

A Careers Strategy for the Norwood School



This careers guidance strategy has been prepared as part of the Lambeth Careers Cluster. Norwood is working with sixteen other schools in the borough, alongside employers and other partners to:-

- improve student and staff understanding of the labour market and to
- develop a whole school approach to delivering high quality careers guidance and a careers curriculum.

Our approach is endorsed by the nine employers signed up to the Lambeth Career Cluster and supported by our key link employers the English National Opera and the Old Vic Theatre .

Signed on behalf of the senior leadership team:-



Jessie Nicholas
Deputy Head Teacher

Updated April 2018 - additional text in red

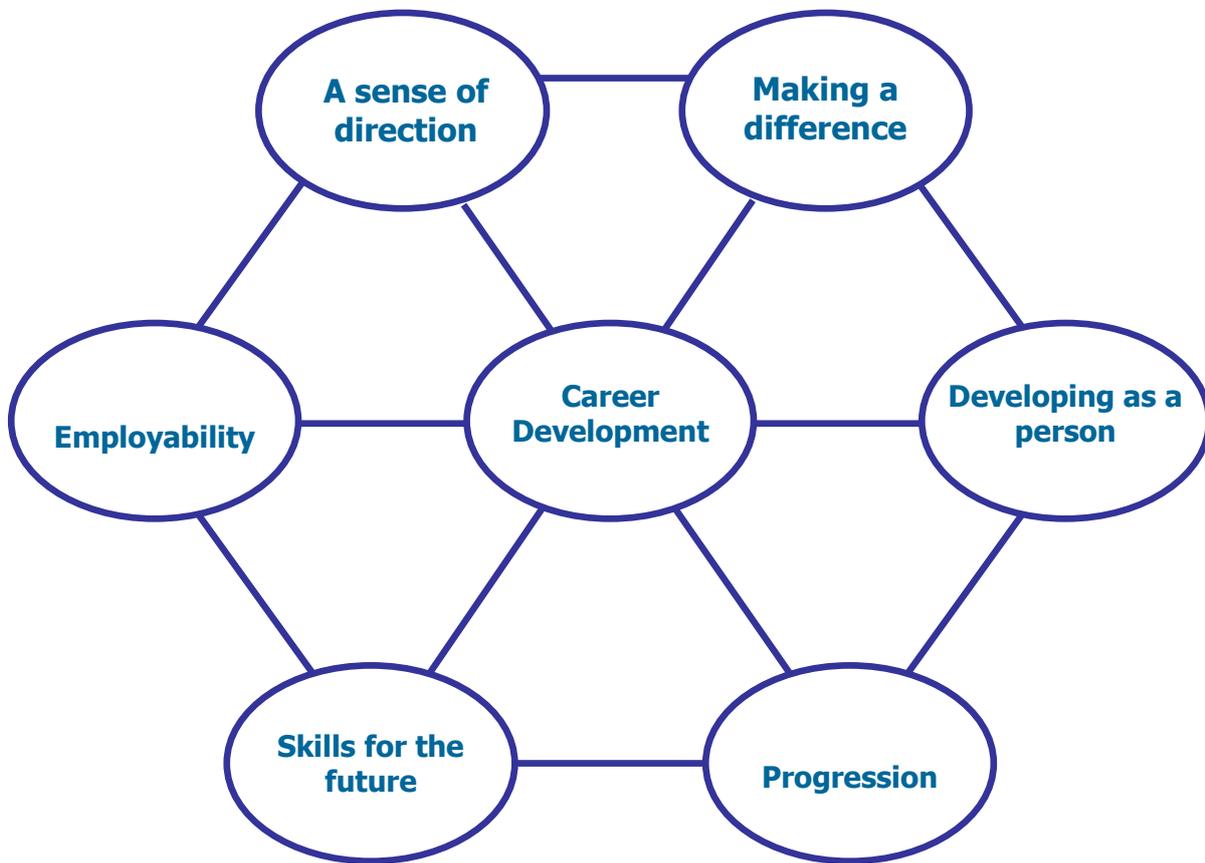


1. Vision and Purpose

“London’s youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age. Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. Action is required at every level. Parents, employers, schools, colleges, training providers, universities and career development specialists - all will need to work together to keep up-to-date with and communicate effectively on fast changing education and labour markets.”

London Ambitions: Shaping a successful careers offer for all young Londoners, London Councils, 2015

The London Ambitions offer recognises that careers matter to individual and to the wider economy and that career development encompasses a wide range of different aspects.¹



¹ Professor Wendy Hirsch
Institute for Employment
Studies

This strategy builds on the national requirements for careers, enterprise and work related learning and tailored in line with the ethos and direction of our school. It has been drawn together to support the outcomes of the Lambeth wide career cluster:-

- To ensure that young people make a successful school to work/HE transition including improving the employability skills of vulnerable and disadvantaged young people.
- To draw effectively on labour market intelligence to inform curriculum and careers provision
- To increase links between schools, further education, employers and higher education and improve the effectiveness and sustainability of these partnerships.

Norwood School is a forward thinking school; optimistic and ambitious for all. The outstanding achievement of pupils is testament to this. We achieve this by our commitment to a personalised approach and focus on the individual. We want The Norwood School to have high-quality and trained careers leaders, to oversee the delivery of school career and employability plans, manage links with employers, universities and independent career advisers and ensure that employability is built into school life.

Our school is child centred, dedicated to ensuring that our pupils are happy, secure and will achieve their potential and beyond. We are determined to nurture and encourage the interests, abilities and unique talents of all pupils. By raising the career and academic aspirations of our students, we know that we will reduce the risk of them falling out of education, employment and training and support their growing independence and personal development. Our curriculum is broad, bespoke and with personalised pathways, ensuring that pupils experience learning that is challenging, stimulating and well-suited to their individual needs. Our ambitious careers programme, with numerous high quality links to world class arts organisations – for example The Old Vic, The Southbank, Rambert, The English National Opera and The Dulwich Picture Gallery enhances our specialist status in the Performing and Visual Arts. Innovative teaching and learning provides exciting and engaging opportunities in the curriculum and beyond. We know that at The Norwood School, our commitment to comprehensive careers advice information, advice and guidance (CEIAG) will help foster creative, curious and confident learners who have an active voice in their own learning and the life of the school, and who will leave school informed of their possible choices, well rounded and well prepared for adult life.



What does Norwood School mean to be work ready?

Character skills underpin success in school and in employment. Impetus (2014) defines six capabilities which – along with stable personal circumstances and the right qualifications – are necessary for being ‘work ready’. We will ensure that any evaluation frameworks used following workshops/talks/visits seeks to measure/test and record the development of these qualities.

We need to ensure that young people at the Norwood School are:

Self-aware – able to take responsibility for themselves and their actions, able to control themselves and to recognise their strengths and weaknesses;

Receptive – able to take feedback and advice, willing to address weaknesses, to learn and to try new things;

Driven – able to see a job to its conclusion, to be punctual, well-organised and positive;

Self-assured – willing to ask questions and seek advice, to work alone without direction, able to be confident in social situations and in their work;

Resilient – able to cope with setbacks, rejection and criticism, determined to overcome obstacles and able to stay calm under pressure;

Informed – knowledgeable about the job market, how to search for a job and to effectively interview; knowledgeable about how to conduct themselves in a professional environment.

2. Development priorities for 2017/18 and beyond

Participation in the Lambeth Career Cluster gives the school a robust opportunity to take stock of current provision and identify challenging development priorities. We are committed to delivering provision in line with the eight Gatsby benchmarks and working towards the standards of the Quality in Careers Standard/Investors in Careers Award. Following completion of the Compass audit our particular priorities are to build on our following strengths and address our priorities for development:-

To maintain a stable careers programme we will:

- Publish our career programme on our website with information tailored for students, parents/carers, teachers and employers.
- Evaluate the effectiveness of our careers programme at least every three



years using systematic feedback from students, staff, parents and carers and governors.

- Improve level of parental engagement with Norwood School Careers Provision and beyond.

To address the needs of each pupil we will:

- Keep systematic records on each pupil's experiences of career and enterprise activities as well as recording the development and successful acquisition of work ready skills.
- Enable pupils to have access to accurate records about their own careers and enterprise experiences
- Collect and maintain accurate data for each pupil on their destinations for 3 years after they leave your school

To link curriculum learning to careers we will:

- Ensure all / the overwhelming majority of students by the end of Year 9, have meaningfully experienced career learning as part of English/Maths, PSHE and Science lessons and will support our teachers to see how to link career learning to their subjects.

To further develop encounters with employers and employees we will:

- Ensure all / the overwhelming majority of students have at least one meaningful encounter with an employer every year they are at Norwood.

To further develop experiences of workplaces we will:

- Ensure that all / the overwhelming majority of students have had a meaningful experience of a workplace by the end of Y12

To further develop encounters with further and higher education we will:

- Ensure by the time they leave school all / the overwhelming majority of students have been provided with information about the full range of universities, including the Russell Group and Oxbridge providers.
- Ensure by the time they leave school all / the overwhelming majority of students have been provided with information on the variety of apprenticeships routes on offer at all levels.

Personal guidance – we will:

- Ensure all / the overwhelming majority of students have had at least two interviews with a professional careers adviser by the end of Year 13.

3. Recognising national and local trends and expectations

(2015 – 16 data - London is a global city with an economy larger than many of the other member states of the EU¹. This provides many opportunities for young Lambeth residents but also big challenges. They are competing for jobs not just with each other but with people from across the UK and much of the rest of the world. The London workforce is typically better qualified and better paid than workers in the rest of the UK². It is also more entrepreneurial, with higher levels of self-employment.

Over the past decade Lambeth residents have become increasingly skilled, indicating a population shift with more highly skilled people moving to Lambeth³. 65% of Lambeth's working age population holds a higher education level qualification (Level 4 or above) compared to 50% in London as a whole and 37% across the UK².)

2017 - London is a global city with an economy larger than many EU states and generates more than a fifth of the total UK economy¹. Lambeth has enjoyed good economic growth and regeneration in recent years and has levels of employment and economic activity well above both the London and national averages². This provides many opportunities for local young people, but also big challenges. They are competing for jobs not just with each other but with people from across the UK and much of the rest of the world.

The London workforce is typically better qualified and better paid than workers in the rest of the UK². It is also more entrepreneurial, with higher levels of self-employment. Over recent years Lambeth residents have become increasingly skilled, indicating a population shift with more highly skilled people moving to the borough³. 64% of Lambeth's working age population holds a higher education level qualification (Level 4 or above) compared to 52% in London as a whole and 38% across the UK².

(2015 - 16 Data - Many Lambeth residents are now highly skilled and qualified, but those who are not risk missing out on the opportunities created by growth. A significant number of students at The Norwood School come from 'workless' households and deprived backgrounds. Too many are still experiencing prolonged delay in taking that essential first step into a job or career. This can seriously damage a young person's confidence and self-esteem.

Regeneration projects and local employment growth offer some potential to help lower skilled residents, but future employment opportunities will be overwhelmingly in high skilled occupations, with increasingly few employment opportunities in medium and lower skilled occupations³.)

2017 - Many Lambeth residents are now highly skilled and qualified, but those who are not, risk missing out on the opportunities created by growth. While the financial circumstances of many local residents have improved in recent years, for around one in seven things have got worse³. A significant number of students



at The Norwood School come from disadvantaged backgrounds. Too many are still experiencing prolonged delay in taking that essential first step into a job or career. This can seriously damage a young person's confidence and self-esteem.

Regeneration projects and local employment growth offer some potential to help lower skilled residents, but future employment opportunities will be overwhelmingly in high skilled occupations, with limited employment opportunities in medium and lower skilled occupations¹². We are working to address this inequality and continue to develop targeted provision – specific to the needs of individuals – for example BMA/Families Programme run with Lambeth Cluster Summer 2017, the LAC programme that current Yr 10 students are accessing. We have an encouraging success rate with more Sixth Form students accessing bursary grants via organisations like the Walcott Foundation and Social Mobility Funds for example – that support and enable progression.

(2015 - 16 data - The proportion of young people in apprenticeships and jobs with training in London is around half the England average⁴. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. Apprenticeships are a more popular choice after Key Stage 5, but apprenticeship destinations are still 6% compared to 7% across England⁵.)

2017- The proportion of young people in apprenticeships and jobs with training in London is less than half the England average⁴ with Lambeth students far more likely to go onto sixth form than higher education⁵. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. Apprenticeships are no more popular after Key Stage 5, with apprenticeship destinations still 2% compared to 7% across England⁵. As a school, we are working hard raising the profile of Apprenticeship Routes both Level 3 and Degree Level – with visiting apprenticeships talking to students, undertaking workplace insight days, students attending Apprenticeship Conferences and embedding and developing staff knowledge and understanding of apprenticeship pathways through whole school CPD.

Norwood perspective with regards Lambeth and National picture (2015/16/17):

(2015 – 16 picture. At KS4, Norwood School has a slightly higher % of students going into apprenticeships than Lambeth overall at 3% compared to 2%, but both well below the England average of 6%. We are addressing this, raising the profile of apprenticeships at all levels as part of our Careers Programme. The apprenticeship route has been a fairly recent innovation – and it has only been in the last two years that support, guidance and resources have been made more freely available to staff/pupils and parents. This is certainly an area that is growing in popularity with young people and we are looking to see a shift in the numbers taking up such opportunities over the next few years. Norwood has 10% '*destination not sustained*'* compared to 7% in Lambeth and 5% in England. (* this is defined as:

- students who did not sustain a destination from October to March but had some participation between August and July.
- students who had no sustained participation in education or employment and had claimed out-of-work benefits between August and July.)



2017 - At KS4, Norwood School has too few students leaving education to make a reliable local or national comparison. At KS5 a significantly higher percentage of students went into apprenticeships than Lambeth overall at 5% compared to 2%, but still well below the England average of 7%. We are addressing this, raising the profile of apprenticeships at all levels as part of our Careers Programme. The higher profile of the apprenticeship route has been a fairly recent innovation – and it has only been in recent years that support, guidance and resources have been made more freely available to staff/pupils and parents. This is certainly an area that is growing in popularity with young people and we are looking to see a shift in the numbers taking up such opportunities over the next few years. We have provided a significant number of additional opportunities across all Key Stages to raise the profile of the apprenticeship route. We are now registered as a 'Apprenticeship Ambassador School' and have incorporated links with employers and apprentices themselves into all aspects of our Careers Strategy.

Current data suggest that Norwood is now 7% not sustained KS4 compared to 5% Lambeth and 5% nationally. At KS5 it is 11% compared to 9% Lambeth and 8% nationally. Whilst this is not necessarily sufficiently different to comment on, as part of our ongoing monitoring and evaluation, we are mindful of the shift and have put measures in place to address this apparent issue.

We recognise the need to monitor, evaluate and refine our provision in this regard and will strive to ensure that targeted, regular guidance is individualised and that students are supported in making the most appropriate, informed choices and that the Key Stage 3 and 4 curriculum actively encourages and develops the resilience and determination employers/colleges require.

(2015 – 16 data suggested that - At KS5 Norwood had a much higher % of students who moved into education or employment than Lambeth or England - 97% compared to 87% Lambeth and 88% England. We take care to track and support individuals whilst they are in the Sixth Form, and actively seek out appropriate destinations for the range of learners that we support.

Disadvantaged students who moved onto education/employment from our KS5 were 100% compared to 87% Lambeth and 84% England. Studies show that greater exposure to employers throughout Key Stage 3, 4 and 5 has a direct impact on avoiding the likelihood of students becoming NEET. We have a broad, creative curriculum where it is regular practice to incorporate employers talks, visits and workshops into the planned curriculum – particularly across the Arts and Sixth Form. Although we no longer offer Level 2 provision in the Sixth Form – the small cohort of level 2 learners who would have been identified in this data were supported as a small group throughout their Sixth Form – received individualised, expert support, a tailored programme of study that included work experience, functional skills, employability skills sessions and links to outside agencies who specialise in placing lower ability and special needs learners in full time work and education.

There were no figures that enable comparisons for apprenticeships/ Russell Group/Top 1/3 for university entry recorded at KS5 as our numbers were low overall (Lambeth 6% and England 7%). UK HE overall - Norwood were 53% compared to 58% Lambeth and 48% England. Last year we recorded a far higher % moving into and remaining in employment or training at 25% than Lambeth (13%) and slightly higher than England (23%).



2017 - At KS5 Norwood has much higher percentage of students who move into education or employment than Lambeth or Inner London. In the most recent destination figures 89% of Norwood students had education or employment destinations, compared to 85% in Lambeth, 87% in Inner London and 89% nationally. For the previous KS5 cohort the figure was 97% for Norwood, compared to 87% Lambeth and 88% England. We take care to track and support individuals whilst they are in the Sixth Form, and actively seek out appropriate destinations for the range of learners that we support. We recognise that the high positive destination % is not as dramatic as our previous cohort, but it is still significantly higher and shows a consistent picture of our successful programme that advises and secures appropriate placements for students.

Disadvantaged students who moved onto education/employment from our KS5 were also 89%, compared to 85% Lambeth and 86% England. For the previous KS5 cohort the figure was 100% compared to 87% Lambeth and 84% England. Studies show that greater exposure to employers throughout Key Stage 3, 4 and 5 has a direct impact on avoiding the likelihood of students becoming NEET. We have a broad, creative curriculum where it is regular practice to incorporate employers talks, visits and workshops into the planned curriculum – particularly across the Arts and Sixth Form. Although we no longer offer Level 2 provision in the Sixth Form – the small cohort of level 2 learners who would have been identified in this data were supported as a small group throughout their Sixth Form – received individualised, expert support, a tailored programme of study that included work experience, functional skills, employability skills sessions and links to outside agencies who specialise in placing lower ability and special needs learners in full time work and education.

64% of Norwood students went on to UK HE overall, compared to 61% Lambeth and 51% England. The most recent destination figures show that KS5 12% Norwood 13% Lambeth students move onto employment/training destinations.

Positive trends are an indication of the improving quality of support and guidance that students are receiving. Students are making better informed choices as to the universities of their choice. We are working to ensure they are well informed and realistic through use of a range of resources including ULAS and UNIFROG and participation in the PSHE programme and university open days. Key staff and tutor team are now better informed about the full range of options. The information we now have will be used to establish stronger links to the most popular universities and to highlight particular areas of interest to our students, inform curriculum planning and pathways and the continual development and refining of the PHSE/careers programme.



Norwood School Progression data from Summer 2017 compared to 2016:

76% of Yr 13 applied for University in 2016. 91% of those achieved a place 58% achieved their 1st choice 2017 - 68% of cohort - Including Art Foundation – applied and 90% of those achieved a place.

UCAS Confirmed places 2016 - 76% of cohort -incl. Art foundation applied and 58% got first choice and 99% were placed.

100% success rate for those who applied to Art College in 2016. 100% success rate again in 2017 for those who chose to take the Art College or Performing Arts Conservatoire route.

Although overall HE destinations were high, only 11% of Norwood students went to top third HEIs (23% in Lambeth and 18% England) and 5% Russell Group (11% in Lambeth and 12% England). High Profile Arts Conservatoires and highly regarded arts colleges are not included in the Russell Group – Norwood students have had particular success in gaining places at some of the best creative providers including UCA - St Martins, Rose Bruford, E15, Laban and Guildhall School for Music and Drama.

We will continue to build on our strong and developing foundation of Russell Group University offers with four students accepted in 2016 and two in 2017. We have seen a gradual increase in numbers of students making applications and will continue to focus on improving the numbers of students who secure offers. We have set up a Russell Group Programme with targeted Yr 9, 10, 11 and 12 students to increase the numbers of students who are successfully securing places at the top universities. Parents and students are invited in to a launch evening in October, attended by Senior Staff, the Sixth Form pastoral team, Oxbridge Graduates, University Student mentors and Anthony Reynolds from Careers Events. Anthony Reynolds has led on the mentoring and tutorial programme for those who we are encouraging to aspire to Oxbridge and Russell Group Universities. The programme of meetings/trips and visits to Oxford/Cambridge/mentoring sessions etc was shared with parents and students. See the Summary Statistics table at Appendix 1. This year we had four students apply to Oxbridge, two were invited for interview and one was offered a place at Cambridge. We have successfully recruited 12 Lower Sixth with Academic Scholarships this year compared to 9 in the previous year – it's launch year. We have awarded a greater number of Platinum Scholarships this year.



In response to the national picture, Norwood's priorities include:

- Ensure that we see a continued improvement in the numbers of our students who progress and achieve their potential in our Sixth Form – increasing recruitment to Visual and Performing Arts Subjects and Modern Foreign Languages including retention of external candidates.
 - Increase the numbers of students progressing to Russell Group Universities.
 - Maintain our excellent record of keeping disadvantaged students in full time education or employment.
 - Work to improve the percentage of Key Stage 5 students who sustain long term engagement in education or employment over time having left us.
 - Maintain the popularity and increase uptake of STEM subjects in the Sixth Form and at University.
 - Increase the numbers of students successfully applying and gaining places on apprenticeships/vocational destinations (including nursing) at all levels – including higher and degree apprenticeships.
 - Improve the effectiveness of transition for Level 2 learners from Yr 11 onto suitable pathways.

[See <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2016> for individual Norwood School destination figures]

In order to help face the challenges of a competitive local labour market The Norwood School will:

- Ensure up-to-date, user-friendly labour market intelligence/information (LMI) is readily accessible by young people, teachers and parents/carers.
- Work with Lambeth Apprenticeship Ambitions Programme to boost students understanding and take up of the apprenticeship pathway.
- Ensure every student has the opportunity to gain experience of the world of work. This could include career insights from industry experts, work tasters, mentoring, enterprise activities, participation in careers events and work experience in line with the [latest Statutory Careers Guidance and Access for Education and Training Providers - Statutory guidance \(January 2018\)](#)
- Ensure every student has the opportunity to evaluate the knowledge and skills they need for the workplace.



4. People and Resources

In order to ensure effective delivery of careers provision we want to ensure that all staff support students in their career exploration and planning and are actively involved in aspects of the programme. All staff have a role to play in ensuring students have a well rooted understanding of their strengths and the pathways open to them.

“Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.”

Dr Russ Quaglia 2016 (London Ambitions Careers Curriculum)

All teachers at the Norwood School need to be at the heart of careers education for our young people, ensuring that they receive the guidance and motivation needed to lead them towards a successful career. *The following descriptions of roles at the Norwood School draw on the TeachFirst research ‘Careers education in the classroom. The role of teachers in making young people work ready’*

A member of the Senior Leadership Team manages the careers team, evaluates the impact, identifies ongoing priorities and provides regular updates to SLT and governors’ curriculum committee meetings. (Jessie Nicholas Deputy Head Teacher). Their responsibility is to *‘to ensure that ‘careers and employability education is a key part of the school’s mission and ethos; strategic long-term partnerships are built with employers, learning providers like FE and HE and other key stakeholders; and resources, including human resources, are strategically invested in careers and employability learning.’*

Qualified careers adviser Alix Boyle - Post Graduate Diploma in Careers Guidance (PG Dip CG), Qualification in Careers Guidance (QCG)

At Norwood School our careers adviser collaborates with pastoral, senior and middle leaders to provide information, advice and guidance that will help our students make realistic choices about their education, training and work.

Responsibilities include:

- interviewing students one-to-one or in small groups to discuss career or education options;
- helping young people to draw up action plans for employment, education and training and supporting them to achieve these goals;
- keeping abreast of careers options to support the Norwood School meeting our student’s needs;

- providing advice for pastoral staff (particularly Sixth Form) to help build pastoral programme that includes relevant, up to date strategies that will enable our pupils to build CV's, complete applications and develop interview techniques;
- helping staff and pupils to understand the current job market;
- liaising and negotiating with other organisations on behalf of non-specialist Norwood staff
- record interactions with and tracking students;
- writing careers literature/website updates or sourcing information products from elsewhere for use within the school;
- supporting the planning and organising careers fairs and conventions;
- keeping up to date with labour market information, legislation, and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies;

Head of Faculty – Middle Leaders: It is the responsibility of each Head of Faculty across the curriculum to ensure that curriculum pathways include reference to career learning opportunities and links to the world of work. *'This role acts as a bridge between external specialists, local employers and the school. The role holder is responsible for coordinating activities with externals, including work experience and 'beside' curriculum projects. They support the tutorial and teaching careers roles of their colleagues: providing training in up-to-date labour market information or knowledge about qualifications, as well as providing pedagogical support to colleagues in developing the 'work ready' capabilities.'*

Subject teachers: *'Teachers are first and foremost subject specialists. Careers information can easily be embedded into subject teaching and can increase engagement and attainment: when pupils see the applicability of their learning and its link to long-term career goals, motivation increases. Recent research focused on pupil perception of science, technology, engineering and maths (STEM) subjects (BIS, 2014) discovered that pupils often misunderstood or were unaware of the jobs which STEM subjects lead to, or the career routes which would be closed by not taking those subjects for GCSE or A-Level. Poorer pupils were most likely to hold these misconceptions. Our research defines two effective ways in which subject teachers can deliver careers content. Firstly, integrated into lessons delivered by the teacher (e.g. pupils studying a play in English learn about the role of a graphic designer and design a theatre programme). Alternatively, careers content can exist 'beside' the curriculum: in the form of trips, talks and enrichment projects delivered by others and integrated into long-term curriculum planning. Teachers are an important source of social capital,*

particularly for pupils from low income families who may have less professional contacts (BIS, 2014). School input is therefore potentially life-changing. It is important to recognise that teachers are not impartial and may have limited experience so they can only be one of many career informants to expose pupils to a range of routes. For instance, teachers have often progressed from university to teacher training and so have useful insights about UCAS processes but less experience of vocational routes.'

Form Tutors: *'As a form tutor, teachers are often a first port of call for students' concerns or personal issues. In terms of careers, this often means discussing choices at key points in secondary school (choosing GCSEs in Year 8 or 9; post-16 options in Year 11; and post-18 options in Year 12/13). Form tutors often build more informal relationships with pupils. By sharing information about their own career choices and those of people they know, form tutors can help shape pupils' understanding of routes into employment as a 'career informant. Form tutors are also often the initial contact point for parents, likely to discuss pupil choices at parents' evenings. Research by the Department for Business, Innovation and Skills found that low income parents were more likely to let the school lead the conversation about their child's career and subject choices (BIS, 2014), emphasising the importance of a teacher's role for these pupils.'*

Governors: The governors are responsible for overseeing the production, implementation and evaluation an annual careers programme, informed by the agreed school development plan that identifies the role and contribution of subject teachers, tutors and other staff and partners. Our active Link Governor is Rosalind Millam.

The basic budget committed to engaging external Independent Careers Advice at The Norwood School was £14,632 Summer 2017 between 1st April 2017 until 31st March 20 18 and is now **£ 17,936 paid up to March 2019**. This includes 76 days of professional support from independent Careers Advisor Alix Boyle. *This does not include the 'hidden cost' of individual classroom teachers/ HOF's/ Admin support - all an essential part of the whole school strategy for cohesive delivery across Key Stage 3, 4 and 5.*

5. Programme and Provision

Evidence suggests that a mixed delivery model is most effective in meeting students' needs with integration of career learning into all lessons, some discrete timetabled provision through PSHE, reflection and support through tutorial time and enrichment activities for impact including encounters with employers from a wide range of possibilities and access to information, individual advice and guidance. The Gatsby Report Good Careers Guidance provides a guide on the range of activities and how schools can organise these. As outlined in the Careers & Enterprise Company booklet *What Works in Careers and Enterprise?* we take account of

- Different effects for different activities
- Sequencing of activities to meet learner needs
- Effective implementation and ongoing review and improvement

Norwood School's delivery model includes – a pastoral programme built into Tutor time, assemblies and drop down days, integration into subject lessons, enrichment activities, involvement of external partners and employers. We also ensure that 6th form students are given a variety of leadership roles to develop their work readiness skills through for instance, roles as lunch-time supervisors, behaviour and subject mentors. The policy outlines strategic provision across the school.

See appendix 2 at end of document.

6. Partnerships

Collaboration with further and higher education providers, with careers guidance specialists and with businesses are all important in helping equip Norwood students with the knowledge, skills and behaviours for career success. They can bring additional expertise and insight into schools and motivate and inspire students to see how different choices can take them in the future.

Key partners who support the school in delivering the careers, enterprise and work related learning programme include:

- External careers guidance providers, Careers Events.

Delivering innovative/independent careers advice and guidance and support for Norwood Students. The support works within the framework of statutory government requirements in relation to Careers Education and Guidance. The



advisor's schedule will build on the existing provision within the school and will liaise with teaching and pastoral staff to assist planning and delivery. Support is also provided at key Parents' Evenings and Sixth Form enrolment/GCSE and A Level Results Days.

- Universities and Further Education Providers are regular visitors to Careers Events. University/College and Apprenticeship Ambassadors showcase and highlight current FE offers and give students and parents the opportunity to discuss possible career pathways as well as entry requirements etc - regular attendees include:
 - Oxford and Cambridge University
 - University of Greenwich
 - Lambeth College
 - SOAS University of London
 - Ravensbourne Art College
 - London South Bank University
 - Kingston University
 - Croydon College
 - Trinity Laban
 - University of Sussex
 - City University London
 - University of West London
 - Kings College London
 - London Metropolitan University
 - Pearson College
 - Goldsmith University
 - University of the Creative Arts
 - Coventry University
 - SAE Institute
 - BIMM London
 - ALRA Drama School
 - REED Education
 - Queen Mary University
 - University of Westminster

Apprenticeship Providers that regularly present to students at Careers Fairs/Assemblies or host workshops/conferences etc include:

- Lambeth College
- BOC
- Transport for London
- Croydon College
- Capel Manor
- Roots and Shoots
- Rate My Apprenticeship
- Lambeth - Lambeth Apprentice Ambassador Conference
- Inspiring the Future – visiting speakers into school. Assemblies/Careers Fairs.

The Norwood School engage a range of organisations that complement our extensive Work Ready Guidance in the Sixth Form including:

- Metro Bank - Financial Guidance Workshops.
- MyBank – Workshops that explain managing personal finances and planning for independent living
- Frontier – Gap Year experiences talks
- Unifrog - Gap Year experiences talks
- Debate Mate – team work skills and public speaking
- OSCAR – UCAS Guidance and support
- ULAS - ongoing FE support/tracking and guidance.

Teachers to:

- *Develop comprehensive Destination Data reports.*
- *Stay in touch with alumni with the integrated alumni network.*
- *Manage writing of all student references, both academic and employment.*
- *Explore and share personalised opportunities with your students.*
- *Enables effective implementation of The Gatsby Report (2014) benchmarks across your institution.*
- *Comprehensively meets DfE's Statutory Guidance for Careers Provision and Gatsby benchmarks.*

Allows parents to:



- *Access up to date information to better assist their child in decision making.*
- *Browse a broad range of opportunities suited to their interest and ability.*
- *Gives parents the opportunity to support their child develop a stronger application by viewing and giving feedback to their CV and or personal statement.*
- *Gives them exclusive access to events with universities, employers and industry bodies.*

Support students by:

- *Keeping committed students informed - those already interested in particular industries and or courses about opportunities.*
- *Communicating and sharing information with high calibre students from diverse backgrounds and key demographics.*

Additional opportunities currently offered to Norwood students through our range of partnerships include:

- FAD Fashion Futures - Fashion Saturday Schools Leading to Summer Schools and Opportunities to showcase work as part of London Fashion Week.
- Insights Day at Deloitte - 'Business in the City' Workshops
- UCAS Conference/Fairs - HE Awareness.
- HSBC in Canary Wharf - 'Careers in the City' workshops
- MyKindaFuture talks with Allen & Overy - Investigating possible FE/Career Pathways.
- Sutton Trust Summer School - exploring and Experiencing University Life - working in partnership with 11 leading universities to offer over 40 different subjects at Summer Schools. Students have the opportunity to attend academic lectures, live in halls of residence, make friends from across the UK and receive high-quality advice on how to navigate the UCAS application system.
- UBS Apprenticeships Awareness Insights Sessions (Wealth Management, Operations, Technology and Compliance & Operational Risk Control)
- UAL Insights Programme - Visual Arts Saturday Schools and Interview and Portfolio Workshops in preparation for Art College Route
- NCS The Challenge - Summer and half term experiences that reach beyond



school, provides unique benefits for personal development, building independence & confidence and also gives pupils the chance to improve communication & teamwork skills.

- UNIQ Summer Schools - UNIQ is a programme of free summer schools at Oxford University. UNIQ is open to students studying in their first year of further education and who are based at UK state schools/colleges. Students apply for a specific course that aims to give them a realistic view of Oxford student life. UNIQ participants live in Oxford college/annexe for one week in the summer. They attend lectures and seminars in their chosen subject, and workshops about applying to Oxford. Participants also take part in a variety of social activities in the evenings.
- English National Opera – Wide ranging outreach for students and Parents – including work experience, master classes with professional, backstage tours, performers/artists in school drop down Opera Squad Day, extra-curricular opportunities to target key groups – eg developing boys choir.
- Old Vic School Company – Key Stage 4 Drama link – collaborative project that includes theatre visits/workshops and talks.
- Donmar Warehouse Take the Stage Project - specific project this year targeting boys into theatre – workshops/talks/visits/performances.
- Old Vic Stage Business Project – Employability Skills Project for Sixth Form.

7. Performance Monitoring and Evaluation

Measuring the impact of the careers programme is critical to ongoing development and success. Impact reports will be produced on a termly basis and contribute to an annual report to governors. This will draw on feedback from staff, parents and students and focus not just on enjoyment but also on the knowledge and work-ready skills developed. The school will be working towards external validation of its provision through the Quality in Careers Standard/Investor in Careers standard involving a systematic review of provision and targeted approach to development.

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Appendix 1 (Awaiting 2017 data) HE Summary Statistics Rate Table

1.2 - Summary Statistics Rates Table

Offer rate for main scheme applicants and acceptance rate for all applicants

Statistic	2012	2013	2014	2015	2016
Offer Rate	68.8%	75.0%	69.6%	86.0%	93.9%
Acceptance Rate	43.8%	85.7%	73.9%	88.6%	91.2%



European Union
European
Social Fund

20.2 - Most Popular Providers Offers Table

The most popular providers for applicants in 2016 by offers

2016 Rank		2012	2013	2014	2015	2016
1	Kingston University	2	5	5	8	7
	University of Westminster, London	1	3	4	9	7
3	Middlesex University	1	2	1	0	6
4	Coventry University	0	0	0	1	5
	Oxford Brookes University	0	0	1	1	5
	University of Sussex	0	0	0	4	5
7	University of Greenwich	0	5	4	12	4
8	Brunel University London	1	1	0	4	3
	City, University of London	1	1	0	3	3
	De Montfort University	0	2	1	6	3
	Goldsmiths, University of London	2	0	2	2	3
	London Metropolitan University	0	8	2	2	3
	Queen Mary University of London	1	0	1	7	3
	The University of Hull	1	0	0	1	3
	The University of Sheffield	0	0	0	0	3

Appendix 2 - Careers Entitlement statements

Over our three year plan, we will seek to embed and ensure the following provision across the school.

What can you expect in Year 7 and Year 8?

Key Themes

- Exploring interests and strengths
- My career journey
- Coping with change and transition and planning for the future
- Challenging stereotypes

Career Challenges

- Investigate job families and identify the ones that most closely match your interests
- 'Draw' a career timeline to track the decisions you'll face in the next seven years.
- Set up a skills log to record how you best demonstrate the skills needed for employability



School Provision

- Careers interest and self-assessment exercises such as Fast Tomato, Kudos or JED to explore different career areas
- Careers assemblies
- Visit to School based Careers Fair
- Exploring equality and diversity through investigating different images of learning and work and the people involved
- Industry days and activities linked to, for example – ENO Opera Squad, National Science and Engineering Week and The Big Draw.

What can you expect in Year 9?

Key Themes

- Thinking about the future
- Researching opportunities and making decisions - Options
- Making plans and preparing for change

Challenge

- Talk to two employers about their careers and the education and training pathways they have followed
- Update your career timeline and skills log

School Provision

- Access to a careers interview with a qualified careers adviser
- Access to careers software to explore interests and careers linked to different subjects
- Enterprise Days/Weeks in school with visits from local businesses and employers
- Options evening and the opportunity for families to meet with tutors, teachers and our careers advisor.

What can you expect in Year 10 and Year 11?

Key Themes

- Personal development, decision making and planning skills
- Self-presentation skills and what employers want
- Investigating and assessing choices and qualifications

- Building a network of support

Challenges

- Update your career timeline and skills log
- Draw up a list of questions to ask employers and course organisers at careers events
- Attend open evenings and Careers Fairs
- Research how learning and work is changing in a specific sector
- Prepare a CV.

School Provision

- One to one interview with a qualified careers adviser
- Talks from employers with up to the date labour market information
- Access to a Careers Fair
- Visits to employers
- Visits to universities and colleges and access to student finance talks and managing personal budgets

What can you expect in Year 12 and Year 13?

Key Themes

- Taking action to improve chances and build experience
- Effective self-presentation
- Personal finance and career choice
- Dealing with change and transition

Challenges

- Update your career timeline and skills log
- Research apprenticeships and courses for your shortlist
- Prepare a personal statement
- Secure offers and have a back-up plan

School Provision

- Access to a qualified careers adviser
- Visits to employers, careers events and university open days



- Industry specific talks with up to date labour market information
- Support seeking tailored work experience placement
- Tutorial programme with support on effective decisions, applications and transitions.



Lambeth Council, working in partnership with Lambeth College and London South Bank University are committed to working with schools, providers and employers to improving the quality of Careers Guidance for young Lambeth residents...

The following employers and providers endorse the school's Ofsted aligned Careers Guidance Strategy supported by the Quality in Careers Standard.

