

Careers Strategy for Nightingale Community Academy October 2018

We want to play our part in the creation of a stronger, fairer society in which people from all backgrounds can realise their potential. A thriving careers system, that is accessible to everyone, is at the heart of our focus on social mobility. We aim to break down the barriers to progress that too many young people with Special Educational Needs (SEN) face today; giving them the skills to get on with the next stage of their lives.

High-quality education, information, advice and guidance should help people to:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

(‘Careers strategy: making the most of everyone’s skills and talents’ Dep’t for Education Dec 2017)

This careers strategy has been developed by Nightingale Community Academy, as part of the Wandsworth Pan Out Careers Cluster to support their aim to provide a high quality and relevant careers offer to their students and their parent/ carers.

In line with recommendations in the new national careers strategy this document has been structured around the Gatsby Benchmarks so we are confident that it not only meets our statutory duties but that our young learners are working on an excellent careers programme, based on the best national and international research.

The strategy has been endorsed by businesses involved in the Wandsworth Pan Out Careers Cluster.

Signed by:

Signature

Name

Position



Date

Nightingale Community Academy

Nightingale Community Academy is a school based in Wandsworth for boys aged between 5 and 19 who have an Education Health and Care Plan (EHCP) or Statement of SEN for Social, Emotional and Mental Health (SEMH) needs. Some have severe, complex and long-standing difficulties that manifest themselves in challenging behaviour and prevent full access to the curriculum. Most have been to more than one school prior to admission and many have been out of school for significant periods. Some have spent time in a Pupil Referral Unit (PRU) before arriving at the academy. We aim to ensure that every pupil leaves school as a confident learner and participative citizen, having gained the skills, qualifications and attributes that will enable them to take their place in wider society.

The school offers a broad vocational offer with an on-site mechanic's shop, a rare breed community farm, a kitchen vegetable garden and a construction/ painting and decorating space. The NCA Vocational Centre also offers part-time opportunities for students from neighbouring schools to complete fully accredited courses at Entry-Level, Level 1 and level 2.

Hospitality and the local area

Wandsworth has a young population compared to the rest of the UK. It has the highest proportion of 25 to 39 year olds of any local authority nationally- 39%, compared with an average of 28% across London (Census 2011).

The local economy has been growing, which mirrors the massive employment boost happening within London. By 2036 there will be 850K more jobs, with a high proportion of professional positions requiring candidates to have higher qualifications. Jobs will increase in local and regional infrastructure projects like the Nine Elms on the Southbank, Thames Tideway and Crossrail.

The hospitality industry is a significant growth area in London. Wandsworth in particular contains a raft of opportunities, with the demand for jobs in the accommodation and food service sector growing alongside developments such as those in Battersea Power Station and Nine Elms, including the new Apple Offices and United States Embassy. Battersea Power Station alone has committed to fill 20% of its 17 000 long term vacancies by local candidates by 2025. There are numerous other roles in the food and accommodation sector with the Southside shopping centre, offering restaurants from Rossopomodoro to Wagamama and New Covent Garden food market nearby.

The range of roles available within this sector is very broad, from event management to graphic design, customer service to creative food concepts, baristas to head office roles such as finance. Companies in the sector recruit young people at a variety of levels, from

apprentices to graduates. Part of the aim of the Pan Out Cluster programme is to broaden interest, information and understanding about the hospitality industry, highlighting the wealth and breadth of opportunities available, as well as the variety of progression routes.

The programme also supports a more generic up-skilling for young people in their careers knowledge, experience and management, from developing their ability to research, to having meaningful experiences of the world of work to understanding the value of transferable skills.

The Strategic Aims (using the Gatsby Benchmarks as a framework) and How They Are Currently Being Met

A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

- Designated SLT careers lead – Richard Pemberton, Interim Assistant Principal & KS4 Lead
- Careers Advisor – Angela Bennett-Wilson
- Yasmin O'Connor – Assistant Principal & Vocational Lead KS5
- Sharon Smith – Vocational Manager
- There is a clear system in place to enable staff to refer for CEIAG intervention & there are published CPD opportunities in place at the start of every academic year
- Parental engagement is largely good. The school is in constant contact with parents (often 2/3 times a week). There are parent's evenings, a bi-weekly parent group, parent taster sessions (when children choose their year 9 options), annual reviews and parents are heavily involved at key transfer points where applications to colleges and other provisions are required.
- Feedback from visiting employers, from students at the beginning and end of the year and after work experience, interviews and other careers activities

Learning from career and labour market information (LMI)

Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- Guest speakers from business and employment go into lessons, assemblies and careers day

- Careers and employability awareness in PHSE lessons
- Use National Apprenticeships website, NCS website, and link with Wandsworth for traineeship vacancies
- The Tenner Enterprise Challenge for years 7,8,9 and 10

Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. 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.

- Nightingale Community Academy is committed to creating an inclusive environment, where people are treated with dignity and respect and where the school anticipates and responds positively to different needs and circumstances so that each student can achieve their potential.
- Students' interests and pathways identified early to give tailored opportunities and support
- Potential NEET students are offered outreach activities and engagement with other professionals for support. Also individual and decreased/ enhanced timetables.

Linking curriculum learning to careers

All teachers should link curriculum learning with careers.

By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within a wide range of careers.

- The school offers a large range of vocational qualifications where students learn a variety of skills linked to specific jobs e.g. motor mechanics, catering and painting and decorating, with associated discussions linked to careers

Encounters with employers and employees

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer per year. At least one of these encounters should be with a STEM employer.

- Year 10 students attend a residential trip with the army
- Guest speakers from business and employment go into lessons and assemblies
- Careers day in term 2 for all year groups where employers, colleges, apprenticeship providers attend, including stalls and speakers
- Residential trip to Jamie's Farm

Experiences of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

- year 10 complete one week's work experience organised by head of key stage 4
- year 7 to 10 go on visits to local industries and businesses
- NCA's vocational programme ensures that students are able to gain meaningful experience of the world of work through their practical studies.

Encounters with further and higher education

By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.

By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils

- The school organises trips to college and university open events, including attending workshops
- Guest speakers from Kingston University for key stage 3 students
- Careers day in term 2 for all year groups where colleges, apprenticeship providers and universities attend
- Strong relationship with South Thames College. School supports students who have moved on to the college with TA visits and top up English and maths.

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. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

- All year 11 students have 3 interviews with the careers advisor and are given a personal development plan, which is shared with the school, and support to begin college applications. Parents are informed of the meetings and outcomes
- All Year 10 students have 2 interviews with the careers advisor
- Year 9 students have interview with careers advisor to discuss option choices and what further education looks like
- Year 7 & 8 meet with careers advisor to discuss strengths and areas for improvement within education. What skills are needed for work and pathways into jobs they think they might be interested in when they leave school.

Developmental Priorities

- To buy in a scheme of work for careers activities for all year groups
- Careers policy and clear scheme of work to be published on school website from September 2018
- This policy to be easily accessible to staff, students, parents/carers
- School to complete the Compass Self Assessment Tool
- Appoint a governor to lead on careers
- NCA to plan staff INSET about careers e.g. bringing employers in, supporting staff to create careers linked schemes of work
- Create a central database of useful industry links, including from individual links from parents, teachers, alumni, Orchard Hill Academy Trust links
- Planning to set up regular meetings with other schools in the Trust to discuss careers related activities
- To produce a careers newsletter for all year groups
- 6th form to develop employability and work placement programmes.
- Apprenticeships
- Open the NCA professional kitchen

References

‘Careers Strategy: making the most of everyone’s skills and talents’ DfE Dec 2017

‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff’ DfE Jan 2018

Detailed information on the Gatsby Benchmarks <http://www.goodcareerguidance.org>

CEGNET: supporting careers education and IAG <http://www.cegnet.co.uk>

London Ambitions Portal <https://londonambitionsportal.london.gov.uk>

<http://www.wherestemcantakeyou.co.uk/signposting.html>

‘Position statement from the Career Management Quality Alliance: Implementing the careers strategy in practice: ensuring that everyone makes the most of their skills and talents’ Jan 2018 http://www.thecdi.net/write/CMQA_-_Position_Statement_January_2018_-_FINAL.pdf