



Careers Education Policy

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Our Vision and Ethos

Nishkam schools are Sikh schools with a multi-faith ethos that take a distinctive approach to many traditional faith schools. The Nishkam School's Multi-Academy Trust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

Help pupils prepare for the workplace, by building self-development and career management skills

- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website.

This policy is also in line with the Education [\(Careers Guidance in Schools\) Act 2022](#). This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website.

3. Context

New careers strategy guidance was issued by the DfE in December 2017. Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

The guidance sets out eight benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a clear standard of excellence. The 8 Gatsby Benchmarks are;

1) 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, governors 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. They will need the support of an informed adviser to make best use of available information.

3) 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.

4) Linking curriculum learning to careers

All teachers should link curriculum learning with careers. 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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6) 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.

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. This is underpinned by the Baker Clause and our approach to this is outlined in our Provider Access Policy, available on our website.

8) Personal guidance

Every pupil should have opportunities for guidance interviews with a career 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.

4. Commitment

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

NSMAT is committed to providing all students in years -13 with a planned programme of activities. The programme is delivered through a combination of methods which could include:

- Values, Faith, Personal Development (VFPD) programme in years 7-13
- Assemblies through Years 8-13
- Careers presentations (internally and externally run)
- Employer visits
- University Visits/university outreach initiatives (e.g. Pathways to Birmingham, Warwick Scholars, Aston Ready)
- Apprenticeship talks (through Amazing Apprenticeships et al)
- Termly work experience programme within Sixth Form enrichment time, working alongside a number of local employees
- Seminars and workshops
- Independent Careers interviews (targeted and open to all)
- Enterprise activities including guest speakers (e.g. National Careers Week)
- Special events such as Careers Fairs (e.g. What NEXT live, Tech WM)
- STEM Careers days
- UCAS Evenings and the Student Finance Parents' Evenings.
- Year 12 work experience for two whole weeks in the summer term
- Business walks (via Professional Services Week)
- UCAS conventions
- Support from 'Learn to Work', an external agency bringing independent advice to Nishkam
- Advice and guidance in the immediate post examination period in August, for years 11 and 13
- Whole school use of the new for UNIFROG careers package
- Collaboration with the Titan partnership to broaden career opportunities and ensure another source of independent advice and guidance

5. Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

6. Demonstrating progress

Nishkam School currently has an audit it completes on a yearly basis. To reach the 'World-class' standard for schools as set out in the Gatsby report, Nishkam School will;

- Use the Compass self-assessment tool to measure areas of strength and areas to be improved upon.
- Work towards achieving the formal accreditation of a careers programme by gaining the 'Quality in Careers Standard'
- Offer every young person at least 7 encounters with employers during their education (at least one a year)
- Give providers of Tech level education, including apprenticeships, the opportunity to talk our students in Key Stage 3 (twice), Key Stage 4 (twice), and Sixth Form (twice).
- Publish details of our careers programme along with contact details of the careers leader on our website
- Have a careers leader who has appropriate skills and experience. Full support will be given from Governors and Senior Leadership Team

7. Objectives

- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage those same transitions.
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally nationally and internationally.
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey.
- To foster links between the school, local businesses and further/higher education establishments.
- To enable students to experience the world of work and develop transferable skills.
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.

8. Implementation of Policy

Assessment - Through evaluation following career-related events we assess whether students have met the above learning outcomes. Learning outcomes are shared through VFPD lessons and revisited at the end of VFPD sessions to assess whether they have been achieved.

Management - Work experience is planned and implemented by the Head of Sixth Form. The Head of Sixth Form works closely with the VFPD Co-ordinator and Key Stage Leaders to ensure appropriate coverage of careers themes in the VFPD programme. The development of CEIAG is highlighted within the School Improvement Plan.

Staff - All staff contribute to careers education through their roles as tutors and subject teachers. Specialist sessions are delivered through VFPD at Key Stage 3, 4 and 5. The Careers programme is planned, monitored and evaluated by the Careers Leader. Careers information is available in the Library which is maintained by the Librarian, along with a greater post 16 focus being accessible in the Sixth Form common room and study rooms. The growth of online directories (e.g. Unifrog, AskApprenticeships) have supported the accessibility of quality careers education.

Information & Resources - Careers information and resources are located in the library, which contains up-to-date, impartial information presented in a variety of media. It is updated on a regular basis by the Librarian together with the careers coordinator. College and University prospectuses are current, and visual displays are kept up-to-date in the library and Sixth Form common room.

Through the UNIFROG package, students from all year groups have access to up to date, labour market driven CEIAG, which they use throughout their whole school and sixth form journey.

9. Partnerships

The Nishkam Careers programme is enhanced through links with partners who help us make the students' learning up to date and relevant.

- We constantly expand and improve links with employers and other local groups for their involvement in the provision of work experience placements, careers talks, workplace visits and mock interviews.
- Links are also developed with various training providers supporting apprenticeships (including the Nishkam Civic Association) for those pupils considering that as an alternative to further or higher education.
- We have developed links with local and national universities including the University of Birmingham and Keble College.
- We have also entered into partnerships with 'Learn to Work' and the Titan group, who regularly meet to discuss and share strategies, resources and opportunities available within the local and national CEIAG arena

10. Work Experience

The objective of Work Experience in Year 12 is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills.

All students will be offered the opportunity to undertake a two-week placement in the Summer term of Year 12. This experience may be limited by the availability of suitable placements. It is ultimately the student's responsibility to ensure that they have secured a placement; however, support in finding a placement will be offered by the school. 'Learntowork' support in the implementation of this programme.

11. Parents/Carers

Parental and Carer involvement is encouraged at all stages. Nishkam School recognises that parents/carers remain the biggest influencers on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us at:

- Y9 with KS4 options evening
- Y10 with Transition to GCSE evening
- Y11 with 16+ choices, Sixth Form Open evening
- Y12 with UCAS and work experience placements

Parents/Carers may also speak to School by phone, by appointment or at any of the parent consultation events. Feedback can also be provided by parents/Carers, students, and employers via our online feedback forms, available on our website

12. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Safeguarding and Child Protection policy
- Curriculum policy

13. Monitoring, Review and Evaluation

This policy, the information included, and its implementation will be monitored by the Trust Board. This policy will be reviewed annually

Careers provision at a school level will be reviewed termly, using the COMPASS evaluation tool, and this has been underpinned with the deployment of Compass+, which will further strengthen the recording and reviewing of our careers provision.

Appendix 1 - Careers: Statement of Intention

At all Key Stages pupils can expect:

- access to a planned programme relevant to their year group
- access to personalised advice and guidance (either in-house or by external and independent advisors)
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations of educational and career pathways
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- to be well prepared for different transitions
- help to develop financial capability skills
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice not have limitations imposed on your aspirations (educational or career based) based upon your social, economic or ethnic background.

All students will:

By the end of Key Stage 3:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- Be able to access the careers resources centre in the library and online resources, through UNIFROG and other portals (links available through the school website careers page)
- Be set targets and review progress with your tutor
- Receive careers information and on-going support from staff such as your Tutor or STEM coordinator
- Take part in the year 9 Pathways event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4
- Have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor
- Have developed financial capability skills, in part through the use of the 'Learn2Earn' programme from the Young Enterprise company

By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Values, Faith, Personal Development education programme, through tutor group time.
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have taken part in an enterprise activity
- Have listened to talks on different careers
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have produced and reviewed a curriculum vitae
- Have written a formal letter, e.g. covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills
- Be able to access careers information and resources via Unifrog and through Microsoft Teams
- Be offered the opportunity to take part in taster days/ sessions
- Have visited or spoken to representatives of further or higher education institutions, such as universities
- Have opportunities to evaluate individual achievements e.g. rewards assemblies, enterprise activities

By the end of Key Stage 5:

- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Participate in an enrichment and tutorial programme focused on your personal development
- Have had the opportunity to set targets and review your progress through on-going support from your tutor and subject teachers
- Develop independent research skills (the level 3 Extended Project Qualification is offered in year 12)
- Have had the opportunity to meet university representatives
- Have had the opportunity to meet apprenticeship providers
- Have been given the opportunity to visit universities
- Have been given the opportunity to volunteer or take part in work experience
- Have received a regular bulletin, containing up-to-date information on higher education taster days, apprenticeship and job opportunities
- Understand the UCAS process and be able to research different universities and courses using online resources
- Have information and support with financial planning for university, work and training
- Have help and support on writing personal statements personal statement for a UCAS, apprenticeship or job application
- Have been mentored through the university application process or supported with job or training applications
- Have access to information on how to apply for internships, sponsorships or Gap Year placements
- Be given the opportunity to take part in enterprise and challenge activities