance skills)	1,2	KTU	Achieved
	Women in Construction Workshop	14.2.18	Half day workshop for selected female students to have a go at trades including plumbing, bricklaying, plastering, with information of opportunities with Nottingham City Homes	1,2,4,5	JFR	Achieved
	Barclays Life Skills - Self Confidence "Building Self Esteem"	January 2018	All students attend workshop over one period within a day which includes two activities: 'Overcoming Challenges' where students learn that fear is normal and that growth comes from overcoming fear/to treat challenges as opportunities. 'Thinking confidently' encourages students to explore how past events shape thoughts about themselves and how they might respond to events in the future.	PSHE, SMSC	JFR	Programme cannot be offered due to restructure by Barclays and no staff to support. This has been replaced by the DELL 'Powering Transformation' event at Lincoln University on 15.5.18 (60 students)

						attending)
	DELL Powering Transformation	15.5.18	Full day workshop at Lincoln University for 60 students to work in small teams to identify a social issue that can be solved using the latest technology. Students develop team working, communication, digital and presentation skills		JFR	Achieved
	Apprenticeship Week (joint with Year 7)	March 5 – 9 Wed 21 March	A series of short activities (to include an Assembly) to introduce students to the concept of learning and earning; being clear that it is an alternative to Further/Higher Education and that there are stringent recruitment criteria including achievement of English & maths. -Apprenticeship team attendance at the Jobs Fair - iGroup activity with Brathay apprentices from Nottingham City Homes or Rolls Royce	1, 2, 4, 5, 6, 10 8	TEAM & Year VP	Add to Action Plan as a priority. Team have reviewed 'Inspiring the Future' Option but reality is that there are no employers in Nottingham. No Brathay apprentices in 2018
	Business in Classrooms/Give yourself 'The Edge'	Externship 12 June Project days:	Project to include teacher externship to Nottingham City Homes and two collapsed days for all Y8 students to complete a Maths Challenge. This challenge is based on a real housing	1,2,3,4,5,	JFR	Dates are booked for the externships and the project

		4 & 5 July	development project carried out by Nottingham City Homes to plan and build houses.			days.

Year 9	Mentoring	To be developed	Investigating an interim plan in the absence of the University offer this year.	1, 5, 6, 9	KTu	<p>Staff change at NTU has delayed this project. New manager in place and meeting scheduled for 22.2.18.</p> <p>Working with DANCOP for teacher CPD and development.</p> <p>ABI investigating offer for Mentoring programme for Years 8-10 (Dee</p>
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Nottingham Trent University School Outreach KS3 Programme	Ongoing	Raising aspirations and encouraging students to consider university (assembly and workshops)	1, 2, 4, 5, 8, 9, 10	KTU	See note for Y8.
Gleeds 'Royal Refurb' Project Day (Gifted & Talented)	16 October	Led by the Transformation Trust with 18 business volunteers from Gleeds, this event developed project management skills for students enabling them to understand a wide range of skills/jobs within construction and included a presentation at the end of the day	1,2,4	KTU/JFR	Achieved
Into University (Gifted & Talented)	30 November & 19 July	Inspiring a group of 30 students to consider the potential of university and the career options following higher education. Delivered in an action-packed day with games, activities and challenges. These students will work with Into University as they progress through to Year 13.	1,5	KTU	The November date has been postponed to June (19 July to continue).
Tomorrow's Engineers Energy Quest	23 January	Half day workshop for 60 Y9 students that encourages students to find out all about sustainable energy and the associated careers in engineering.		JFR	Achieved
Dean Crews Chef, HIT Training	22 January	Cookery demonstrations for Y9 Hospitality students		KTU	Achieved

	Steps into Healthcare	February (date tbc)	Theatre-led assembly explaining the extensive range of careers within the NHS and care sector	I, 2, 8	KTU & VP for Year 9	Funding withdrawn.
	Apprenticeship Week activities	March 5 – 9 Wed 21 March	A series of short activities (to include an Assembly) to introduce students to the concept of learning and earning; being clear that it is an alternative to Further/Higher Education and that there are stringent recruitment criteria including achievement of English & maths. -Apprenticeship team attendance at the Jobs Fair - iGroup activity with Brathay apprentices from Nottingham City Homes or Rolls Royce	I, 2, 4, 5, 6, 10 8	Team	Year 9 catering students met Dean Cruse from Kew Green Hotels (Jan.)
	Capital One & Humanutopia Wellbeing Programme	5 sessions between December 2017 and May 2018	The programme proposes to give the young delegates a platform and a forum in which to reflect, discuss and share their thoughts, feelings and experiences in a safe environment about being a modern day teenager.		KTU	Achieved
	Royal Institute of Chartered Surveyors (RICS)“Inspire 2020”	10 May	Half day workshop to include the whole year group which brings to life maths, geography, employability skills and showcases careers in chartered surveying.		JFR	Achieved

	Transformation Trust Rock Assembly, Wembley Stadium	12 July	Celebration Rock concert and careers fair "Futures Fair" with universities and employers attending including: Barclays, Wates, Siemens, Co-op		JFR/KTU	Planning in Place
	'Cheese Matters': Understanding Debt management	Term 6 PSHE Project 2&3 July	Understanding Financial Literacy – tutor time/full day project to prepare for Cheese Matters Financial literacy programme to develop student awareness of debt and managing finance sensibly. Developed and delivered with BITC & Capital One	1, 2, 5	K. Turner & Capital One/BITC	Dates confirmed: plans in place
	NTU Residential	July/August	Pupils stay overnight in University to take part in an action-packed programme designed to help them develop the characteristics for success and future progression.	1,5,9	TBC (holiday/date dependent)	KTU to investigate
	Project Dee Dee					

Year 10	Nottinghamshire Futures CEIAG support available for vulnerable (Priority One) students and those identified by the B&E Team/Year Group VPs & managers to be in need of support	January 2018	Identification of the highest priority students and early intervention of potential NEETS.	6, 7	KTu, Year Group Manager & Futures	
	Mentoring	To be developed	Investigating an interim plan in the absence of the University offer this year. Discussions with IntoUniversity & DANCOP.	1, 5, 6, 9	KTu	See Y8 notes
	Financial Literacy (term 6 project)	June/July 2018	Series of 4 lessons designed by Barclays Life Skills to link curricular maths to the reality of managing one's own finances.		JFR & Maths dept	
	Employment Intelligence Two part-programme	Part 1: Feb-April 2018 Part 2: June PSHE offer with Tutors	Full day programme to develop employability skills. Self-awareness, identification of transferable skills, job applications and finding work experience placements. Introduction to CEIAG-related websites.	1, 2, 3	B&E Team	Part 1. Achieved Part 2 TBA
	Nottingham Trent University School Outreach KS4 Programme	Ongoing	Raising aspirations and encouraging students to consider university (assembly and workshops) Progression programme launched	1, 2, 4, 5, 8, 9, 10	KTu	Working with IntoUniversity at the current time/clearer offer and

		November	to encourage students to access university facilities/commence progression route			absence of key staff at NTU.
		January	Raising the Grade in English (did not happen when Head of Department left in late Dec.)			Progression programme – assembly took place in December; no take up of the offer. Reflect that previously the tutors have pushed this). Suggest: identify key milestones in the year and brief Tutors with an overview at the start of the year – inc EI, Progression Prog, signup to programmes – apply idea to all year tutors shaped to offer.
	Humanutopia and Capital One Part 2	17 October 2017	A follow up session for the group who had attended the pilot Year 9 programme in 2017. The programme proposes to give the young delegates a platform and a forum in which to		KTU	Achieved

			reflect, discuss and share their thoughts, feelings and experiences in a safe environment about being a modern day teenager.			
	Into University (Gifted & Talented)	25 January & 27 February	Inspiring a group of 30 students to consider the potential of university and the career options following higher education. Delivered in an action-packed day with games, activities and challenges. These students will work with Into University as they progress through to Year 13.	1,5	KTU	Achieved
	Into University 'Business in Focus' Day	May	A group of 20 students attend a day at Capital One to design a Music Festival. This encompasses the life-cycle of a business from concept to delivery with mentors from university.	1,2	KTU	Achieved
	National Council of Young Women (NCYW): seminar on violence against women and girls & Human Rights Day (Gifted & Talented)	30 November 2017	Inter-Generational Seminar for students from schools across the area to learn, react and resolve issues around domestic violence.	PSHE, SMSC	JFR	Achieved x 7 students (3 subsequently attended the Suffragette event in Feb)
	World Skills Show, Birmingham	17 November 2017	National industry-led exhibition of careers and opportunities to inspire students to consider a whole spectrum of jobs from hair and beauty	1, 2, 4, 5, 6, 8, 10	KTU	Achieved

		to wind turbine engineer. Supporting KS4 study choices, attendance at the Skills Show, Birmingham.			
NCYW 100 Years of Suffrage	16 February 2018	An inspirational day of talks and workshops to mark this pivotal moment in the history of women's equality.	PSHE	JFR	Achieved
iGroup Employment Intelligence training programme	26 March 2018	Three-hour pre-placement training ensuring students are prepared for work placements or Life Xperience and considering future careers options.	1, 2, 3, 8	ABI/JFR with Inclusion	Achieved
Apprenticeship Week activities	March 5 – 9 Wed 21 March	A series of short activities (to include an Assembly) to introduce students to the concept of learning and earning; being clear that it is an alternative to Further/Higher Education and that there are stringent recruitment criteria including achievement of English & maths. -Apprenticeship team attendance at the Jobs Fair - iGroup activity with Brathay apprentices from Nottingham City Homes or Rolls Royce	1, 2, 4, 5, 6, 10	K. Turner & VP for Year 10	See Y8 notes
IntoUniversity Business in Focus day	2 May 2018	Business in Focus day is designed as a <i>Business Simulation</i> - an opportunity for		KTU	Achieved

			students to combine strategic thinking, imagination, creativity, professionalism, working with adults, presentation skills and most importantly working as a team,			
	Price Waterhouse Cooper (PWC) One Firm, One Day	19 May 2018	Three sessions: Communication skills, Employability skills and Financial Awareness.		KTU	Achieved
	Employment Intelligence Part 2	Term 6	It is proposed to restructure the PSHE Tutor Project into a special workshop looking at preparing for work. Subject areas will include Equality Act, Health & Safety at Work, Dress Code, staying safe, dealing with difficult situations and include presentation and debating opportunities for students.	1,2,3	ABi	In development
	DANCOP Summer Residential	12-14 July	2-night residential at the Buxton Campus of Derby University.		KTU	All six places have been filled, a student waiting list is in place.

Year 11	Nottingham Trent University School Outreach KS4 Programme	Ongoing February March	Raising aspirations and encouraging students to consider university (assembly and workshops) including Raising the Grade in Science Raising the Grade in Maths Revision Ready Programme (attended by all students)	1, 2, 4, 5, 8, 9, 10	KTu	Ongoing programme through IntoUniversity Raising the Grade in Science – achieved
	National Citizen Service:	Launch January, Summer Holiday activity	Proactive promotion of this programme to all students, attendance at Y11 & Sixth Form parents evenings.	1, 5, 10	KTU & VP Year 11	40 placements booked
	Nottinghamshire Futures CEIAG support available to all students	Throughout the year	Appointments for all students to ensure unbiased support is available if required	6, 7	KTu, Year Group Manager & Futures	Ongoing – CVI has priority list.
	Mentoring	To be developed	Investigating an interim plan in the absence of the University offer this year. Discussions with IntoUniversity & DANCOP.	1, 5, 6, 9	KTu	-

CV Writing and applying for Jobs	November 2017	A pilot project with the English department to develop Business English skills with students including basic written expectations. Students to produce a CV during the lesson. Linking to CV Clinics on Wednesday afternoon.	3,4	ABI/JFR	Project ongoing. Supported English with speaking & listening qualification for Year 9 on the back of this.
Raising the Grade in Science	9 February 2018	Event organised by Nottingham Trent University to raise achievement in Science. 15 students selected by science department		KTU	Achieved
Into University (Gifted & Talented)	4 December & 27 February	Inspiring a group of 30 students to consider the potential of university and the career options following higher education. Delivered in an action-packed day with games, activities and challenges. These students will work with Into University as they progress through to Year 13.	1,5		See Year 10 notes
'Employment Intelligence' Week (work experience placements & Life Xperience at Colwick Park)	3-7 September 2018	Students on work placements or taking part in Life Xperience 2018	3	Team	Achieved
Employment Intelligence Evaluation for work experience & life Xperience groups -	Oct-Nov 2017	Following work experience placements, students attend evaluation workshop. This includes reflection on	1, 2, 3, 5, 8, 10	ABi	Achieved – evaluation report needs

			lessons learnt, key progression information, college application processes, and using Start careers tool.			completing.
	'What Next' Careers Fair	12 October 2017	What Next Careers Fair, Nottingham, giving students the opportunity to meet representatives from all City colleges and explore a wide range of apprenticeship, sixth form and further education providers.	1, 2, 4, 5, 9	ABi/KTu	Achieved
	Capital One Internships:	30 October - 3 November 2017	Students attend a unique one week internship at Capital One for an introduction of all work areas to include developing apps, HR, fraud, debt management and working in a global business.	1, 2, 3, 5	KTu	Achieved
	Nottingham College 'Next Steps' Assembly	December 2017	Extended tutor time session to ensure impartial careers advice and guidance to enable students to consider progression after GCSEs NCN/Central attended our Jobs & Careers Fair (community outreach officer has now left)	1, 5	KTu	Changes with structure to NCN/Central – staff changes?
	'Step up to the Mark': Interview Skills Day	5 December 2017	In partnership with Business in the Community, all Y11 students to be invited to attend a panel interview to discuss their career ambitions and demonstrate their transferable skills in	1, 2	KTu & Year Group Manager	Achieved

			a mock-interview with a local employer.			
Apprenticeship Week activities	March 5 – 9	March	<p>A series of short activities (to include an Assembly) to introduce students to the concept of learning and earning; being clear that it is an alternative to Further/Higher Education and that there are stringent recruitment criteria including achievement of English & maths.</p> <p>'March down to Nottingham College' apprenticeship briefing event; a hands-on apprenticeship fair giving students the opportunity to explore a wide range of vocational careers.</p> <p>Apprenticeship team attendance at the Jobs Fair</p> <p>Two representatives from Sevacare (training and recruitment service) delivered an assembly outlining the potential offered by apprenticeships</p>	1, 2, 4, 5, 6, 10	K. Turner & VP for Year 10	<p>See earlier notes</p> <p>Event not running in 2018 due to changes</p>
BULWELL ACADEMY JOBS FAIR:	Wednesday 21 March		<p>Whole school activity with local employers/ apprenticeship providers to advise on progression routes.</p> <p>Event has been restructured and is now Revision Ready on 21.3.18</p>	1,2,5	Team	Jobs Fair plan in progress.
Tap the Gap Programme, Nottingham City Council:	Summer Holidays		Work experience placements for students after their exams in business areas such as HR, social care, catering,	1, 2, 3, 5, 7, 10	KTu	No information provided to date (May: KTU)

			energy services and sports & leisure management, for BME, potential NEET and vulnerable students within the local authority.			to chase)
	Results Day & After: intensive support offer Post-start of term – identifying ‘new NEETS’ and support for progression	August September	Provide extensive support to enable students to progress to further education/apprenticeships or other training; essential activity if grades have not met course entry requirements. Briefing packs for parents/carers.	6, 7, 8, 9, 10	All B&E plus Notts Futures	

Sixth Form	University Application (UCAS) support Programme	October onwards	Support with the development of personal statements, applications and review of university offers – workshops delivered by NTU Outreach team (unless stated otherwise)	1,5	KTU	Ongoing – with NTU
	UCAS Applications (Y13)	4 October 2017	Introduction to considering university; ongoing programme from October onwards.	1, 8	KTU/University partners	Achieved – 8 applications
	Writing Personal Statements (Y13)	11 October 2017	Support for Y13 students to enable them to complete personal statements supporting university applications	1,5	KTU/university	Achieved
	HE and Your Future (Y12)	18 October 2017	An Introduction to the potential opportunities afforded by completing Higher Education	1,5	KTU	Achieved
	Into University Personal Statement ‘drop-in’ session	8 November 2017	Additional support to enable students to complete their applications before the Christmas deadline.	1,5	KTU	Achieved
	Researching Your Options (Y12)	24 January 2018	Developing an understanding of the range of courses available, taking a deeper look at areas of interest and understanding what entry requirements are for specific courses.	1,5	KTU	Achieved
	Managing Personal Finance(Y13)	7 February 2018	Enabling students to make plans for funding their studies, managing grants and applying for student finance.	1,5,9	KTU	Achieved

Surviving University (Y13)	25 April 2018	Recognising that students need support to remain in Higher Education; making preparations such as ensuring that applications have been made for student finance, accommodation, etc. Avoiding common pitfalls during the first months of HE.	1,5,9	KTU	
Student Life (Y13)	16 May 2018	Developing an understanding of the day-to-day routines of university of life, joining associations and the social elements to HE.	1	KTU	
Nottinghamshire Futures CEIAG support	January	Identification of Y13 students who, despite ongoing support, are uncertain of progression choices	6, 7	KTu, Year Head of Sixth Form & Futures	KTU aware
Progression Tracking:	Ongoing	1-2-1 interviews with all Y12 students to 'map' progression opportunities. Each student to have targeted progression plans with outcomes.	8	K. Turner & Tutors & Notts Futures	To be reviewed
Mentoring	To be developed	Investigating an interim plan in the absence of the University offer this year. Discussions with IntoUniversity & DANCOP.	1, 5, 6, 9	KTu	
National Citizen Service	27 September 2017	Introduction to the range of opportunities offered by taking part in the NCS Programme	1,5	KTU	Ongoing
Progress to Success Y12 & Y13 Health and Social Care students	20 November 2017 & 27 April	In depth preparation for their work experience and follow up session		JFR/ABI	Achieved

		2018				
	Y12 & Y13 Health and Social Care: Work Experience week	29 January - 2 February 2018	A one week work experience placement with a curriculum-relevant employer to support the learning outcomes required of the course (100 hours work experience)	2,3	KTU/JFR	Achieved
	ClickSilver: Intergenerational IT Programme	November 2017	Twelve students working with Nottingham City Homes residents to support them with the development of their IT/social media skills. This includes internet navigation, confidence with emails and knowledge of potential uses.	2, 5	KTu & BITC	Achieved/ongoing
	Apprenticeship Week activities	March 5 – 9 tbc	A series of short activities (to include an Assembly) to introduce students to the concept of learning and earning; being clear that it is an alternative to Further/Higher Education and that there are stringent recruitment criteria including achievement of English & maths. This will include speakers in lessons talking about apprenticeships in the subject (ie., Hair & Beauty, Construction, Health & Social Care) Understanding Higher Level Apprenticeships workshop	1, 2, 4, 5, 6, 10	K. Turner & VP for Year 10	NHS in Classrooms (Careers in Physio) (JFR) Speakers need for Business & Sport (Y13).
	Bulwell Academy Jobs Fair	Wednesday 21 March	Whole school activity with local employers/apprenticeship providers to advise on progression routes.	1,2,4	Team	
	Preparing for Results Day and post-Results	May onwards	Developing a plan for each student to ensure they have all the information they	6, 7, 8, 9,	Head of Sixth	

Day support	September	need to support them on Results Day. This includes preparation for their first choice and what actions to take if results fail to meet expected entry requirements. Support also available on Results Day by Nottinghamshire Futures representative.	10	Form/KTU	
Progress to Success Y12 Sport students	8 May 2018	In depth preparation for their work experience		ABI	Achieved
Progress to Success Y12 Business students	21 May 2018	In depth preparation for their work experience		ABI	Achieved
Y12 Sport and Business: Work Experience week	9 - 13 July 2018	A one week work experience placement with a curriculum-relevant employer to support the learning outcomes required of the course (100 hours work experience)	3		Links to Progress to Success programme
Are you Employment Intelligent? Graduation Event	June 2018	Developing a portfolio of Academy activities and linking these to career progressions; ensuring that a professional CV has been completed	1		See above

Appendix Two: Development Stages

	Focus for development	Suggested activities:	Business intervention	Curriculum links	Additional notes:
Year 7	developing personal awareness/sense of self and understanding the context for education in future life choices and opportunities	<ul style="list-style-type: none"> • Guest speakers introducing the concept of work practices and basic skills that employers are looking for – links to attendance, keeping safe, team work and leadership skills in school assemblies. • Subject-based ‘context setting’ presentations. Linking with the subject content 	<p>‘Inspiring the Future’ speakers</p> <p>STEM Ambassadors</p>	<p>Link the English faculty’s literacy and Maths faculty’s numeracy skills to other subjects that have high demand for these skills – ie. Humanities and Science.</p> <p>Shared project work across departments (short, focused projects only)</p>	<p>Various employer bodies and economic development partnerships have different approaches here, eg., the LEP’s employability framework differs from the CBI framework.</p> <p>Employability ‘key words’ will be linked to literacy and will be consistent throughout all years.</p> <p>Activities at KS3 are largely investigating as a group/larger group visits – less tailored approach.</p>
Year 8	Choices: students develop a deeper understanding of what they wish to study and how they wish to study (vocational and/or academic mix)	<ul style="list-style-type: none"> • Exploring the world of work (Give Yourself the Edge – Business in Classrooms) to seek ‘hidden jobs’ • Guest speakers with unusual/hidden jobs • Project based learning and 	<p>Introduction to the Careers Fair concept-organised by School or attendance at the National Skills Show/Give Yourself the</p>	<p>Year Group awareness raising (e.g., Barclays LifeSkills)</p> <p>Speakers in classrooms/</p>	<p>Depending on the school this may be a GCSE/BTEC Options Year – the timings of activities will be dependent on when</p>

	Focus for development	Suggested activities:	Business intervention	Curriculum links	Additional notes:
		<p>investigations</p> <p>Develop the concept of self-exploration (see website notes, to follow). Encourage self-management skills – set a challenge to identify the best careers website and explain what they found valuable) and, equally, not helpful.</p>	<p>Edge Road show. Pre-event preparation is key so set student challenges to explore and explain ‘why’ an industry might appeal.</p> <p>Inspiring the Future presentations x 2 per annum</p>	Founders4Schools etc	<p>Options are made</p> <p>Activities at KS3 are largely investigating as a group/larger group visits – less tailored approach.</p>
Year 9	<p>Getting serious – This is very much a transition year –regardless of school curriculum.</p>	<p>Thinking about how students work in teams, what employers might be looking for and how your school subjects link to the outside world</p> <p>Develop business projects and work with key employers to seek opportunities. These projects can be built into PSHE or Tutor time. For example, ‘Cheese Matters’ with a programme of pre-workshop lesson plans.</p>	<p>Faculty-led trips and visits to large employers (if possible) – linking learning to earning.</p> <p>Inspiring the Future presentations x 2 per annum.</p> <p>Work shadowing to be introduced (1 day visits) – care to be taken on selecting students.</p>	<p>Departmental ‘pairs’ with literacy and numeracy – i.e., Business & Maths investigating ratios percentages (questions reflecting whether foundation or higher standard)</p> <p>Developing key words such as leadership and teamwork within sport – linking to business problem solving skills</p> <p>Links to iCould website to showcase careers using the subject.</p>	<p>Differentiation of students begins in this year group (if not earlier) and selected students may benefit from work shadowing.</p>
Year	Development of	<ul style="list-style-type: none"> • Work shadowing 	<ul style="list-style-type: none"> • Work experience 	Business challenges	Many employers

	Focus for development	Suggested activities:	Business intervention	Curriculum links	Additional notes:
10	employability skills /understanding of business need	<ul style="list-style-type: none"> • Preparation workshops for work experience • Work experience (at end of year) – the key learning experience is for the student to develop the skills to find work for themselves, not to be allocated a job. • Project based work experience – ie., Business in Classrooms approach with a research project or to be set a business challenge. • Reflection on learning activities is key at this stage – developing responsibility for further learning. 	placements <ul style="list-style-type: none"> • Work shadowing opportunities • Guest speakers • Business visits There is a key role for employers here to help raise the standard of work experience placements.	linked to the curriculum – i.e., a business problem-solving exercise; present to judges from a business.	have stopped offering structured placements to young people under the age of 16 following statutory responsibility rising to KS5 students There are expensive alternatives that schools can buy-in but many schools do not offer work experience and rely on web-based learning.
Year 11	Linking learning to earning – being able to understand how hard work, exam results and attitude link to prospects for employment	Evaluate and assess the self-awareness of students; how they have understood the value of business interventions/learning experiences whilst at school. This should be structured & facilitated through tutor time/student voice activities. Opportunity awareness to manage the transition from secondary to FE, supporting decision making and planning.	Internships (one week work experience with business tasks to complete) Interview Day – panel of local employers. Meet the Expert event – linking into key local employers/LMI based on student ‘ambitions’ Apprenticeship briefings.	Employers linking to the curriculum/feedback on work for assessment. Use of iCould films (or similar) to continually refocus on the contextualisation of the learning and future value of qualifications. Recommend the completion of one business-led	In some schools the pressure on curriculum time really grows for students in this year group. Lessons become revision sessions/curriculum time pressures grow. Set tough boundaries: eg., Need to present a

	Focus for development	Suggested activities:	Business intervention	Curriculum links	Additional notes:
		Continue to build on research and responsibility for career choices		course/qualification , eg, ECDL, First Aid at Work, etc.	full CV and personal statement to be allowed to go the Prom
Sixth Form	Focus on the Future	<ul style="list-style-type: none"> • Help with UCAS Applications and developing Personal Statements (particularly reflecting the value of practical experience of business/sector needs) • Beyond university – how employers recruit graduates • Extended work experience projects (4 weeks at the end of Year 12) • Opportunities for applied work experience with curriculum links. 	<p>Matching appropriate work experience to inform personal development.</p> <p>Work shadowing</p> <p>Internships</p> <p>Extended work experience placements</p> <p>Apprenticeship briefings – recruitment programmes</p>	<p>Essential criteria in all vocational subjects – for example the NHS within Health & Social Care, a local SME with Business and Forest Futsal with Sport (plus HE)</p> <p>Links with universities across a range of specialist subject areas.</p> <p>Business-led qualifications to include:</p> <p>Customer Service Level 1 (City & Guilds)</p> <p>First Aid at Work</p> <p>Safeguarding training (for careers in care)</p> <p>Health & Safety at Work courses (British Safety Council/HSE)</p>	Opportunities for work experience within the school – for example Reception, IT, catering part time jobs which can flex around timetable.

	Focus for development	Suggested activities:	Business intervention	Curriculum links	Additional notes:
All	Annual Careers Fair & Apprenticeship Awareness Event (Careers Week & Apprenticeship Week, consecutive weeks in March)	Careers Fair: <ul style="list-style-type: none"> • Stalls and information points from local employers • Progression to FE and HE to be available • 'Have a go' opportunities • Escalator career pitches from experienced employers (interesting speakers) • Meet the Employer sessions – representatives from key industries present to share their thoughts. 	Employers to attend to share expertise with students	Each Faculty to identify one key employer and to suggest links to their subject area.	
	School Website	Links to selected, useful websites (www.Successatschool.org has a useful collection of helpful websites)			

Thoughts/Feedback:

Differentiated activities – ensuring that each young person receives an employer-led intervention each year and evaluating the impact of the intervention.

There are ample opportunities for curriculum links however vocational subjects are easier to link to. Encourage learning within the school (to reduce cost/focus planning on the intervention, not the practicalities of parental consent/trip planning etc) and to reduce impact on other curriculum subjects.

School budget – this can be a guiding factor. Some schools have very small department budgets (say £250 for a whole year) and this will limit any external trips and visits.

School Website – an invaluable source of information/signposting for students and parents. Encourage use of these resources but note that some students will not research careers independently (40% of BA students researched careers on line, despite training and signposting to good sites).

PSHEE/SMSC activities are not included within the above.

What is the role of **universities** within this?

How do you **engage small, local businesses** in appropriate curriculum linked activity (previous bad experience of this!)

Intervention mapping – making sure that all the students have equal opportunities. How do you track who has done what? How do you track the value of the intervention on the student?

Links needed to supporting agencies such as Futures and NTU mentors programme.

Work experience varies tremendously across the City – some schools leave it with parents whilst others ‘sign off’ year 10 at the end of the summer term. Very few focus on preparation for work experience covering basics such as (eye contact, positive first impression, health and safety at work, etc).