



Northampton International Academy

Career Guidance Policy 2023/2024

'Every child deserves to be the best they can be'

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V4	Filename: EMAT Career Guidance Policy
Approval: Sept 2023	Next Review: September 2024 <i>This Policy will be reviewed by the LAB of each school and ratified by the Trust Board (S&P) annually</i>
Owner: Head of Education on behalf of East Midlands Academy Trust Board of Trustees	Union Status: Not Applicable

Policy type:	
Statutory	Replaces Academy's current policy

Revision History

Revision Date	Revisor	Description of Revision
Sept 2023 – V4	J Lawson	General review and update
June 2022 – V3	M Juan	Policy review – NO CHANGES
July2021 – V2	M Juan	Policy updated to reflect new DfE Careers guidance, governance responsibilities, information links and NIA section changes
May 2020 – V1	M Juan	New EMAT Career Guidance Policy issued

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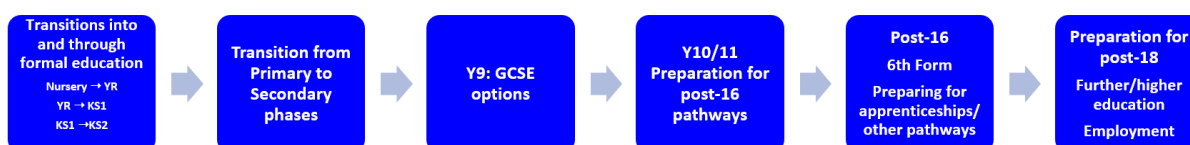
1 School vision

NIA believes our young people are capable of achieving anything they set their minds to. We support our pupils to be collaborative, responsible, respectful and aspirational members of society who demonstrate care, excellence and aspiration throughout their school experience and beyond. These values inform our careers programmes. We provide all pupils with a planned programme of learning and activities to help them choose the pathways that are right for them and enable them to enter successful careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

We strive to foster a passion for learning and nurture and raise pupils' aspirations. We aim to enrich pupils' learning experiences and ensure that all, from Reception to Year 13, benefit from the best possible information, guidance and experiences so they can progress successfully to further or higher education, vocational training, apprenticeships or employment.

Our school's motivational and robust career programme, alongside curriculum subjects aims to inspire our pupils. As pupils move through our school, we ensure they understand how their school-based learning is part of a bigger picture that is linked to their aspirations. We strive to ensure our pupils take pride in themselves and their futures, increase their resilience and become part of an aspirational generation of young adults in our local and wider communities.

Our careers education programme begins when pupils join our school in Reception through our PSHE curriculum and continues to the quality Careers Education, Information, Advice and Guidance (CEIAG) we provide to all pupils from Years 7-13, educating them about future opportunities and potential career paths based on their individual needs. For some, this may be a more academic pathway and for others it may be more vocational. We encourage our pupils to recognise and embrace their own distinct set of talents, skills and knowledge to make informed career choices. We provide impartial guidance and advice on further education, training or employment across KS3 and KS4 and involve many outside agencies such as employers and education providers.



NIA seeks to prepare students for the opportunities and experiences they may encounter in the future, so they have the ambition, resilience and respect to reach their full potential:

'For every student to leave their education equipped with the knowledge, skills and confidence to be able to make informed career choices.'

2. Policy scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students From Reception to in Key Stages Three, Four and Five.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023)
- 2.4 This policy statement sets out our careers education arrangements and complies with schools' legal obligations under Section 42B of the Education Act 1997.
- 2.5 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.
- 2.6 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.7 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.
- 2.8 All members of staff at NIA are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Team.
- 2.9 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3. Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are to:

- 3.1 enable students to develop the skills they need for working life.
- 3.2 ensure that all students at the school receive a stable careers programme
- 3.3 enable students to understand themselves, their interests, likes and dislikes, strengths and weaknesses, what they are good at and how this affects their career choices
- 3.4 enable all students to find out about different careers and potential job opportunities and learn from information provided by the career and labour market
- 3.5 provide a CEIAG programme that is individual and addresses the needs of each student
- 3.6 link pupils' curriculum learning to careers learning
- 3.7 provide students with a series of encounters with employers and employees
- 3.8 provide students with experiences of workplace(s)
- 3.9 ensure that students have a series of encounters with further and higher education
- 3.10 provide each student with the opportunity to receive personal guidance

- 3.11 enable students to realistic but ambitious choices about courses and jobs.
- 3.12 enable students to develop and implement a plan of action
- 3.13 enable students to be able to make effective applications for jobs, training, apprenticeships, further and higher education.

4. CIAEG activities at NIA, how CIAEG links to the curriculum and to the Gatsby Benchmarks

- 4.1 CEIAG at NIA is incorporated into the curriculums of all year groups to stimulate students' interests in life and the world of work. We also hold a variety of career events which include engagement with different employers, national event visits, one-to-one career sessions, group work and assemblies. NIA is committed to ensuring that our community has up to date information on the current labour market so that our students can make informed decisions about the types of careers they want to aim for. **Appendix 4** sets out some of the key activities we provide.
- 4.2 The Gatsby career benchmarks (see Appendix 1) are the recommended elements of good practice in career guidance. The table in **Appendix 3** shows how our CEIAG programme enables us to meet these standards. In addition to the specific content and guidance indicated above, CIAEG is a strong part of our PSHE curriculum, primarily through the strands of *Dreams and Goals*, *Changing Me*, *Being Me In My World*, though there are many elements in other strands. **Appendix 3** details the key relevant themes covered in each year group.

For more detail on the specific subject content and progression, please see our PSHE curriculum YR-KS5 published on the school website.

5. Roles & Responsibilities

Trustees and Governors should provide clear advice and guidance on which the school leaders base a strategic careers plan which meets the legal or contractual requirements of the school. The school has a member of their local advisory board who takes a strategic interest in careers education and guidance and encouraging employer engagement. The LAB make sure that independent careers guidance is provided to all 12- to- 18-year-olds and students aged up to 25 with an Education, Health and Care Plan.

5.1 School Responsibilities

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in **Appendix 1** which cross-reference with the objectives of this policy.

NIA believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school has a series of statutory duties and responsibilities:

- 5.1.1 All registered students at the school must receive independent and impartial careers advice by the end of Year 11 and again by the end of Year 13.
- 5.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- 5.1.3 This advice must cover a range of education or training options
- 5.1.4 This guidance must be in the best interests of the student

- 5.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 to Year 13 in order to inform them about approved technical qualifications or apprenticeships.
- 5.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published
- 5.1.7 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. The East Midlands Academy Trust central team, school improvement partners, Ofsted).

5.2 The Headteacher will ensure that:

- 5.2.1 the work of the Careers Lead and Careers Advisor and CEIAG events are supported and monitored
- 5.2.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team. **At NIA the CEIAG Lead is Geraldine Tandoh at Geraldine.tandoh@nia.emat.uk**

5.3 Governor Responsibilities

The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy:

- 5.3.1 is based on the eight Gatsby Benchmarks
- 5.3.2 meets the school's legal requirements
- 5.3.3 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 to 13.
- 5.3.4 The governing body will ensure that a member takes a strategic interest in CEIAG and encourages employer engagement.

6 Provider Access

This section of the policy sets out the school's arrangements for managing the access of at least six encounters for all students with approved providers of apprenticeships and technical education. This complies with Provider Access Legislation.

- 6.2 All students in years 7-13 are entitled:
 - 6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
 - 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through, for example, options events, assemblies and group discussions and taster events
 - 6.2.3 to understand how to make applications for the full range of academic and technical courses.

7. How we monitor, evaluate and review our CIAEG programme

Our successful careers education programme is reflected in the high numbers of our students who progress to positive destinations such as apprenticeships, technical routes, 6th form colleges, further education colleges, universities or employment. and reviewing of this policy. The effectiveness of this policy will be

measured in a variety of ways:

- 7.1 feedback from stakeholders through mechanisms such as student and parent survey as well as employer survey.
- 7.2 feedback from external visitors to the school such as trust representatives, school improvement partners, Ofsted
- 7.3 review of the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- 7.4 analysis of destinations data for Years 11 and 13 provide us with clear and comparable information on the success of our school in helping our pupils take qualifications that offer them the best opportunity to continue in education or training. analyse student destination figures at Post-18 to check that our CEAIG has successfully enabled students to move onto their next steps.
- 7.5 analysis of employer feedback to check that our CEAIG has supported students effectively.
- 7.6 analysis of student feedback from CEIAG events and activities to consider what is effective and what we can improve.
- 7.7. Evaluation of CIAEG against the **Gatsby benchmarks** (see appendix 1) using the Compass online evaluation tool.
- 7.8 The governors of NIA will review this policy every three years.

Appendix 1: The Gatsby benchmarks

The Gatsby career benchmarks are the recommended elements of good practice in career guidance and provide us with a framework review and where necessary, develop our careers programme. We ensure NIA provides:

1. A stable careers programme

Our programme is delivered through assemblies, enrichment, tutor time, PSHE, other experiences. It involves the roles of other colleagues who support the programme. The careers programme is published on our website to enable pupils, parents, teachers and employers to access and understand it. The programme is evaluated regularly.

2. Learning from career and labour market information

By the age of 14, our pupils will have accessed and used information about career paths and the labour market to inform their own decisions on study options. This includes guidance on relevant skills, career pathways, progression routes, job demands, financial planning. We encourage parents to access and use information about labour markets and future study options to inform their support to their pupils.

3. Addressing the needs of each student

Our careers programme actively seeks to challenge stereotypical thinking and raise our pupils' aspirations. We keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils have access to these records to support their career development. We collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.

4. Linking the curriculum to careers

All secondary, and where relevant, primary teachers link curriculum learning in PSHE and all areas of the curriculum with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways. Curriculum and department areas have aspirational displays about a range of careers and role models in their subject areas.

5. Encounters with employers and employees

Every year, from the age of 11, we aim that pupils will participate in at least t meaningful encounters with an employer. A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

6. Experiences of workplaces

Every pupil will have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. We ensure that, by the age of 16, every pupil has had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil will have had one further such experience, additional to any part-time jobs they may have.

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. By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including 6th forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

8. Personal guidance

Every pupil has 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. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2: Linking of CEAIG themes to the Gatsby Benchmarks

	Careers Education	Careers Guidance	Employer Links
EYFS (YR)	<ul style="list-style-type: none"> Real-world play (roleplay builder/doctor etc) GB3,4 (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> Real world visits (fire stations, farms etc.) GB5,6 (PSHE Curriculum. See below)
Key Stage 1	<ul style="list-style-type: none"> (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> Meeting role models GB1,3,4 (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> Meeting role models GB5 (PSHE Curriculum. See below)
Key Stage 2	<ul style="list-style-type: none"> Start to build a personal profile of interests and ambitions GB2,3,4 (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> Careers week in March GB1,2,4,5 (PSHE Curriculum. See below) 	<ul style="list-style-type: none"> Access to career related role models GB5 (PSHE Curriculum. See below)
Key Stage 3 Y7 & 8	<ul style="list-style-type: none"> What is your dream job? GB 3,4 Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful? GB 1,2 Identifying and demonstrating key skills and interests to explore future careers. GB 3,4 Understanding transferable skills. GB 4 Explore role models and what they would like to do when they grow up GB 1,2,3 Express choices and interests for the future GB3 Lessons related to job roles through related activities GB 1,2,3,4 Explore enterprise skills and create products GB 1,3,6 Experience budgeting and the value of money. G B4 	<ul style="list-style-type: none"> Practise using the <i>Unifrog</i> careers library. GB 1,3 Using <i>Unifrog</i> to record activities as a record for the future. GB 1,3,4,8 Initial look at universities and apprenticeships as post 16 pathways. GB 7 Students are encouraged to investigate and explore different jobs GB 1,2,3,8 Guidance through careers assemblies GB 1,3,8 	<ul style="list-style-type: none"> School sessions from visitors on careers. GB 5 Experiencing and adapting to new environments leading on to real world visits GB 4,6 Accessing employer experiences e.g. speakers in assembly GB 5,7 Enterprise Day including Careers Fair GB 1,2,5,7
Key Stage 3 Year 9	<ul style="list-style-type: none"> Subject option choices - thinking about university and college, picking the right subjects for future career goals with tutor/CAIEG guidance GB 1,3,4,7,8 Making GCSE options with career pathways in mind. GB 4 The ability to lead in all of us. GB 1,4 Developing CVs. GB 1,4 Exploring and experiencing different careers GB 1,2,5,6 Planning for what qualifications might be needed GB 2,3 Making decisions e.g. managing time GB 1,3 Actively involved in enterprise skills and creating products GB 1,3,4,5 	<ul style="list-style-type: none"> KS4 & KS5 options guidance through tutoring, assemblies and visiting speakers GB 1,2,5,7 <i>Unifrog</i> session on CV writing GB 1,3 Personal Guidance with Careers Advisor (on request) GB 3,8 	<ul style="list-style-type: none"> School sessions from visitors on careers GB 5 Accessing employer experiences e.g. speakers in assembly GB 1,3,5,7 Interactive industry workshops (FUZE, Crime Scene to Courtroom) GB 1,2,3,4,5 Enterprise Day including Careers Fair GB 1,2,5,7

	Careers Education	Careers Guidance	Employer Links
Key Stage 4 Y10	<ul style="list-style-type: none"> Understanding and developing employability skills GB1,2,3,4 CV writing GB 1,3,4 Understanding and developing interview skills including mock interviews GB 1,3,4,5,8 Completing work experience applications GB 3,5 Enterprise challenges GB 1,4,5 The importance of teamwork and communication GB1,4 	<ul style="list-style-type: none"> Employability guidance GB 3,8 Post 16 options and pathways guidance GB 1,3,4,8 Visiting speakers on Post-16 and Post-18 options GB 7,8 Personal guidance with careers advisor GB 3,8 National Apprenticeship and University Fair GB 2,3,5,7 	<ul style="list-style-type: none"> Work experience week GB 1,5,6 Visiting speakers GB 5 Interactive industry workshops (Medical Mavericks, FUZE, Crime Scene to Courtroom) GB 2,4,5
Key Stage 4 Y11	<ul style="list-style-type: none"> Preparation for 6th Form study: transition and induction tasks GB 1,4,7 Preparation for 6th form study: taster sessions GB 1,4,7 Skills in applying for jobs or further education interviews GB 1,4,7 Exploring job roles through careers related activities GB 1, 2, 3, 4 Accessing employer experiences e.g. speakers in assembly GB5, 7 Continue exploring enterprise skills GB 1,3,5 Mock job applications and interviews GB 1,2,5,8 Role play job roles GB 2, 6 After school clubs to develop skills and interests e.g. art, fitness, communication, music GB 1, 3, 5, 6 Continue to build career profile using <i>Unifrog</i> sessions GB 1, 2, 3, 4, 5,8 	<ul style="list-style-type: none"> In depth look at post 16 options. GB 1,4,7 Personal guidance with careers advisor GB 3,8 Use careers information, videos and quizzes on <i>Unifrog</i> to explore job role and interests GB 2, 3 Visit to higher education institutions for pathway presentations and taster lectures GB 4,7 6th form pathway interviews to discuss and confirm personal Post-16 pathway GB 1,3,4,7,8 	<ul style="list-style-type: none"> Accessing employer experiences e.g. speakers in assembly GB 5,7 Careers Fair GB 5,7
Post 16 Y12	<ul style="list-style-type: none"> Build on strengths and interests highlighted in personal / vocational profile GB 1,3,4,8 Learning about and comparing post 18 pathways. GB 1,5 Exploring and attending/completing a MOOC related to aspirations. GB 7 Applying for work experience GB 5,6,8 Mock calls to and interviews with employers GB 3,5 University visits GB 1,7 Accessing Unifrog GB 1,3,8 Applying for apprenticeships GB 1,2,3 	<ul style="list-style-type: none"> Visiting speakers and workshops on higher education institutions, degree apprenticeships, UCAS applications and writing Personal Statements, university life GB 1,7 Tutor guidance applying to university GB 3,8 How to find and arrange work experience placements GB 1,5,6 Reflecting on Unifrog career profiles with tutors GB 3,8 Personal guidance with careers advisor GB3,8 University visits GB 1,4,7 External industry-specific webinars GB 1,2,3,5,8 	<ul style="list-style-type: none"> Virtual work experience GB 2,3,5,6 Work experience placements GB 2,3,5,6 Accessing employer experiences e.g. speakers in assembly GB 2,5,7 Visiting employer workshops: including Medical Mavericks, FUZE Technologies, Crime Scene to Courtroom GB 3,5 Careers Fair GB 5,7 National Apprenticeship and University Fair GB 5,7 Working with Primary phase GB 5,6 National Apprenticeship and University Fair GB 5,6 External work experience opportunities National Apprenticeship and University Fair GB 2,3,5,7

	Careers Education	Careers Guidance	Employer Links
Post 16 Y13	<ul style="list-style-type: none"> Continuing building on strengths and interests highlighted in personal / vocational profile GB 1,3,4,8 Completing personal statements and UCAS applications GB 1,4,7 How to shortlist Post-18 options/universities GB 1,4,7 Mock interviews with universities/apprenticeships GB 1,4,7 Accessing Unifrog GB 1,2,3,7,8 Develop a CV GB 1,2,3,4,5 	<ul style="list-style-type: none"> University visits GB 1,4,7 Personal guidance with careers advisor GB 1,3,8 External industry-specific webinars GB 1,2,3,5,8 	<ul style="list-style-type: none"> Accessing employer experiences e.g. speakers in assembly GB 2,5,7 Visiting employer workshops: including Medical Mavericks, FUZE Technologies, Crime Scene to Courtroom GB 3,5 Careers Fair GB 5,7 Working with Primary phase GB 5,6 External work experience opportunities GB 2,5,6

Appendix 3: Links to NIA's PSHE curriculum

	Dreams and Goals	Changing Me/Being Me in My World
EYFS	<ul style="list-style-type: none"> Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Growing up Growth and change Fun and fears Celebrations
Y1	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Changes in me Changes since being a baby Linking growing and learning Coping with change Transition
Y2	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Growing from young to old Increasing independence Assertiveness Preparing for transition
Y3	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting 	<ul style="list-style-type: none"> Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Y4	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Being unique Confidence in change Accepting change Preparing for transition Environmental change
Y5	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Self- and body image Growing responsibility Coping with change Preparing for transition
Y6	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Self-image Body image Reflections about change
Y7	<ul style="list-style-type: none"> Celebrating success Identifying goals Employment Learning from mistakes Overcoming challenges Planning skills 	<ul style="list-style-type: none"> Media and self-esteem Self-image Factors affecting moods Sources of help and support

	Dreams and Goals	Changing Me/Being Me in My World
Y8	<ul style="list-style-type: none"> • Long-term goals • Skills, qualifications, careers • Money and happiness • ethics and mental wellbeing • Budgeting, variation in income • Positive and negative impact of money 	<ul style="list-style-type: none"> • Personal beliefs and judgements • Managing expectations, first impressions • Respect for the beliefs of others • Protected characteristics • Active listening
Y9	<ul style="list-style-type: none"> • Personal strengths • SMART planning • The world of work, • Non-financial dreams and goals 	<ul style="list-style-type: none"> • Mental health stigma, triggers, support strategies • Managing emotional changes • Resilience and how to improve it • Reflection on changes
Y10	<ul style="list-style-type: none"> • Impact of physical health in reaching goals • Relationships and reaching goals • Resilience • Work/life balance • Benefits of helping others • Online profile and impact on future goals and employability 	<ul style="list-style-type: none"> • Impact of societal change on young people • Role of media on societal change • Reflection on change so far and how to manage it successfully • Decision making
Y11	<ul style="list-style-type: none"> • Anxiety • Solution focused thinking, • Aspiration, career, finances, budgeting, borrowing, relationships • Skills identification, realistic goals • Financial pressure, debt, • Dream jobs, skill set, employment, education and training options • Long-term relationship dreams and goals • Resilience, what to do when things go wrong 	<p>Dreams and Goals cont.</p> <ul style="list-style-type: none"> • Anxiety and Stress Management • Financial Skills and Goals • Dream jobs and Career Aspirations • Family Life and adult relationships (parenting) • Identifying barriers to achieving dreams and goals and contingency planning

Appendix 4: CIAEG at NIA

CEIAG at NIA is incorporated into the curriculums of all year groups to stimulate students' interests in life and the world of work. We also hold a variety of career events which include engagement with different employers, national event visits, one-to-one career sessions, group work and assemblies. NIA is committed to ensuring that our community has up to date information on the current labour market so that our students can make informed decisions about the types of careers they want to aim for.

- Through PSHE, pupils from Reception to Year 6 explore a range of future careers skills and options during Careers Week to help pupils to be aspirational, which includes interactions with visiting Public Services and local employers.
- Through PSHE, assemblies and visiting speakers, students in years 9 and 11 receive guidance on options and pathways for KS4 and KS5.
- During tutor time, students in years 7 to 13 discuss current issues through our *Votes for Schools* programme, often making links to different careers.
- Through our CAEIG and PSHE programmes, students in Years 9 and 11 receive guidance on options and pathways for KS4 and KS5. At KS3 this focuses on GCSE options. At KS4 this focuses on apprenticeships, various college routes, employment-based training as well as 6th form study. At KS5 this focuses on preparation for apprenticeships, employment-based training and university study.
- As part of the PSHE education and tutoring programme, students in years 7 to 13 have access to our online careers platform, *Unifrog*. This gives students access to information about different pathways and opportunities as they prepare for their post-16 and post-18 choices. This includes information on application processes for all pathways. Students log their journey as they move through the school to develop their *personal vocational profile*. In Years 12 and 13, the tutoring programme includes careers-specific mentoring and guidance from tutors to review, reflect on, and further develop, their personal vocational pathways and plan their post-18 journey. All staff receive training on how to effectively embed Unifrog's best practice.
- NIA believes in the importance of fostering strong links with external organisations. We work closely with SEMLEP (South East Midlands Local Enterprise Partnership), institutes for further education, business and industry in order that all students have a broad information base from which to make informed decisions about career pathways. They have also paired us with an Enterprise Advisor who supports the provision of our Careers Calendar as well as offering employer encounters, supporting with work experience and school trips.
- Students in Years 7 to 13 benefit from NIA's well-developed partnership with *Aspire Higher*. This organisation is linked to the University of Northampton and provides a range of presentations, workshops and on-site visits for students in Years 7 to 13, as well as additional academic mentoring. Students also benefit from our partnerships with other higher education partners and local employers who offer a range of assemblies, interactive workshops and visits relating to specific career options. This supports our post-16 and post-18 pathways by developing invaluable work-related knowledge such as managing personal finance, completing job applications and interview skills.
- Students in years 10 to 12 gain experience of the workplace through dedicated work experience weeks in the Summer term. In preparation for these, students work with tutors to find and select work placements based upon their individual interests and aspirations.
- Students in years 12 and 13 receive guidance on applying to university and university life, as well as guidance on putting together presentations regarding apprenticeships and employability skills.
- NIA's website gives quarterly labour market information as well as monthly updates on apprenticeships for students as well as parents.

- Students in Years 10 to 13 receive independent and impartial careers guidance through one-to-one meetings with our Independent Careers Consultant.
- Students in year 11 will complete mock interviews, and receive bespoke feedback on interview and communication skills.
- Students applying for university places receive sessions on interview technique as well as mock interviews, and all 6th Form students receive sessions on understanding personal and student finance.

Appendix 5: Qualifications pupils at NIA can work towards

We support our pupils to work towards a range of different qualifications and pathways that are appropriate for them. For some, this may be a more academic pathway (A-levels, degree and postgraduate study) and for others it will be vocational (BTEC, Apprenticeships and higher-level training), dependent on students' individual interests and needs. Alongside specific key stage qualifications, where relevant, we also offer support for students pursuing personal, extra-curricular qualifications, e.g. graded music exams.

Key Stage 4	Key Stage 5	Post 16 and 6 th Form
<ul style="list-style-type: none"> GCSE (L2): OCR, Eduqas, AQA BTEC (L1/L2): Pearson, Edexcel, OCR Preparation for intermediate apprenticeship (L2) 	<ul style="list-style-type: none"> A-level: OCR, AQA, Eduqas BTEC (L3): Pearson, Edexcel, OCR Diploma (L3): Eduqas Preparation for Advanced Apprenticeship (L3) 	Preparation for: <ul style="list-style-type: none"> HNC (L4) HND (L5) Bachelor's Degree (L6) Higher Apprenticeship (L4/5) Degree Apprenticeship (L6/L7)

Apprenticeships

There are three levels of apprenticeship:

- Intermediate (Level 2): Level 2 is normally agreed to be the equivalent of 5 GCSE passes. This is the lowest level of apprenticeship available. There are generally no eligibility criteria for application. However, applicants will need to demonstrate their ability to complete the course. Learners need to be over 16 years old to be able to apply. Companies look for demonstration of a positive attitude towards the course to make an offer.
- Advanced (Level 3): Level 3 is considered the same as two A-Level passes. The level 3 is a common next step for those who have completed a level 2 apprenticeship. This is because to be considered for a level 3 apprenticeship, companies will normally be looking for someone who has completed a level 2 apprenticeship or has 5 passes at GCSE. There will be instances where no formal qualification will be needed to apply for a level 3 apprenticeship. However, in this instance applicants will generally need experience of working in the industry to be considered.
- Higher/degree apprenticeship (Levels 4-7).
- A level 4 apprenticeship is equivalent to a foundation degree, a Higher National Certificate (HNC), or the first year of an undergraduate degree. Higher apprenticeships start at level 4. The requirements to be considered for a level 4 apprenticeship are normally higher than those at level 3. Requirements are generally:
 - Completed an advanced apprenticeship.
 - Hold a level 3 NVQ/SVQ qualification.
 - Have a BTEC National qualification.
 - 2 passes at A-Level.
 - Employers may also require 5 passes at GCSE at grade A – C ([9-4 on the new scale](#)). As with the other levels, requirements will be different depending on the company.
- Level 5 apprenticeships are also classified as higher apprenticeships but are the equivalent of the full degree. The requirements for a level 5 apprenticeship are similar to those for level 4. However, as this is a more advanced course it is not unusual to see specific requirements from employers. For example, for an IT Apprenticeship a company may ask for a minimum of grade C at A-Level in ICT alongside other requirements.
- Degree apprenticeships are new types of course offered by universities. The level 6 apprenticeship gives candidates the opportunity to obtain a full bachelor's degree. The level 7 is an opportunity to gain a master's

degree in a student's chosen subject. These are demanding courses and it is common to see strict requirements from employers for these apprenticeships. These will likely include prior qualifications which are transferable to the apprenticeship in some way.

- The level of apprenticeship a student starts at will depend on the kind of job they are applying for. Starting with a job is different to gaining a GCSE or A-Level and so students may start at level 2 or 3 and work their way up. The duration of an apprenticeship depends on a number of factors including the delivery model that an employer selects and which level of apprenticeship is being studied. As a minimum, all apprenticeships must last for a minimum of 12 months.

Further links

- [Careers guidance and access for education and training providers](#)
- [The eight Gatsby benchmarks](#)
- [National Careers Service](#)
- [Skills for jobs: lifelong learning for opportunity and growth](#)