

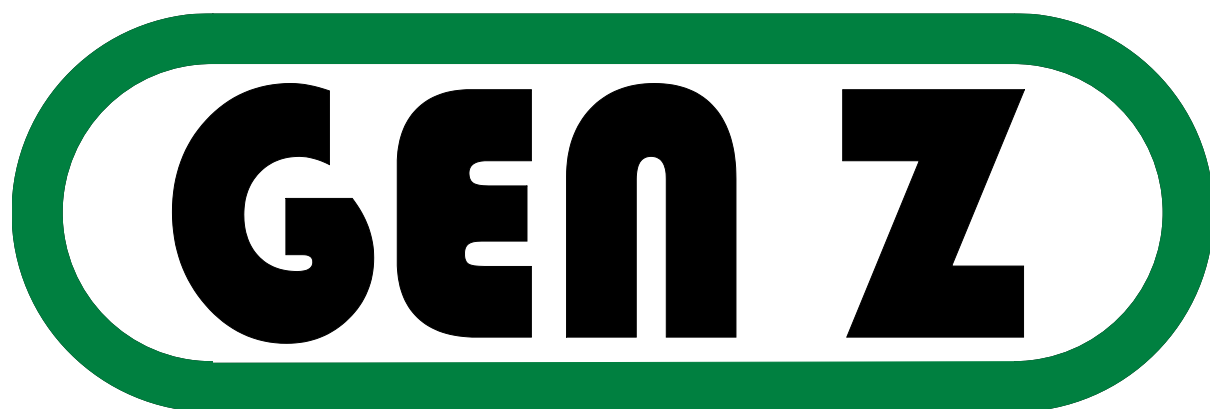
# NUSA CAREERS EDUCATION



NOTTINGHAM UNIVERSITY  
SAMWORTH ACADEMY

## 2021-2022

Parent/ Carer booklet



## CONTENTS PAGE

Introduction to careers education at NUSA

Key staff

GENZ: what is this?

Gatsby Benchmarks: what are they?

GENZ: careers education in the curriculum

COMPASS+: How we measure the impact of our careers programme

Personal Development: careers education within our PSHE programme

DANCOP: how will they support our students with careers education

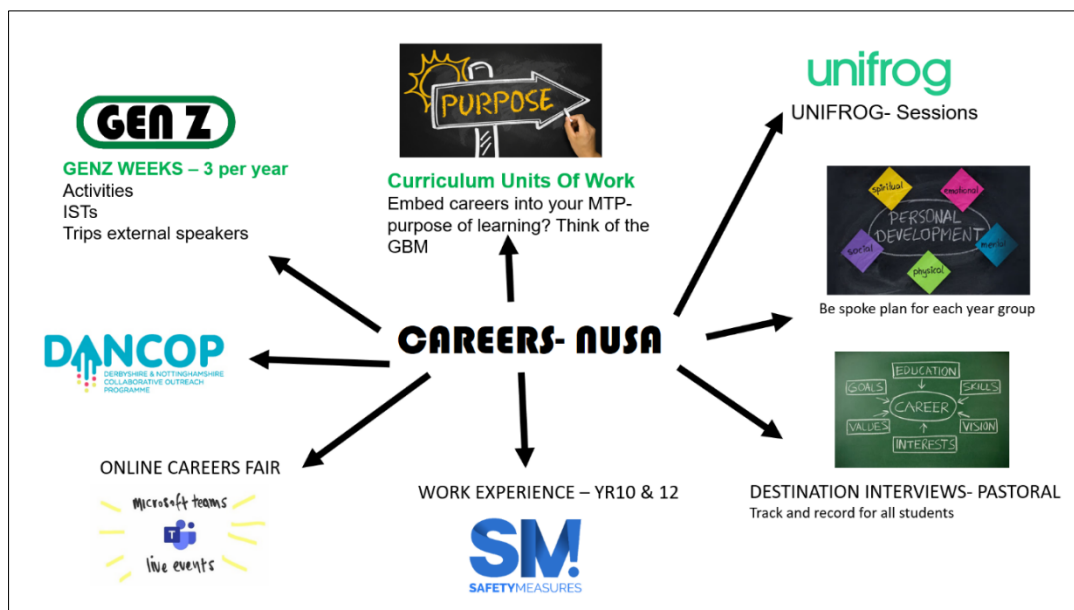
Destination interviews: all students to complete a careers interview

UNIFROG: online destinations package offering careers advice

NUSA Work experience

Into University

Useful links



### Introduction from Mrs Howard

*In our rapidly changing world, careers guidance has never been more important to young people. The number of careers available to our students is continually evolving and it is vital that we provide them with as much impartial advice as possible so that they understand the variety of options open to them as they embark on their journey in to the working*



world. It is imperative to us at NUSA that all of our students leave our care with as much knowledge about careers as possible so that they can make fully informed choices as young adults.

I hope this booklet provides you with all of the information you need to support you when guiding your child in their choices after NUSA.

### **Careers education at NUSA**

Students will experience a range of activities in all lessons to give them advice and guidance about careers education. We believe that one of the ways in which students engage in learning is if they know the **purpose** behind the lesson, and how it will support them make informed decisions about what they want to do post NUSA. This section of the booklet will give you an overview of intent for careers education.

### **Careers embedded within the curriculum**

Teachers at NUSA have made every effort to ensure that each scheme of work, in every subject, has some aspect of learning that focuses on careers and advice within their subject area. As a result Careers education is not a 'bolt on' added to the timetable, but more importantly, is embedded within the curriculum.

As can be seen below we will deliver careers advice and guidance through the following strategies:

- **GEN Z** lessons. Termly focused weeks where every student in every subject will have a focused 'careers' lesson. This will result in an independent study task being set for them to complete after the lesson. During the week students may go on trips, have guest speakers in lessons and use Unifrog as part of their lesson
- **Curriculum**- All students to be informed about the purpose of their learning and how the context of learning is linked to the world of work
- **Unifrog**- this is an online platform that has a range of learning tasks, information and features related to careers education. Students in all year groups will have access to this platform and receive a login password and username
- **PSHE** lessons. All students in all years will study a personal development programme. As part of this programme careers education features throughout. This is tailored for each year group. For example in year 11 students will take part in an 'interview day' where they will be expected to come into school dressed for an interview. As part of the day they will be interviewed by outside companies, given feedback on their performance and, furthermore given advice on CV writing.
- **Destination interviews**. Every student will receive an achievement interview. A strong feature of this interview will be to ascertain what their career aspirations are. The sooner we know this, the sooner we can offer them the best advice on the options process at the end of year 9 so that we can steer them in the right direction to college, university or an apprenticeship scheme.
- **Work experience**. Students will get the opportunity to take part in a work experience week in year 10. This has historically always been such a positive experience for NUSA students. We will work with Safety Measures to ensure all placements have been risk assessed before students start their placement. Additionally if students stay on to study at NUSA16 they will also have an additional work experience placement in year 12.
- **On line careers fairs**. Within our network of schools we have many contacts with other post 16 colleges, universities and professions. Throughout the year 10 and NUSA 16 students will be given impartial advice on the many routes into further study or

employment. One way we do this is to hold a 'Microsoft Teams' careers fair where careers advisors from colleges, universities and different professions impart and share knowledge about how to apply, what qualifications are required and what it is like to study or work in their particular college, university or profession.

- **DANCOP.** DANCOP is a collaborative network between universities and colleges across Derbyshire and Nottinghamshire that exists to provide targeted higher education outreach programmes to secondary schools and colleges across the two counties. We have close links with DANCOP that offer a range of exciting activities to all year groups at NUSA. These range from Nottingham University offering girls a STEAM (Science Technology Engineering Art and Maths) day to Post 16 students given the opportunity to visit Russel Group universities.



**Mrs Howard**

Head of School



**Mr Smith**

Senior Leader

Responsibility for careers education

rsmith@nusa.org.uk



**Miss Fletcher**

Head of P16

DANCOP

lfletcher@nusa.org.uk



**Miss Sayer**

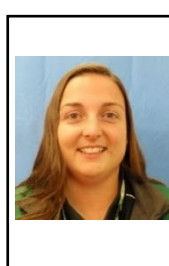
Teacher of PE and PSHE co-ordinator

esayer@nusa.org.uk



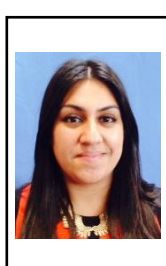
**Mr Kirkby**

Head of Year 8



**Miss Hemm**

Head of Year 9



**Miss Mahli**

Head of Year 10

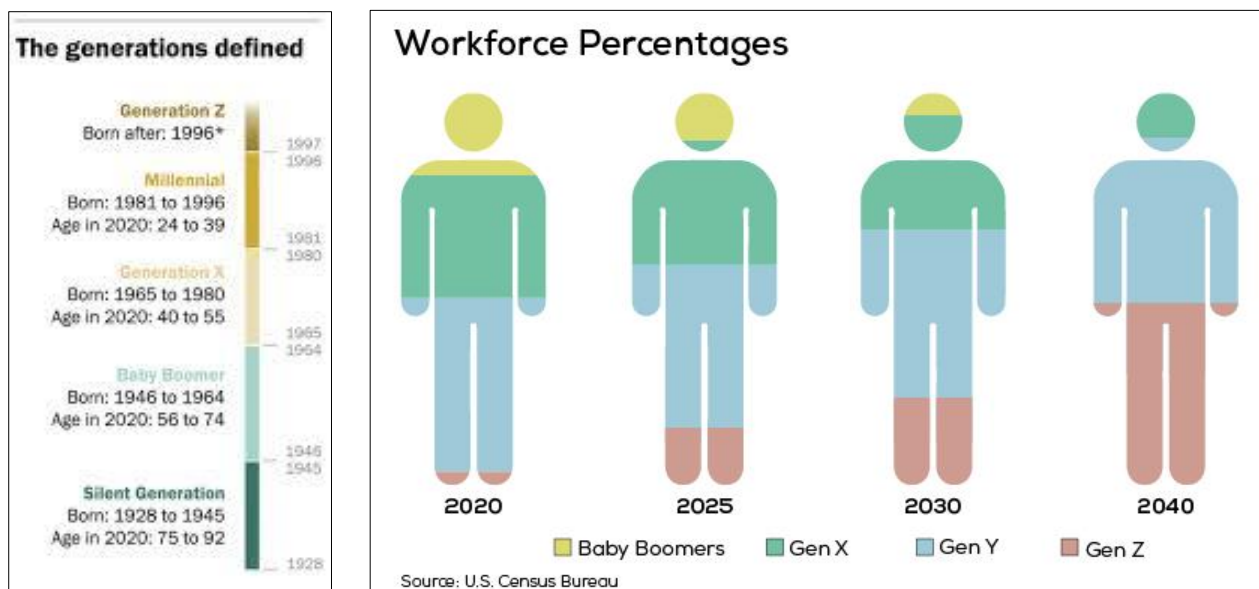


**Miss Strawson**

Head of Year 11

## What is GEN Z?

At NUSA we have branded all careers-based lessons and experiences as 'GENZ', this refers to Generation Z. Generation Z is a term used to describe people who were born after 1996, ie our students currently at NUSA.



Preparing our students for the world of work is paramount as part of their success. As can be seen from the graphic above, 'Workforce Percentages', our students will make the main percentage of the UK workforce in the next 20 years and beyond.

The graphic below, taken from <https://www.thendobetter.com/investing/2018/7/7/generation-z-a-look-at-their-different-qualities-versus-millennials>, shows some of the skills and attributes that our students will need in order to prepare for the future landscape of work. It also compares them to their competition, i.e. people born before them, predominantly millennials and generation X.

We will educate NUSA students about the challenges they face and how they need to prepare to secure the skill sets and knowledge needed for future employment.

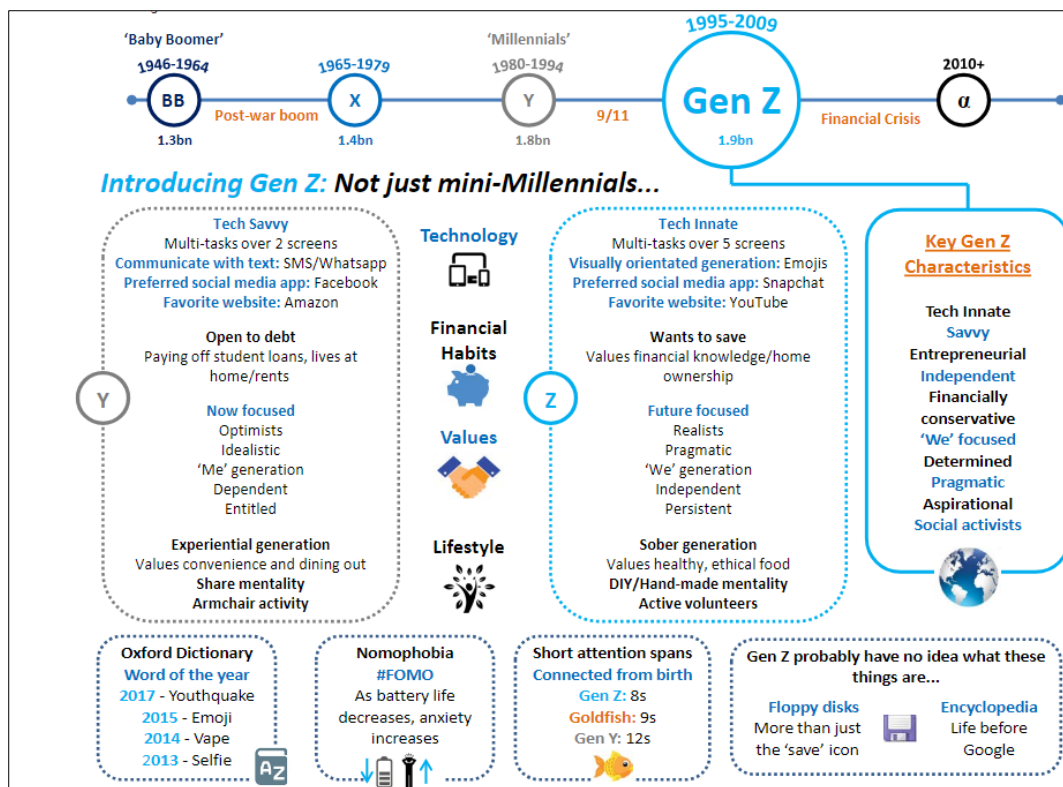


FIGURE 10 Generation Map – Which cohort do you belong to?

	1946-1964 <b>Baby Boomers</b> Age 54-72	1965-1979 <b>Generation X</b> Age 39-53	1980-1994 <b>Millennials</b> Age 24-38	1995-2009 <b>Generation Z</b> Age 9-23
<b>Social markers</b>	Post-war boom, sexual revolution, rock & roll	Berlin Wall, Black Monday, Thatcherism/ Reagan	New Millennium, 9/11	Global financial crisis, Obama, WikiLeaks
<b>Aspiration</b>	Job security	Work-life balance	Freedom & flexibility	Security & stability
<b>Iconic technology</b>	Digital acquirers TV(56), Audio Cassette (62)	Digital immigrants VCR(76), IBM (81)	Digital natives Internet, SMS, DVD (95)	Technoholics MacBook, iPad, Google
<b>Communication media</b>	Formal Letter Groovy, Split	Telephone Dude, Right on!	SMS/ Email My bad, Wassup?	Social Media Cray cray, Slay
<b>Slangage</b>	Cool, Daddy-O	Wicked, Psyche!	Phat, Bling	Bae, YOLO
<b>Music</b>	Audio cassette Elvis, Beatles, Rolling Stones	Walkman/ Boombox Nirvana, Madonna	CD player/iPod Eminem, Britney Spears	Spotify Justin Bieber, Taylor Swift
<b>Family values &amp; situations</b>	Strong family values, multi-child families	First latch-key children, increased divorce rates	Single-parented children	Single or same sex parents
<b>Workforce values</b>	Strong work ethic, loyal to job, strong group workforce	Increasing female workforce, more individually focused	Seek good/work life balance, strong sense of entitlement	Multitaskers, entrepreneurial, seek flexibility
<b>Marketing</b>	Broadcast (mass)	Direct (targeted)	Online (linked)	Digital (social)

Source: Barclays Wealth (2013), Big Arrow Group – Connect at any age, Mccrindle (2017)

## What are the GATSBY benchmarks?

The Gatsby Benchmarks are a framework of **8 guidelines** that define the best careers provision in secondary schools. At NUSA we will map out and cross reference all careers provisions against the GATSBY benchmarks. In essence we will use these to measure the impact of our careers programme.

The Gatsby Benchmarks have a key role in:

- raising young people's aspirations and promoting access to all career pathways;
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience;
- underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance.



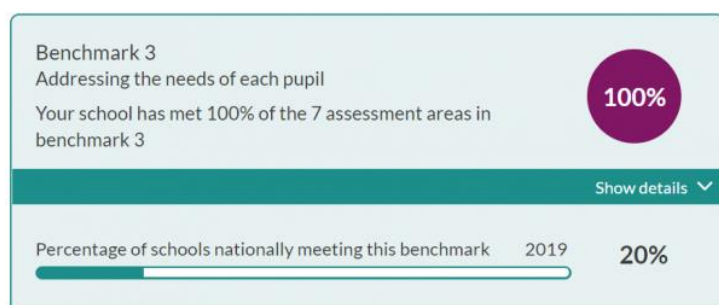
## COMPASS+: How we measure the impact of our careers programme



COMPASS+ is a free tool for schools and colleges in England, that quickly and easily helps us to evaluate our careers activity against the eight Gatsby Bench marks

At NUSA we will use the new COMPASS+ evaluation tool to help do the following:

- Track individual students' careers interests and intended destinations (what they plan to do after leaving school)
- Track individual students' actual destinations (what they do for 3 years after leaving the school)
- Plan and track careers activities for individual students
- Input and store details of third-party organisations and contacts that can support their school with careers provision
- Download key information into reports, for the following purposes:
  - For analysis and reporting within their school
  - To provide data to local authorities to support them in their statutory duty to record the intended destinations of 16-year old
  - To provide systematic records to each student of the individual advice given to them as recommended in the Gatsby Benchmarks.
  -



The image on the left is an example of how COMPASS provides information on a school's progress against the 8 Gatsby Bench marks.

An evaluation is undertaken at several points throughout the year to track progress. It then gives you a percentage score against each Gatsby Benchmark.

*(This image is purely an example of how it looks and does not represent NUSA's actual evaluation results)*



## GENZ- Careers education in our Curriculum (RSM)

At NUSA teachers have embedded careers education in all schemes of work. Each project in every subject has a careers focus which will be communicated to students using the GENZ logo. We believe that careers education should not be taught as a separate entity but more importantly students' careers education should be immersed in all subject areas. Students will then see the value of the subject or topic that they are learning and then understand the purpose of their learning.

Engineering GENZ lesson informing students about the design process.

### SHAPING THE LEARNING GEN Z

**Today: Lesson Objective** 1. To understand the Design Process (R105) and be able to apply the process to an engineered product

The Design Cycle is the process a designer goes through to create a product. Once they reach the evaluate stage, designers can return to identify, to correct any issues they found in the testing and evaluation stages.

Designers will also use The Design Cycle as structure to make sure designs are thoroughly developed and reviewed at each stage, and allows the designers to discuss the design with the client at regular intervals

### Guardian Gargoyle GEN Z

Observational drawing: Shape, Tone, Texture

Choice: oo3  
 • Plain paper  
 • Half picture  
 • Line drawing

Know: basic drawing skills  
 Apply: understanding of symmetrical and placement of features  
 Create: an observational drawing of a gargoyle displaying quality drawing sk

SKILL	BASIC	Developing	Secure	CONFIDENT
SHAPE	1. Use dark line basic shape that sets up the gargoyle	1. Use dark lines more than 1 block above line and proportion. The outline shape is basic with some definition.	1. Use dark confidently 2 show scale and proportion quite accurately. The shape is organized and more good use of definition.	1. Use dark confidently and accurately show scale and proportion. The shape is organized with full awareness of definition.
TONE	1. Use some tone. Soft, flat. Slightly more as a job.	1. Use some tone. Soft, flat. Slightly more as a job.	1. Use a good variety of tone to show 2. Apply some tone with care, thinking about direction of application. 1. Begin to develop the texture (cross-hatch, etc.)	1. Use tone to add shape to create realistic form. 2. Use cross-hatch to create a range of textures in my drawing.
TEXTURE				

Barrie Gower  
 Special effects make up artist  
<http://www.coreymakeup.com/>

Success Criteria:  
 Lightly drawn outline, shape and details  
 Features correctly positioned and good proportion  
 Range of tonal values applied  
 Cross-hatch, dash, dot textures

RESILIENCE CREATIVITY NUMERACY

<https://nickdudman.co.uk/>

Art GENZ lesson informing students about the film industry.

History GENZ lesson informing students how different professions use sources of information in their line of work.

#### HOW TO BREAK DOWN A SOURCE AND USE IT

Source: e.g. written document, graph or picture

Primary or Secondary source?

Who created it and why?

What is the aim of it?

In what context was it written?

What questions might it help me to answer?

Is anything new to that field at the time of source?

Is emotion shown?

Is it reliable?

**Now you know how useful the evidence is.**

an archaeologist use the question flow chart to investigate event or object?

a policeman use the different types of sources to a crime?

a journalist use sources to write a report?

important a lawyer looks at evidence?

a museum curator want to ask questions about objects in um?

different sources help a doctor or nurse?

Why might MPs use different types of sources?

What might a detective investigating a murder use?

What other history skills that we have learnt about could the people above use?

Type of Source	Usefulness	Limitation Questions
Soldier's accounts, interviews and oral evidence	First-hand experience	How good are our memories? Are they reliable? What happens at the time does it? Can you generalise from one account? Do we choose to forget some things or to exaggerate?
Memories	Provides information about an event.	Usually written after the event. Motive for writing? May defend the author's decisions? May exaggerate risk?
Newspapers	Contemporary accounts of important events.	They take sides. Sometimes leave out important facts. No direct relationship in WOTB but likely to be patriotic. Do not always tell the truth. May exaggerate. Try to influence what people think.
Novels/poems	Novels and poems can be researched by writers.	Did the writer witness the events? Are they trying to be factual or adding things to make the story more interesting? What were the reasons for writing to entertain, to put over a message or a point of view, to educate people?
Photographs, sound and film	Show or allow you to see/hear what an event was like.	Why was it taken? How much does it show? Can you generalise from it? Does it tell the truth or is it somebody's point of view?
Government and Official statistics	Officially collected by government.	How were they collected? Are they accurate? Are they trying to prove something? What do they hide?
Politicians' speeches	Provides information about what they thought.	Purpose? Who is being addressed and why?
Propaganda and posters	Gives government and other views point of view.	Purpose? How is the point made visually? Who was it designed to appeal to?
Cartoons	Shows contemporary humour/opinion.	What is the point being made? Who drew it and why?
Diaries	Gives contemporary and first-hand accounts.	Why did the person keep a diary? Did they mean it to be read? Are details left out? What do we learn about the diarist from what he has written?
Letters	Basic information	Why written? To whom?
Biographies	Primary information about key events	Why was it written? Did the biographer know the person? Have they told the whole story? Did the writer have access to all the sources they needed?
Art	Provides somebody's opinion.	Why was it painted? Are we seeing somebody's view of what happened. Is a message being put across?

How can history skills help me to gain a career in so many different roles and professions? GEN Z

## GENZ weeks

Additional to the above we have also planned three stop the clock GENZ lessons throughout the year. These will take place on the following dates in 2021/22 week commencing:

- 29/11/21
- 25/4/22
- 04/7/22

The purpose of this is for each subject to show students how their subject area is linked to careers. During the week every subject will deliver their GENZ lesson, this may also involve outside speakers coming into lessons and trips to universities

As part of the 'Careers guidance and access for education and training providers' produced by the DFE all teachers should meet the following:

*'Benchmark 4: Linking curriculum learning to careers*

*45. Subject teachers should also support the school's approach to careers in education and guidance'*

*'Subject teachers can be powerful role models' and 'teachers are to support the career development of young people in their tutorial role and through their subject teaching'*

As a result all departments have planned bespoke GENZ lessons that will promote their subject area stating how it is linked to the world of work. Following this an IST (Independent Study Task) will be set which will also be careers focused. Each department at NUSA has produced a lesson plan for the stop the clock lessons. See below an example from our History department:

DEPARTMENT: History (Humanities Department)			
Strategy	Plan/ Theme/ ideas	Resources required	STAFF
Yr 7 Careers related ISTs	<p><b>Term 1:</b> Speak to your family members and ask them if you they have a family heirloom or historical object that they can tell you about-your task is to act as a historian and tell the story of the object and why it is important. The object can be historical or of importance to your family. Example to be given to pupils as scaffolding. <b>Career links: Museum Archivist, Historian, Museum worker, Historian.</b></p> <p><b>Term 2:</b> Visit a place or historical site in the city (For example Wollaton Park or The Castle) and create a presentation or poster to explain to people why it is important to Nottingham and what role it had in our city's history. A list of possible places (Local to Bilborough and around the city centre) will be given to pupils. An example will be provided for scaffolding. <b>Career Links: Heritage and Tourism, Tour Guides, Historian, Museum based jobs.</b></p> <p><b>Term 3:</b> Your task is to create an information poster which explains some of the main truths about slavery that people may have misunderstandings about. Pupils will be presented with modern newspaper examples for them to explain why the reports may be incorrect and misleading. An example and scaffolding will be provided. <b>Career Links: Journalism, Historian, Politics, News Editor, Museum Worker.</b></p>	<p><b>Term 1:</b> Family object. Paper can be provided if required.</p> <p><b>Term 2:</b> Task sheet, example work, List of possible locations.</p> <p><b>Term 3:</b> Task sheets, newspaper reports, model example.</p>	

## Careers Education in our PSHE Programme

Each year group have weekly Personal, Social, Health and Economic (PSHE) Education lessons as part of our Personal Development provision at NUSA. As part of the PSHE curriculum, each year group from year 8 upwards will have a half-term that focuses on careers education. This will be personalised for each year group to ensure that it is relevant to the stage they are at. The table below outlines the content that will be covered with each year group for the 2021-22 academic year.

### NUSA PSHE CURRICULUM OVERVIEW 2021-22

	Autumn 1 7 weeks (TR 6 +7)	Autumn 2 7 weeks	Spring 1 5 weeks (TR 4 +5)	Spring 2 6 weeks	Summer 1 6 weeks (TR 5 + 6)	Summer 2 7 weeks
Year 7	<b>Building Relationships</b> <ul style="list-style-type: none"> <li>Features of positive friendships</li> <li>Building and maintaining friendships</li> <li>Bullying and cyberbullying</li> </ul>	<b>Physical Health</b> <ul style="list-style-type: none"> <li>Diet, exercise, sleep, dental health, personal hygiene</li> <li>Choices about physical health</li> </ul>	<b>Health and Puberty</b> <ul style="list-style-type: none"> <li>Physical and emotional changes during puberty</li> <li>Menstruation</li> </ul>	<b>Mental Health</b> <ul style="list-style-type: none"> <li>Healthy and unhealthy coping strategies (self-harm)</li> <li>Body image &amp; confidence</li> </ul>	<b>British Values and Online Safety</b> <ul style="list-style-type: none"> <li>British Values and personal values</li> <li>Antisocial behaviour</li> <li>Online safety</li> </ul>	<b>Respectful Relationships</b> <ul style="list-style-type: none"> <li>Introduction to consent</li> <li>FGM</li> <li>Romantic relationships</li> <li>Family roles</li> <li>Change and loss</li> </ul>
Year 8	<b>Mental Wellbeing</b> <ul style="list-style-type: none"> <li>Attitudes and stigma</li> <li>Unhealthy coping strategies (self-harm, eating disorders)</li> <li>Healthy coping strategies</li> <li>Impact of social media</li> </ul>	<b>Diversity and Discrimination</b> <ul style="list-style-type: none"> <li>Sexual orientation</li> <li>Gender identity</li> <li>Stereotypes, prejudice and discrimination</li> <li>The Equality Act (2010)</li> </ul>	<b>Drugs and Alcohol</b> <ul style="list-style-type: none"> <li>Introduction to legal and illegal drugs</li> <li>Legal drugs: caffeine, smoking, vaping, alcohol</li> <li>Managing influences and decision making</li> </ul>	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>Healthy and unhealthy relationships</li> <li>Domestic abuse</li> <li>Consent</li> <li>Sexting</li> <li>Introduction to contraception</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>Social media use</li> <li>Cyberbullying</li> <li>Peer pressure</li> <li>Gaming safety and online grooming</li> </ul>	<b>Careers and First Aid</b> <ul style="list-style-type: none"> <li>Employability skills</li> <li>Goal setting and future aspirations</li> <li>Growth mindset</li> <li>Basic first aid</li> <li>CPR</li> </ul>
Year 9	<b>Physical and Mental Health</b> <ul style="list-style-type: none"> <li>Mental ill-health (depression, anxiety, stress)</li> <li>Healthy coping strategies</li> <li>Positive health choices</li> </ul>	<b>Intimate Relationships</b> <ul style="list-style-type: none"> <li>Unhealthy relationships</li> <li>Consent</li> <li>Relationships and the media, including sexting</li> <li>Pornography</li> <li>Contraception and STIs</li> </ul>	<b>KS4 Options and Careers</b> <ul style="list-style-type: none"> <li>Personal skills and interests</li> <li>Post-16 and career pathways</li> <li>KS4 Options</li> </ul>	<b>Respectful Relationships</b> <ul style="list-style-type: none"> <li>Child Sexual Exploitation</li> <li>Conflict management</li> <li>Change and breakdown of relationships</li> <li>Marriage and family roles</li> </ul>	<b>Financial Decision Making</b> <ul style="list-style-type: none"> <li>Budgeting and spending</li> <li>Saving and borrowing</li> <li>Debt</li> <li>Media reliability</li> </ul>	<b>Drugs and Alcohol</b> <ul style="list-style-type: none"> <li>Attitudes to drugs</li> <li>Drugs and the law</li> <li>Alcohol and cannabis</li> <li>Managing risk and influence</li> <li>Gangs and violent crime</li> <li>County Lines</li> </ul>
Year 10	<b>Physical and Mental Health</b> <ul style="list-style-type: none"> <li>Mental ill-health (depression, anxiety, stress)</li> <li>Reframing negative thinking</li> <li>Positive health choices</li> </ul>	<b>Intimate Relationships</b> <ul style="list-style-type: none"> <li>Intimacy expectations and managing sexual pressure</li> <li>Pornography</li> <li>Contraception</li> </ul>	<b>Intimate Relationships</b> <ul style="list-style-type: none"> <li>Contraception</li> <li>STIs</li> <li>Pregnancy choices (abortion, adoption, having the baby)</li> </ul>	<b>Drugs and Influences</b> <ul style="list-style-type: none"> <li>Attitudes to drugs</li> <li>Drugs and the law</li> <li>Alcohol and cannabis</li> <li>Assessing risk</li> <li>Managing influence</li> <li>Help-seeking and support</li> </ul>	<b>Financial Decision Making</b> <ul style="list-style-type: none"> <li>Budgeting and spending</li> <li>Saving and borrowing</li> <li>Debt</li> <li>Payslips and tax</li> </ul>	<b>Safe and Respectful Relationships</b> <ul style="list-style-type: none"> <li>Celebrating diversity and challenging prejudice</li> <li>Extremism and radicalisation</li> <li>FGM, forced marriage and honour-based violence</li> <li>Abuse and harassment</li> </ul>
Year 11	<b>Preparing for the year ahead</b> <ul style="list-style-type: none"> <li>Managing stress</li> <li>Positive lifestyle choices</li> </ul>	<b>Next Steps</b> <ul style="list-style-type: none"> <li>Post-16 and career options</li> <li>CV writing</li> <li>Interview skills</li> </ul>	<b>Relationship Safety</b> <ul style="list-style-type: none"> <li>Abusive relationships</li> <li>Sexual harassment/ violence</li> <li>Coercive control</li> <li>Contraception negotiation</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Cancer awareness and self-examination</li> <li>STIs and sexual health services</li> <li>Fertility (including miscarriage)</li> <li>Blood, organ and stem cell donation</li> </ul>	<b>Preparing for Adult Life</b> <ul style="list-style-type: none"> <li>Budgeting, borrowing and saving</li> <li>Payslips and tax</li> <li>Borrowing and debt</li> <li>Mortgages and the cost of living</li> <li>Financial risk (insurance)</li> <li>Online gambling</li> </ul>	
	<b>Family Relationships</b> <ul style="list-style-type: none"> <li>Long-term commitment</li> <li>Marriage, including forced marriage</li> <li>Parenting</li> </ul>	<b>Health</b> <ul style="list-style-type: none"> <li>CPR and defibrillators</li> <li>Basic first aid</li> <li>FGM</li> </ul>				

Year	Activity	Gatsby Bench Mark
8	Employability skills Goal settings and future aspirations Growth mindset	3,4,8
9	Personal skills and interests P16 and career pathways KS4 options	2,3,7,8
10	Pathways and aspirations Work experience Positive personal image	2,3,5,7,8
11	P16 and career options CV writing Interview skills	2,3,7,8

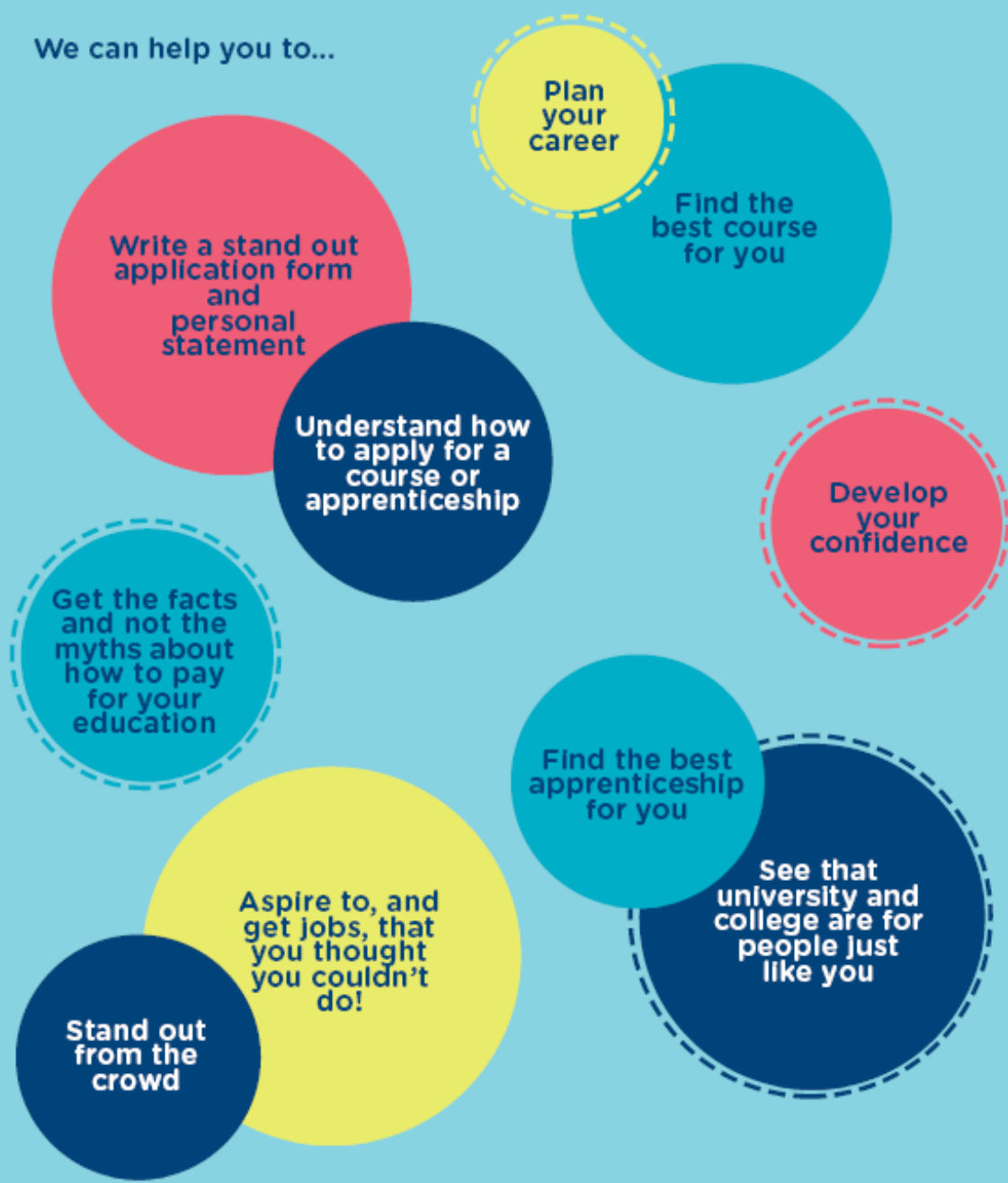
## DANCOP- Programme of activities on offer for different year groups

# What is DANCOP?



The Derbyshire and Nottinghamshire Collaborative Outreach Programme is an organisation which works with young people in schools and 6th form colleges in years 9 to 13. We aim to help young people understand the benefits that staying on in higher education at the age of 18 can bring, to help young people get the right information about the courses and apprenticeships that are available and to understand how they can pay for them.

We can help you to...



## We do this by...

Delivering assemblies in your school that are linked to key programmes in each year group, such as work experience and transition to 6th form or college.

Funding external speakers to come into school to help you.

Paying the cost of transport so that you can participate in careers and higher education events like UCAS fairs.

Offering you opportunities to visit colleges and universities.

Delivering workshops on a range of topics, such as apprenticeships, why subjects such as geography and PD are so important and the types of jobs you can get from studying them, as well as pathways to law, medicine and sport.

Paying students from local colleges and universities to come and talk to you about their courses or apprenticeships, how to apply for them and how to pay for them.

## Want to know more?



You can get more information about how we can help by talking to Miss Fletcher or by visiting our website. On our website, you can find a range of resources designed to help you on:

- Finance and money management
- Mental health and well being
- Study skills
- Workplace learning
- Digital skills
- Career planning

[www.teamdancop.co.uk/learningforlife](http://www.teamdancop.co.uk/learningforlife)



info@teamdancop.co.uk



@TeamDANCOP

## Unifrog

At NUSA all students will use the UNIFROG platform to help inform them about the different routes into further and higher education, apprenticeships and general careers guidance. All students have been issued with a log in and can access this from any smart or mobile device. Students will use this in subject, PSHE and Enterprise lessons. Parents will also be issued with a personal user name and log in details to access the platform.

The screenshot displays the Unifrog website and its mobile app interface. The website header includes navigation links: ABOUT, BLOG, INSIGHTS, CASE STUDIES, JOBS, CONTACT, and SIGN IN. A main banner features the text "Helping students find their future" and a photo of two students. Below this, "OUR VALUES" are listed as principles: 1. Positive social impact, 2. Continuous improvement, and 3. Customer focus. The "ACCESS ALL THE TOOLS BELOW" section is titled "Searching for Opportunities" and contains five cards: University (13 shortlists), Apprenticeships (5 shortlists), College / Sixth Form (1 shortlist), MOOC (first shortlist), and Oxbridge (1 shortlist). A "Making Applications" section includes three cards: Competencies Store (5 completed), Personal Statement (finished), and Teacher References (grades A, A, B, and Overall Reference).

The mobile app interface shows a user named Tom with a progress summary of 74% complete. It includes a recommendation to finish recording 5 key competencies and a link to "See all your tasks".

# DESTINATION INTERVIEWS 2021-22

## Gatsby Benchmark 8

Personal guidance

All students in years 9-12 will have one destinations interview per year. Students will be asked a range of questions based on their progress and aspirations for the future. This will be to ensure that they are ready and prepared for the next step in their educational journey. The aim is to give impartial advice to NUSA students.



Destination interview team (Destination mentors) to interview students.

All interviews to be completed **in one day or over the course of an agreed week**. Students to be given appointment times and interviews to take place in the Sports Gym, following COVID guidance and social distancing.

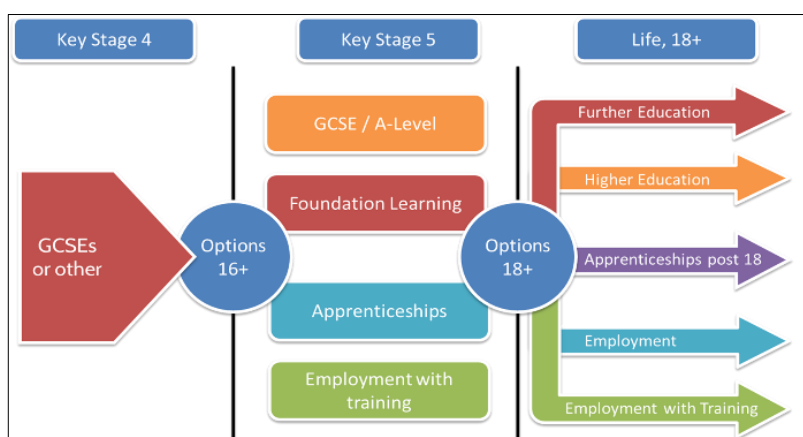
Students' aspirations and intentions to be recorded on a spreadsheet by Destination Mentor

### Year 9 focus: (March )

- Preparation **for options** – guidance on course selection
- Initial aspirations- Further education? Level 3 or apprenticeships
- Unifrog usage- career research

### Year 10 focus: (November- GENZ week)

- Initial aspirations- Further education? Level 3 or apprenticeships
- CV writing – UNIFROG
- Subject progress – barriers- Predictions

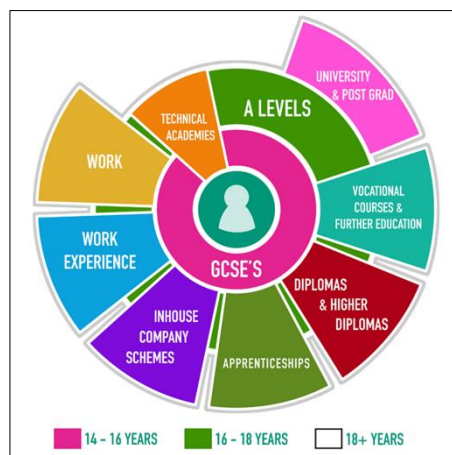


### Year 11 focus: (November GENZ week)

- College choice 1-3
- Subject choice or apprenticeship intentions
- Subject progress – barriers- predictions
- CV writing- UNIFROG

### Year 12 & 13 focus: (Jan )

- University choice 1-3
- Degree course
- Unifrog- personal statement
- UCAS
- Subject progress – barriers- predictions



### Student action plan

All students will complete an action plan of what they need to do in order to fulfil their dreams and ambitions. These can be personalised for different year groups, find below an example of a KS3 action plan.

## My career plan

Fill in the table below to plan how you will be successful in securing your dream job.

NAME:

TUTOR:

What job do you want to have when you leave school?	
What options will you take/ have you taken to get this job?	
What GCSE results will you need to secure?	
Will you need A level/ BTEC National qualification?	
Will you need to go to University to study a degree? If so what?	
Will you need to take an apprenticeship?	



REFLECTION





## NUSA Work Experience (RSM)

At NUSA students have traditionally always taken part in work experience during year 10. We will plan ahead as normal and be optimistic that our students will take part in this valuable experience this year given the current COVID climate. We are currently investigating other ways for students to potentially take part in work experience in other 'virtual' ways.

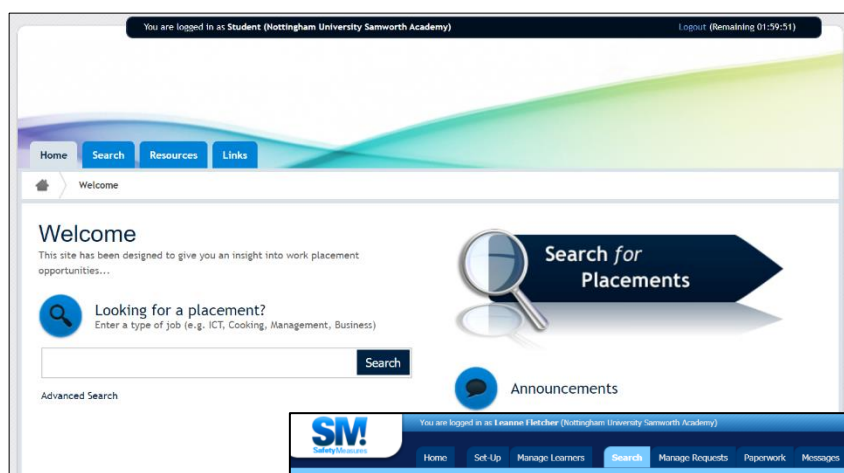


We have a partnership with Safety Measures. This company assists and supports us with ensuring all risk assessments are in place and also helps facilitate the securing of placements across Nottinghamshire.

This provision is not only limited to year 10, year 12 students will also benefit from this provision, ensuring they improve their experience which will be valuable for their CV and UCAS applications in year 13.

Each student will have access to the Safety Measures website. This enables students to research available work placements and are encouraged to then discuss placements with their family. It is then down to the responsibility of the students to make contact and approach the potential company to secure their placement.

Parents are also given a username and password to support their children in this process. The head of year and SLT member for careers are obviously instrumental in supporting students with all work experience applications.



Employer	Emp ID	Job Title	Job ID	Postcode	HS Expires	Information
Beechdale Public House	4835	Catering Assistant	5347	NG8 3FE	13/06/2019	
Berry Testy	3845	Catering Assistant	4190	NG8 4PH	10/07/2018	
Lynnes Filling Inn	8297	Catering Assistant	9320	NG8 5RX	11/04/2021	
Mulbury Primary School	3479	Kitchen Assistant	9448	NG8 4AU	23/04/2019	
Mulberry Tree Cafe	4617	Team Member / Front Of House	5097	NG8 6PE	31/05/2019	
Oakfield School	2059	Cafe Asst	5800	NG8 3HW	22/11/2022	
Panper Place	2023	Assistant	2161	NG8 5GA	06/12/2021	
University of Nottingham	60	Catering Assistant	4832	NG8 1BB	11/05/2019	

## Into University

At NUSA we have very close links with The University of Nottingham and IntoUniversity who provide guidance and group seminars to number of our students. As can be seen from the programme below this involves students in every year group. A range of activities have been organised to improve students understanding of careers, life skills, and introduction into University life. We annually take a number of students to visit Nottingham University to enable our students to get a 'hands on feel' for university life. Previously we have also arranged a NUSA graduation on the University Campus for our year 9 students to celebrate their achievements before progressing onto their next chapter of learning and studying for their GCSE's.



<b>Outreach 1</b>		
<b>Outreach 2</b>		
<b>Outreach 3</b>		



## CAREERS CALENDAR 2021-22 (Some events are subject to change)

Month	Gatsby Bench mark	Month	Gatsby Bench mark
<b>October</b>  JP Morgan work experience launch (Y12 Business) 7 <sup>th</sup> October  12 Oct- Year 13 NTU- what university can do for you 18 <sup>th</sup> Oct Year 12 NTU- what university can do for you  19 <sup>th</sup> October- Yr13 into university workshop and 1-1 support	<b>7 &amp; 5</b>  <b>3,7,8</b>  <b>8</b>	<b>March</b>  Year 9 PSHE Careers Programme Year 9 career interviews Year 9 parents evening 24 <sup>th</sup> March  29 <sup>th</sup> March Yr12-UCAS East Midlands convention Derby  Outreach 1  NUSA careers fair – all day  <b>National Careers week! 7-12<sup>th</sup> March</b>	<b>1,2,3,8</b> <b>8,2,1</b>  <b>8</b>  <b>1-8</b>
<b>November</b>  12 <sup>th</sup> November- Army visit (Yrs 9-NUSA16)  18 <sup>th</sup> November -Yr 11 interviews PSHE (interview prep)  <b>19<sup>th</sup> November- Yr 10 career interviews (reschedule)</b>  w/c 22nd November- Yr 11 Destination interviews starts  24 <sup>th</sup> November- NTU – Chemistry Trip (Yr12)  w/c 29 <sup>th</sup> November GENZ 1  29 <sup>th</sup> November NUSA16 open evening  Year 10 PSHE Careers Programme Year 11 PSHE Careers Programme  EPQ referencing workshop Year12 (TBC)  Year 8 Parents evening careers stand Thursday 18 <sup>th</sup>	<b>5,8</b>  <b>8</b>  <b>8</b>  <b>7,8</b>  <b>4,2,5</b>  <b>8</b>  <b>1,8,2</b>  <b>4</b>  <b>12,3,4</b>	<b>April</b>  Year 10 careers interviews w/c 25 <sup>th</sup> April GENZ 2  Outreach 2- Year8 Campus experience?	<b>8,2,1</b> <b>5,8,4</b>
<b>December</b>  3 <sup>rd</sup> December- Yr 13 into university 1-1 personal statements Yr 11 Destination interviews completed by 14 <sup>th</sup> December  6 <sup>th</sup> December- JP Morgan presentations Notts County Ground Yr 12 Business Yr 13 Personal statements UCAS Yr12- JP Morgan final week and presentation Careers open evening?	<b>8</b>  <b>8</b>  <b>5,6,8</b>  <b>6</b>  <b>1-8</b>	<b>May</b>  3 <sup>rd</sup> May- Y13 NTU- clearing and adjustments 9 <sup>th</sup> May – Yr12 into university skills for the future 27 <sup>th</sup> May- Yr9/10/12- Inspiring Futures? DANCOP!!	<b>7,8</b> <b>8</b> <b>2</b>
<b>January</b>  Year 13 Campus visit- Nottingham university  13 <sup>th</sup> January -Year 11 Parents evening careers stand and visitors 17 <sup>th</sup> January- Year 12 NTU researching your options <b>Yr 11 Parents Evening 30<sup>th</sup> Jan- colleges/ universities interactive stands etc</b> 31 <sup>st</sup> January- Yr12&13 A day of University life (UON) (Trip)	<b>3,7,8</b>  <b>3,5,7,8</b>  <b>8,2,3</b>  <b>7,3,2</b>	<b>June</b>  Year 8 PSHE Careers programme Year 12 Campus visit Lincoln (TBC) 6 <sup>th</sup> June Year 12 – NTU UCAS process 7 <sup>th</sup> June Year 13- NTU Thriving at university Outreach3	<b>2</b>  <b>7</b>
<b>February</b> <b>Year 8 career interviews</b>  Yr 13 NTU- student finance talk	<b>8</b>  <b>7,8,2</b>	<b>July</b>  GENZ3 w/c 4 <sup>th</sup> July Yr 10 Work experience w/c 4 <sup>th</sup> July  14 <sup>th</sup> July Year 10 parents evening- careers stand	<b>6,8</b>  <b>3,4</b>

## Careers Education overview – NUSA 2022- DRAFT

Year 7	Year 8	Year 9	Year 10	Year 11	P16
Medium term plans to include a career focus activity, one per half term on guidance and advice on pathways within their subject area. (UNIFROG)					
IST focus task once per term in each subject area	IST focus task once per term in each subject area	IST focus task once per term in each subject area	IST focus task once per term in each subject area	IST focus task once per term in each subject area	Electives-Futures/ EPQ
Achievement interview for every student once per year-aspiration	Achievement interview for every student twice per year-aspiration	Achievement interview for every student twice per year-aspiration. DANCOP support	Achievement interview for every student twice per year-aspiration	Achievement interview for every student twice per year-aspiration	Achievement interview for every student twice per year-aspiration
Generation Z week X3. Careers week focusing on GTB:  GENZ1- w/c 29 <sup>th</sup> Nov (GTB 4) GENZ2- w/c 25 <sup>th</sup> Apr (GTB 5) GENZ3- w/c 4 <sup>th</sup> July (GTB 6)	Generation Z week X3. Careers week focusing on GTB:  GENZ1- w/c 29 <sup>th</sup> Nov (GTB 4) GENZ2- w/c 25 <sup>th</sup> Apr (GTB 5) GENZ3- w/c 4 <sup>th</sup> July (GTB 6).	Generation Z week X3. Careers week focusing on GTB:  GENZ1- w/c 29 <sup>th</sup> Nov (GTB 4) GENZ2- w/c 25 <sup>th</sup> Apr (GTB 5) GENZ3- w/c 4 <sup>th</sup> July (GTB 6).	Generation Z week X3. Careers week focusing on GTB:  GENZ1- w/c 29 <sup>th</sup> Nov (GTB 4) GENZ2- w/c 25 <sup>th</sup> Apr (GTB 5) GENZ3- w/c 4 <sup>th</sup> July (GTB 6)	Generation Z week X3. Careers week focusing on GTB:  GENZ1- w/c 29 <sup>th</sup> Nov (GTB 4) GENZ2- w/c 25 <sup>th</sup> Apr (GTB 5) GENZ3- w/c 4 <sup>th</sup> July (GTB 6)days.	Generation Z week X3. Careers week focusing on GTB:  GENZ1- w/c 29 <sup>th</sup> Nov (GTB 4) GENZ2- w/c 25 <sup>th</sup> Apr (GTB 5) GENZ3- w/c 4 <sup>th</sup> July (GTB 6)
	ESB exams-focus on communication and literacy skills	Parents evening- outside colleges and careers represented to inform parents and students of possible pathways	Work experience week- June- all students to engage in the process	Yr 11 Careers day, Interview process and CV writing.	Work experience - all students to engage in the process. Bespoke work experience in line with MTP
	PSHE – Employability skills	PSHE- KS4 options & careers	PSHE- Careers and next steps	PSHE- Next steps P16 career options	PSHE- UCAS, UNIFROG, P16 career

	Goal setting and future aspirations Growth mindset	Personal skills and interests P16 and career pathways KS4 options (DANCOP booklets for every student)	Pathways and aspirations Work Experience Positive personal image	CV writing Interview skills	pathways, Personal statement prep, skills,
UNIFROG-Enterprise lessons	UNIFROG-Enterprise lessons	UNIFROG-Enterprise lessons			UNIFROG relaunch, Afternoon session for all students to update and familiarise their accounts <b>March</b>
		Think Forward programme. Identified group of student to have continued support from Donna. Those at risk of being NEET.			
		Careers open evening	Careers open evening	Careers open evening	Careers open evening
Parents evening- Careers GENZ stand	Parents evening- Careers GENZ stand	Parents evening- Careers GENZ stand options and future pathways	Parents evening- Careers GENZ stand options and future pathways	Parents evening- Careers GENZ stand options and future pathways	Parents evening- Careers GENZ stand options and future pathways
Outreach programme Assembly- Journey to higher education	Outreach programme Myths about higher education	Outreach programme Your skills, your future	Outreach programme Your future, your choice	Outreach programme What is success? GCSE and beyond (assembly)	
		Army careers visit (12 <sup>th</sup> Nov)	Army careers visit (12 <sup>th</sup> Nov)	Army careers visit (12 <sup>th</sup> Nov)	Army careers visit (12 <sup>th</sup> Nov)
	Outreach programme Campus experience			U Bilborough College Trip – Only students that have applied to study at Bilb	Into - UCAS personal statements and 1-1 support. Date 06.01.20

				<p>in Sept 2022 will spend an afternoon taking part in a tour, taster lessons and a Q&amp;A session with ex NUSA students. Mar – date TBC</p>	<p>10.40 – 12.15pm</p> <p>Into - 'Standing out from the crowd' workshop that teaches you how to stand out in the crowd! <a href="#">Booked 03.04.20</a></p>
				<p>Year 11 destination interviews – every student to attend an interview to support college applications, understanding career pathways and identify areas of academic support, action plan should be completed and email to student. Interviews to be completed by SLT &amp; middle leaders</p>	<p>Work experience 2 Y13?</p>

## Further links and information for parents:



The following information has come from the [nationalcareersweek.com](http://nationalcareersweek.com) website. A superb resource for both parents and students.

## Apprenticeship levels

[www.theparentsguideto.co.uk](http://www.theparentsguideto.co.uk)  
Featured in The Parents' Guide to Apprenticeships



**LEVEL 2**  
*Intermediate apprenticeships*  
Typical length  
12-18 months  
Entry requirements:  
None or few  
Qualifications obtained:  
GCSE, BTEC or equivalent  
Who's it for?  
Mostly for 16-year-olds with limited or no academic qualifications.



**LEVEL 4/5**  
*Higher apprenticeships*  
Typical length  
3-5 years  
Entry requirements:  
A Levels or equivalent  
Qualifications obtained:  
Higher national diploma / foundation degree  
Who's it for?  
Mostly for those who want to qualify for professional career paths without attending university or college. Sometimes referred to as 'school leaver' or 'non-graduate' programmes.



**LEVEL 3**  
*Advanced apprenticeships*  
Typical length  
12-24 months  
Entry requirements:  
Usually 5 GCSEs  
Qualifications obtained:  
A levels or equivalent  
Who's it for?  
Mostly for 16-year-olds with reasonable academic achievements but who don't want to study in sixth form.



**LEVEL 6/7**  
*Degree apprenticeships*  
Typical length  
3-7 years  
Entry requirements:  
At least 2 A Levels or equivalent  
Qualifications obtained:  
A BA or BSc degree or higher  
Who's it for?  
Mostly for those with excellent sixth form results that want to study for a degree or similar whilst working.



[www.theparentsguideto.co.uk](http://www.theparentsguideto.co.uk)

The Parents' Guide to [www.theparentsguideto.co.uk](http://www.theparentsguideto.co.uk)

Level	Qualification / educational route				
8	Doctorate (PhD)			NVQ 8	
7	Masters degree (MA)			Degree apprenticeship / NVQ 5, 6, 7	
6	Bachelors degree BA or BSc				
5	Foundation degree FdA or FdSc	Higher National Diploma (HND)		Higher apprenticeship / NVQ 4	
4	Higher National Certificate (HNC)				
3	A levels Grades A-E	International Baccalaureate	T Levels	BTEC diploma BTEC certificate	Advanced apprenticeship / NVQ 3
2	GCSE Grades 4-9 (C, B, A or A*)			BTEC first diploma	Intermediate apprenticeship / NVQ 2
1	GCSE Grades 1-3 (D,E,F or G)			Foundation diploma / entry level qualifications	Traineeship / NVQ 1
	Academic route			Vocational route	Applied / work route

## NUSA Careers Guidance website!

We have a range of resources and links that you can access from our very own school's website. Click on:

- Community enrichment tab
- Careers Guidance Tab
- Click on the individual links on the right hand side (circled in red) for:
- Unifrog, Year 10 Work Experience, Parent/ Carer guidance booklet, Work Experience on line instructions, Careers calendar, NUSA Careers Action plan and the NUSA careers overview

The screenshot shows the 'Student & Parent Portal' website. The 'Careers Guidance' section is active, featuring the GEN Z logo and an introduction from Mrs Howard. A red circle highlights the 'Related Web Links' and 'Related Downloads' sections on the right side of the page. The 'Related Web Links' section includes links for UNIFROG, Year 10 work experience here!, and a disclaimer. The 'Related Downloads' section lists various documents like 'Parent/ Carer careers guidance booklet [DOCX]', 'Work Experience on line instructions [DOCX]', 'Careers calendar 2021 [DOCX]', 'NUSA Careers Action plan [DOCX]', and 'Careers overview plan for each year group [DOCX]'. Below this is a calendar for December 2021.

## NUSA Virtual Careers Website

You can access a number of online tools to find **labour market information (LMIs)** by clicking on the Community enrichment tab and then selecting Virtual Careers Library

The screenshot shows the 'Virtual Careers Library' website. It features two large buttons: 'Click to pick a job' and 'Display the UK average'. Below each button is a smaller version of the same button. The website is powered by LMI For All.

The screenshot shows the NUSA website. It features a navigation menu with links for 'Latest Opportunities', 'Virtual Work Experience', 'Unifrog', 'School Years 7-8', and 'School Years 9-11'. Below the menu are several sections: 'Collective for Climate Action', 'Confetti College Opens Degree/Employability workshops', and 'NUSA6'. The 'Collective for Climate Action' section includes a link to a virtual work experience opportunity. The 'Confetti College' section provides information about degree and employability workshops. The 'NUSA6' section mentions a new A-level qualification.



## Essential careers related websites

<https://www.nusa.org.uk/page.php?p=vcf>

(Links to all of our key documents relating to careers under the Curriculum Enrichment tab)

<https://www.unifrog.org/>

(Access to plethora of careers related advice and guidance)

<http://safety-measures.co.uk/>

(Work Experience data base for year 10 and NUSA16 students)

<https://nationalcareersweek.com/>

(Careers week will take place on 7<sup>th</sup>- 12<sup>th</sup> March 2022)

<http://nationalcareers.service.gov.uk/>

(The official gov.co.uk careers service)

<http://ucas.com/>

(Looking for information regarding different universities and courses? This is the official website)

<http://apprenticeships.org.uk/>

(Interested in apprenticeships that are available? Look no further. Click above to find available apprenticeships and requirements)

<https://www.decisionz.co.uk/>

(A fantastic resource, download the monthly magazine here which is dedicated to local careers and guidance advice from Nottinghamshire)

