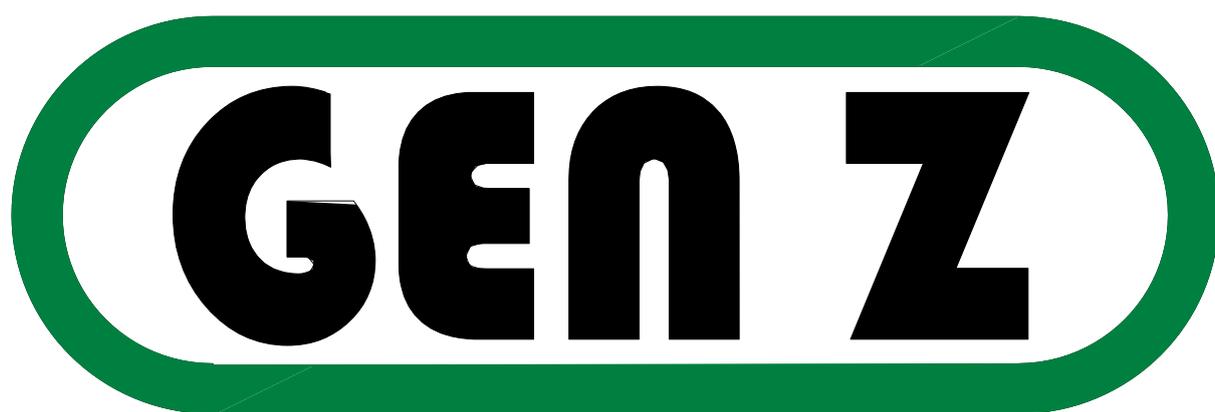


# NUSA CAREERS EDUCATION



NOTTINGHAM UNIVERSITY  
SAMWORTH ACADEMY

Parent/ Carer booklet



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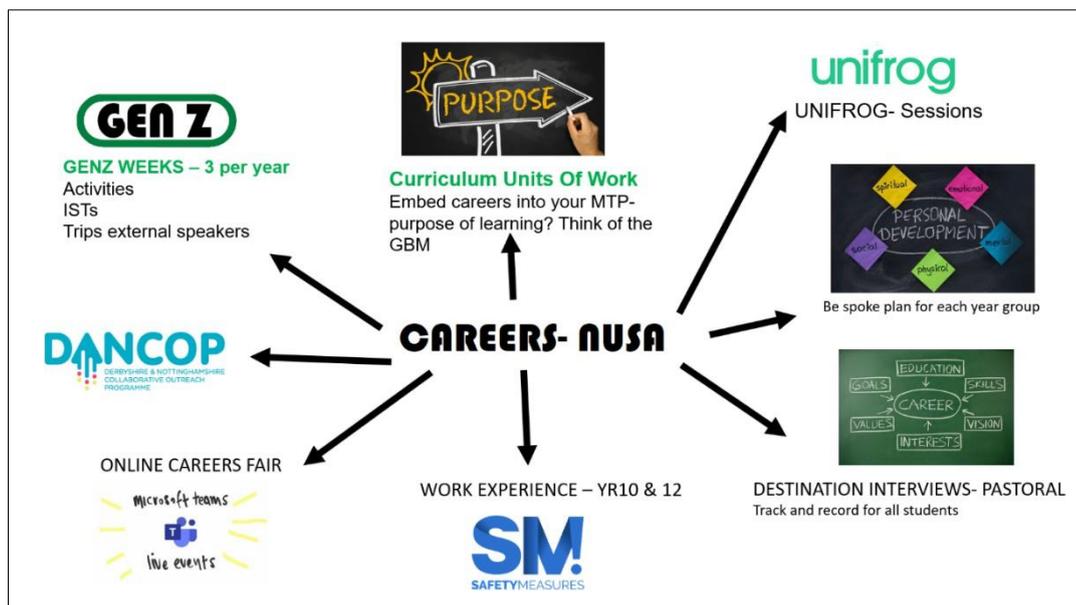
Destination interviews: all students to complete a careers interview

UNIFROG: online destinations package offering careers advice

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## 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.

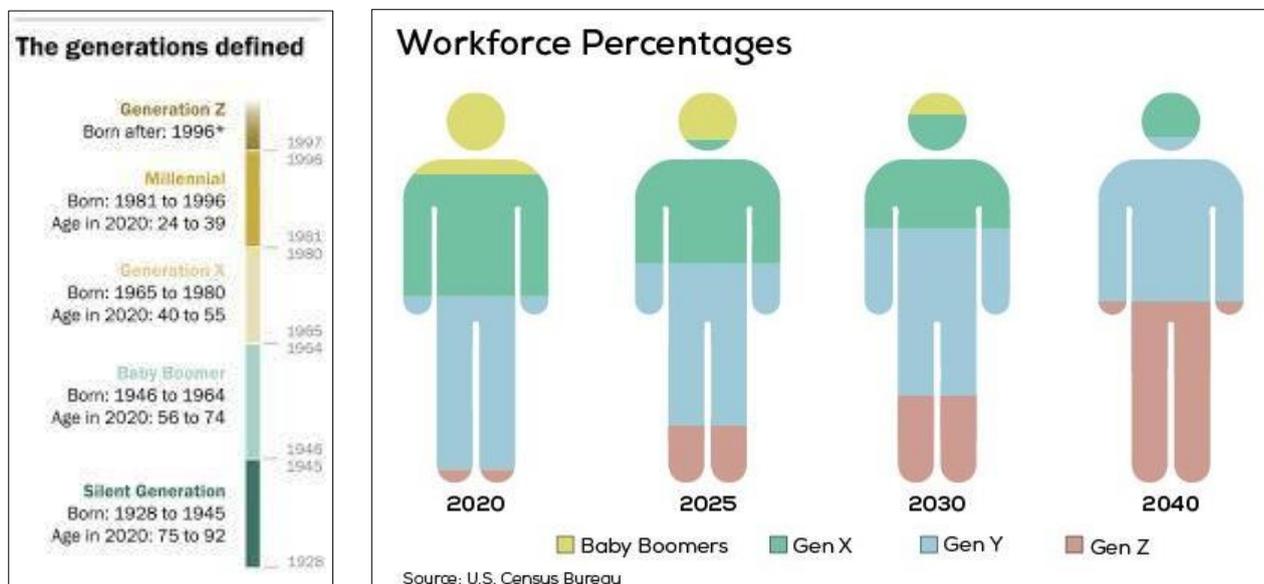
- **DANCOP**. DANCOP is a collaborative network between universities and colleges across Derbyshire and Nottinghamshire that exists to provide targeted higher education

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.



## What is GEN Z?

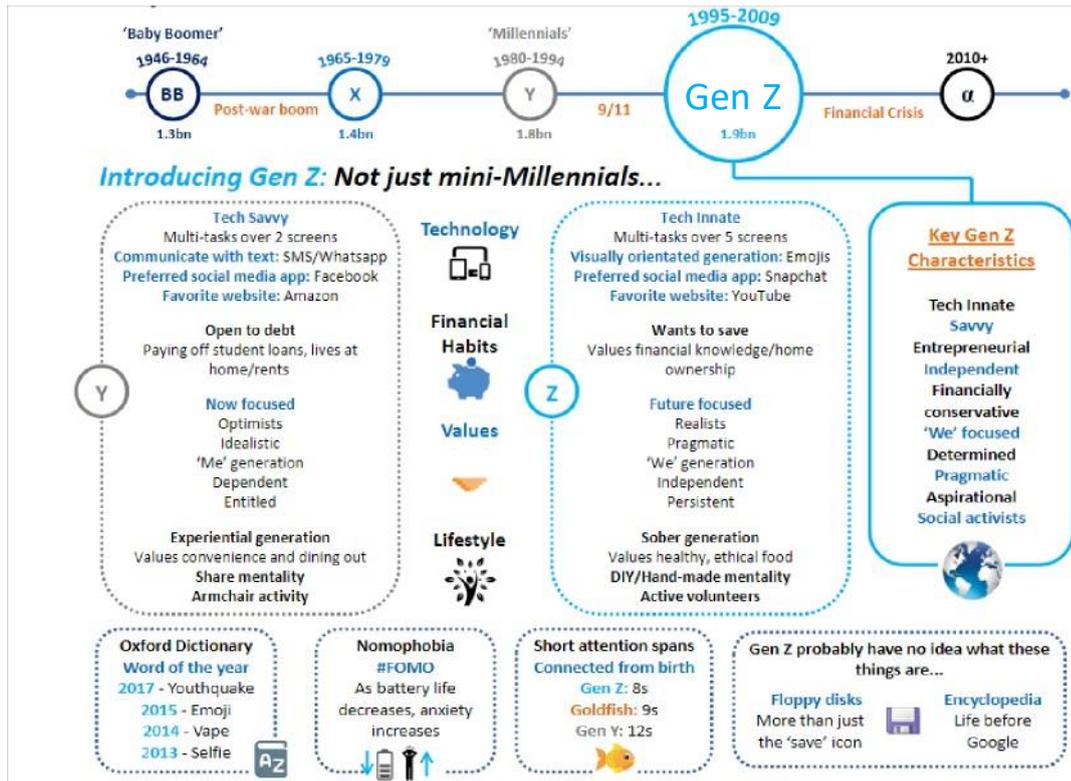
At NUSA we have branded all careers-based lessons and experiences as 'GENZ', this refers to Generation Z. Generation Z is a term used to describe people who were born after 1996, ie our students currently at NUSA.



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.



-ICL BE 10 Generation Map — Which cohort do you belong to\*

	1946-1964	1965-1979	1980-1994	1995-2009
	BioBab	ers	an	Millennal
	Age 54-72	Age 39-53	Age 24-3B	Age 9-23
<b>Social markers</b>	Post t'z<r boons, sexu<l re/olution, rock & roll	Berli 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 (62i)	Digital immigrants VCR(76), IBM (81)	Digital natives Internet, SMS, DVD (95)	Technoholics MacBook, iPad, Google
<b>Communication media</b>	Formal Letter	Telephone	SMS/ Email	Social Media
<b>Slanguage</b>	Groovy, Split, Cool, Daddy-D	Dude, Right on!, Wicked, Psyche!	My bad, Wassup?, Phat, Bling	Cray cray, Slay, Bae, YOLO
<b>Music</b>	Audio cassette Elvis, Beatles, Rollin 3tones	Walkman/ Boombox Nirvana, Ma donna	CD player/iPod Eminem, Britney Spears	Spotify Justi Bieber, Taylor S/vift
<b>Family values &amp; situationz</b>	Strong family values, multi-child *and illi	atch-key children, divorce	Single-parented children	*1'le or same sex parents
<b>Workforce values</b>	St  work loy8l to job, stroil• group workforce	Inc workforce, more individually focused	Seek good/work Use Balance, strong sense of entitlement	Multitaskers, entrepreneurial, seek flexibility
<b>Marketing</b>	Bros	Direct (targeted)	Online Eli nked)	Digital (social)

## 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.



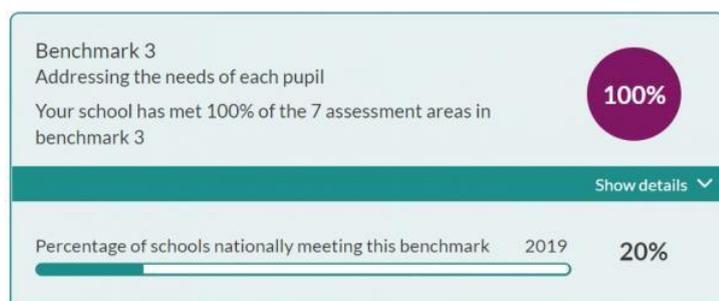
## COMPASS+: How we measure the impact of our careers programme



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)*



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
<b>Year 7</b>	<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>
<b>Year 8</b>	<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>
<b>Year 9</b>	<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>
<b>Year 10</b>	<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>
<b>Year 11</b>	<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



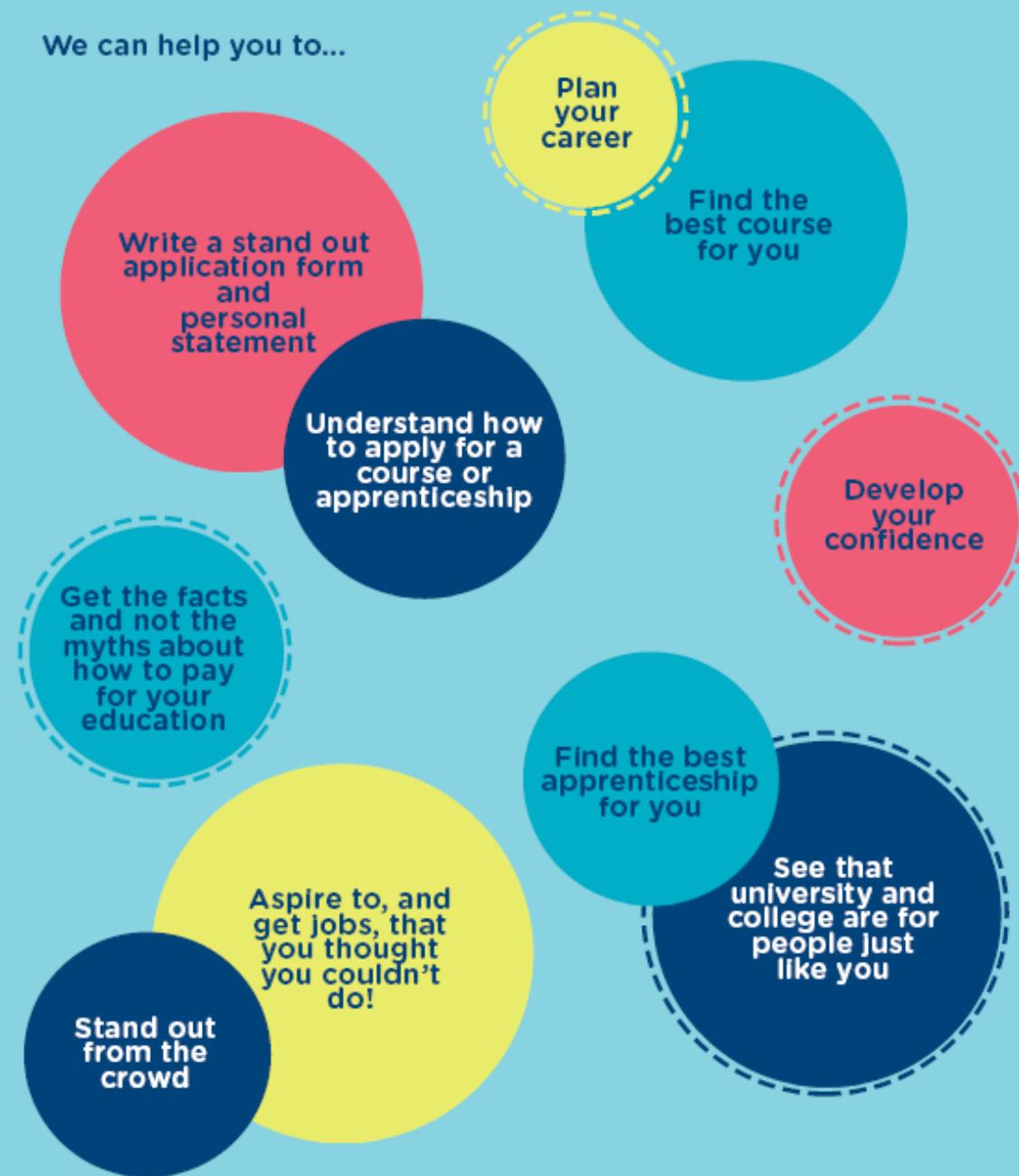
## DANCOP- Programme of activities on offer for different year groups

### *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 three principles: 1. We put having a positive social impact before anything else. 2. We will never stop trying to improve our service or our platform. 3. We hugely value our customers, and respond to their input. 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 (Make your first shortlist), and Oxbridge (1 shortlist). The "Making Applications" section includes three cards: Competencies Store (5 started, 5 completed), Personal Statement (Subject added, Started, Character count, Marked as finished), and Teacher References (Chemistry, French, Maths, Overall Reference).

The mobile app interface shows a user named Tom with a progress summary of 74% complete. It prompts the user to "Finish recording your 5 key 4th competencies" and provides 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.

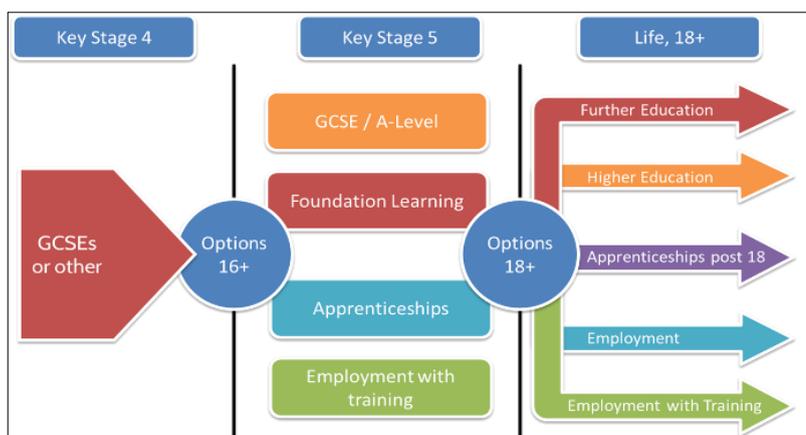
Students' aspirations and intentions to be recorded on a spreadsheet by Destination Mentor

### 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

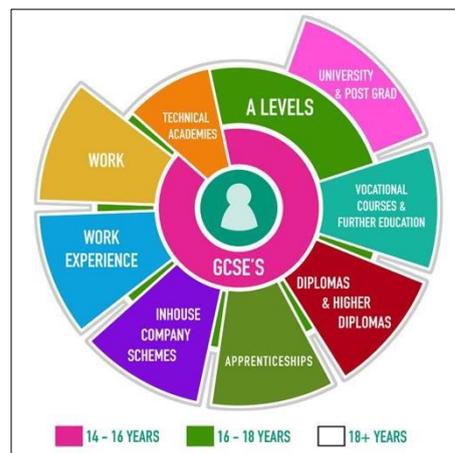


### Year 11 focus: (November GENZ week)

- 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 Teaty	3845	Catering Assistant	4190	NG8 4PH	10/07/2018	
Lynnes Filling Inn	8797	Catering Assistant	9320	NG8 5RX	11/04/2021	
Melbury Primary School	3479	Kitchen Assistant	9448	NG8 4AL	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 3RW	22/11/2022	
Pimper 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 Education overview

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. A red circle highlights the 'Related Web Links' section, which contains the following links:

- UNIFROG
- Year 10 work experience here!
- NUSA cannot be held responsible for the content of external links
- Parent/ Carer careers guidance booklet [DOCK]
- Work Experience on line instructions [DOCK]
- Careers calendar 2021 [DOCK]
- NUSA Careers Action plan [DOCK]
- Careers overview plan for each year group [DOCK]

## 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 buttons:

- Click to pick a job — OR — Display the UK average
- Click to pick a job — OR — Display the UK average

Powered by LMI For All

The screenshot shows the 'Latest Opportunities' section of the NUSA website. It includes the following links:

- Collective for Climate Action
- Confetti College Open Days/employability workshops
- NUSA

## Essential careers related websites

<https://www.nusa.org.uk/page.php?p=vc1>

(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)

