



CAREER GUIDANCE PROGRAMME AND OPERATIONAL PLAN

THE FERNWOOD SCHOOL 2024 -2025

Key Priorities, Outcomes & Actions

Commitment:

- The Fernwood School is committed to ensuring all students in Years 7-11 have access to high quality Careers education. We want to ensure all students can develop the skills and knowledge to help them make informed decisions about their future, with a programme of careers events and opportunities and supporting activity. The programme has been developed in line with the eight Gatsby Benchmarks and Careers Development Institute's (CDI) framework, for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance.
- We aim to set our students on their way to high achievement, aspiring to be the best they can be and inspiring others to do the same. We take pride in what we do and strive to be better each day.
- Every member of The Fernwood Family has a clear purpose to empower every young person on their journey.
- Our careers programme is supported by an annual financial allocation of funding each year to pay for the costs incurred in making sure the programme is successful. For example, costs of resources, transport, careers subscriptions and memberships.

We believe that:

- Every student should have high quality, independent careers guidance to encourage them to be aspirational and well informed when making educational and career decisions.
- All students should participate in a wide range of activities to develop a variety of employability skills, preparing them for a working life which is in the best interest of the student being enjoyable and providing economic well-being.
- All students should have access to employers and employees, to give them 'real world' experiences of the world of work.



GREAT GATSBY: THE BENCHMARKS

- 1 A STABLE CAREERS PROGRAMME**
Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
- 2 LEARNING FROM CAREER AND LABOUR-MARKET INFORMATION**
Every pupil and their parents, should have access to good-quality information about future study options and labour market opportunities.
- 3 ADDRESSING THE NEEDS OF EACH PUPIL**
Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
- 4 LINKING CURRICULUM LEARNING TO CAREERS**
All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES**
Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- 6 EXPERIENCES OF WORKPLACES**
Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience.
- 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.
- 8 PERSONAL GUIDANCE**
Every pupil should have 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.

Gatsby Career Benchmarks

The career programme is used to develop and improve the programme of career education and guidance offered to our students. The Gatsby Benchmarks identify good practice and define the essentials of good career guidance providing a robust and realistic framework for developing a career programme that is first class.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance



The CDI Framework

The Career Development Institute has undertaken extensive research and consulted with career development experts and practitioners to identify the six career development skills that people need to have positive careers.



The Fernwood School's Careers Programme is mapped to both the Gatsby Benchmarks and the CDI Framework

All students at the school should:

- Expect education, information, advice and guidance as an entitlement and know where to access up to date information about work, training and educational opportunities.
- Be given the opportunity to experience work related learning.
- Experience a range of career related activities including careers workshops, employer talks, career fairs, motivational speakers, college and university events and visits.

Career Guidance

Schools and Academies have a duty to secure access to independent and impartial (no bias towards a particular education or work option) careers guidance for students' years 7-11 (Education Act 1997, 2011 & Careers Guidance & Inspiration in Schools March 2015 Statutory Guidance). The schools' duty to secure independent career guidance for all year 7-11 pupils is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential, develop high aspirations and consider a broad and ambitious range of careers.



Key priorities:

- Provide independent and impartial careers advice, prevent stereotyping and promote the best interest of the student to whom it is given.
- Ensure adequate support for students with SEN or disabilities.
- Work with the Local Authority to identify those 'at risk' of not participating post-16 in education or training and the services to support them.
- Work with education and training providers to provide information on the range of available education options including apprenticeships and T levels.
- Inspire and motivate students to fulfil their potential and develop employability skills.
- Provide direct students access to online career guidance sites, to include The National Careers Service, giving labour market information.
- Provide access to online impartial careers and further and higher education resources – Unifrog and UCAS.
- Inspire students through real life experiences/real life contact with work.
- Provide entrepreneurial challenges to develop employability skills and self-employment opportunities.
- Encourage students to study STEM subjects.
- Ensure all students have careers opportunities and information embedded within all curriculum areas.
- Develop employer-school links with the help of the D2N2 Careers Hub to address career aspirations and link what is taught in class to the outside world.

Outcomes:

- Ensure all students are well informed when making subject and career decisions.
- Reduce the amount of 16–18 year old NEETs (Not in Education, Employment or Training).
- All students to have a clear sense of achievable direction about future education, training options and goals.
- All students to understand that if English and maths are not secured at grade 4, then this will be a continued subject for study at post 16.
- All students understand the importance of STEM subjects.
- All students are aware of any post 16 funding available to them.
- All students to have interacted with employers and understand the skills employers are looking for.
- All students to have developed the key skills needed to progress into employment and further and higher education.
- All students understand real world applications to the subjects they study.



Actions - What will the action be?	Date	Led by	Monitored by	Gatsby Benchmark and CDI Framework
Whole School				
Identify critical cohorts to ensure students with SEN and/or disabilities receive additional personalised external and internal support.	September 24	CBL	AC, MR	1,3 GTL, EP, MC
Key Stage 4 Introduction Careers Assemblies	September 24	CBL	AC, MR, BS	1, 3 GTL, EP, MC, CO, BLW, SBP
Careers Conference – Key stage 4 students invited	10 th October 24	CBL	AC	2,3, 5, 7 EP, MC, CO
Update school webpage with careers information and links to additional support	September/ October 24	CBL	AC, CG	1,2,3,4 GTL, EP, MC, CO, SBP
Working life week. Links to virtual resources for all students and parents. Resources in all tutor sessions throughout the week. KS3and KS4 subject related careers information in every lesson.	5 th - 9 th February 25	CBL/LB	AC	2,3,4,5,6 GTL, EP, MC, CO, SBP
All Years - National Career Week – Virtual resources sent to all students and parents	4 th - 9 th March 25	CBL	AC	2,3,4,5,6,7 GTL, EP, MC, CO, BLW, SBP
All years Culture Day - Chef Hira Thakur assemblies focusing on his cultural background and heritage, culinary journey, and aspirations for the future with live cooking demonstrations	April 25	SB & KR	SLT	3,4,5 GTL, EP, MC, CO, BLW, SBP
Representation by Career Advisor at all KS4 parent evenings/events and Year 9 options evenings	September 24 – July 25	CBL	AC	2,3,4,5,7,8 GTL, EP, MC, CO, BLW, SBP
Year 7				
Introduction to the careers resource Unifrog for all year 7 students and their parents	October 24	CBL	AC	2,3,4 EP, MC, SBP
Display boards in faculties linking subjects to careers options	Ongoing	HOF	CBL	2,4 EP, MC



Careers lessons delivered through the Personal Development programme. Lessons to include: Aspirations and how to achieve them, equality of opportunities, conflict resolution, challenging stereotypes, financial choices.	Ongoing	GC	AC	1,2,3,4 GTL, EP, MC, CO, BLW, SBP
Key Stage 3 Nottingham Festival of Science and curiosity – Lesson Links	February 25	Science faculty	HOF	3,4,5 EP, MC, CO, SBP
British Science week	7 th -15 th March 25	Science /LK	S C	2,4,5 EP, MC, BP
UON assembly - Journey to higher education	Date TBC 2024	CBL/DL	AC	2,3,4,7 GTL, EP, MC, CO, BLW, SBP
Careers Talks assembly for all year 7 students.	5 th June 25	CBL	AC	2, 3,4,5 EP, MC, CO, BLW, SBP
Year 8				
Display boards in faculties linking subjects to careers options	Ongoing	HOF	CBL	2,4 EP, MC
Careers lessons delivered through Personal Development, to include: Online safety, debating skills	Ongoing	GC	AC	1,2,3,4 GTL, EP, MC, CO, BLW, SBP
UON assembly Myths about higher education	Date TBC 2025	CBL	AC	2,3,7 GTL, EP, MC, CO, BLW, SBP
British Science week	7 th -15 th March 25	Science /LK	S C	2,4,5 EP, MC, BP
Year 8 Trip to Bletchley Park – Programming and Computer science links to modern day roles	TBC 25	D L	S C	2,4,5,6 GTL, EP, MC, CO, SBP
Careers Talks assembly for all year 8 students.	5 th June 25	CBL	AC	2, 3,4,5 EP, MC, CO, BLW, SBP
Key stage 3 online session – Careers in Maths	TBC July 2025	YR		4,5 EP, MC



Year 9				
Display boards in faculties linking subjects to careers options	Ongoing	HOF	CBL	2,4 EP, MC
Careers lessons delivered through the Personal Development programme. Lessons to include: Employability skills, Careers research, Thinking about my future, Aspirations and goals	September 24 – July 25	GC	AC	1,2,3,4 GTL, EP, MC, CO, BLW, SBP
All subjects have careers focussed lessons for example Drama Unit on Careers within the theatre	Ongoing	HOF	SLT	2,4 GTL, EP, MC, CO, BLW, SBP
Think CAREers Notts performance – Enact	TBC	EG	AC	2,3,4,5 GTL, EP, MC, CO, BLW, SBP
Year 9 Options Assembly	21 st January 25	MR	SC	2,4 EP, MC
Design Day – Careers in the creative industries	31 st January 25	JC	PW	2,3,4,5 GTL, EP, MC, CO, SBP
Year 9 Options evening and sessions attended by students. Students will gain support from tutors and careers team over option choices, linking to future career choices	Tbc February 25	PW	SLT	3,4,8 EP, MC, SBP
Careers lessons delivered through the Personal Development to include: Setting Goals, learning about our strengths, careers options and choosing GCSE options	March/April 25	GC	AC	1,2,3,4 GTL, EP, MC, CO, BLW, SBP
Careers Talks assembly for all year 9 students.	4 th June 25	CBL	AC	2, 3,4,5 EP, MC, CO, BLW, SBP
Key stage 3 online session – Careers in Maths	TBC July 2025	YR		4,5 EP, MC
Year 10				
Display boards in faculties linking subjects to careers options	Ongoing	HOF	CBL	2,4 EP, MC
All subjects have careers focussed lessons for example: Business and Enterprise Unit 1 – Careers in Business, Media – planning, target audience, client briefs	Ongoing	HOF	SLT	2,4 GTL, EP, MC, CO, BLW, SBP
Post 16 Parent information pack sent home to parents and carers	October 24	CBL	CG	1,3,7 EP, MC, CO



Year 10 BTEC land-based studies group Employability Skills sessions – first half term	Sept – Oct 24	CF	VS	2,3,4,5 GTL, EP, MC, CO, BLW, SBP
Work experience assemblies	24 th September 24	CBL	AC	3,5,5
Careers lessons delivered through the personal development programme to include: Aspiration, Careers and the World of Work, Strengths and motivations, Role models	Ongoing through-out the year	GC	AC	1,2,3,4,5,7 GTL, EP, MC, CO, BLW, SBP
Think Big Assembly with Nottingham Forest	23 rd January 25	CBL/ PW	AC	2,3,4,5,7 GTL, EP, MC, CO, BLW, SBP
Work Experience week. World of Work week – Employer talks, Speed Networking event, University workshops	10 th – 14 th February 25	CBL	AC	2,3,4,5,6,7 GTL, EP, MC, CO, BLW, SBP
Aspire Assembly – Raising Aspirations	18 th March 24	BS	SLT	3 GTL, EP, MC, BLW
Year 10 Female business students’ trip to Capital One – Linked to International Women’s Day	March/April 25 tbc	CB	JB/AC	2,3,4,5,6 EP, MC, CO, SBP
Hewlett Packard Business Talk all year 10 invited	July 25 tbc	JB		4 MC, CO, SBP
Post 16 and Careers Aspirations survey	June/July 25 tbc	CBL	MR	3.8 SBP
Year 11				
Display boards in faculties linking subjects to careers options	Ongoing	HOF	CBL	2,4 EP, MC
All subjects have careers focussed lessons for example Business and Enterprise Unit 1 – Careers in Business	Ongoing			2,4 GTL, EP, MC, CO, BLW, SBP
1:1 Careers meetings with Miss Blyth for every year 11 students	Sept 24– March 25	CBL	AC	2,3,4,8 GTL, EP, MC, CO, BLW, SBP
Assembly –Careers this year	30 th September 24	CBL	AC	3 GTL, EP, MC, CO
Assemblies delivered by 6 th forms and Colleges	Sept/Oct/Nov 24	CBL	AC	7 EP, MC, SBP



Post 16 Parent information pack sent home to parents and carers	October 24	CBL	AC	1,3,7 EP, MC, CO
Careers lessons delivered through the Personal Development. To include: CV writing, personal statements, digital footprints and Interview skills	Ongoing October 24	GC	AC	1,2,3,4 GTL, EP, MC, CO, BLW, SBP
Post 16 options and applications workshop – SEND/PP students. Nottingham College, Confetti College and Derby College	November 24tbc	CBL/KF	AC	3,7,8 MC, CO, SBP
Year 11 GCSE Geography fieldtrip - Sheffield	November 24 tbc	CFO	CFO	3,4 GTL, EP, SBP
Think big assembly - Apprenticeships	2 nd November 24	CBL/BS	AC	2,3,4,5,7 GTL, EP, MC, CO, BLW, SBP
NCS introduction assembly	20 th January 25	CBL	BS	3 GTL, EP, MC, BLW
Parents evening	13 th February 25	CBL	AC	1,3 MC, CO, SBP
Year 11 PP and SEND College Transition Trip	TBC	CBL/M R/KF	AC	3,7 EP, MC, CO, BLW
Interview skills day	20 th and 21 st March 25	CBL	AC	2,3,5 GTL, EP, MC, CO, BLW, SBP
GCSE Product design students will visit the Sherwood group production line to allow them to get an insight into mass packaging production	Date tbc	KF	JC	2,3,4,5,6 EP, MC, CO, BLW, SBP



Monitoring and Evaluation

Monitoring and evaluations of the activities and the guidance taking place will include observations by SLT and feedback from students and those engaged in activities (e.g. parents, colleges, and employers). Outcomes will be reported to Governors on an annual basis.

Impact will be measured by:

1. Attainment and destination of students – closing the gap between young people from disadvantaged backgrounds and others
2. NEET figures
3. Questionnaires – trend analysis
4. Student evaluation forms
5. Parent evaluation form

All students' involvement in careers education is tracked using Compass + and Unifrog. This allows us to have an overview of every student's experience, so we can ensure equity of opportunity and a broad exposure to all Gatsby benchmarks.

Governance of Careers

The schools link Governor visits the school termly to discuss progress through our careers strategy and is an active part of key strategic planning.