



GREENWOOD
ACADEMIES TRUST

Strategy for Careers and Employability

Challenges

7.1% UK Unemployment Rate

20.1% Unemployment among Under 25s

47% University Graduates in non-graduate roles

78% of employers rate attitudes as the most important factor when recruiting new staff

300:1 Ratio of applications for top apprenticeships

Contents

	Page
Vision Statement	4
Background	4
Introduction	5
Current Situation	5
Going Forward	6
Conclusions	12
Annexes	14

Vision Statement

Our aim is for all of our young people to have experiences of work that are rewarding and highly informative, and to achieve qualifications valued by employers. We are committed to supporting each of our students into the next phase of their education, employment or training by providing continual opportunities to develop skills, knowledge and confidence to make fully informed decisions about their future jobs or courses. We believe that all of our young people can pursue fulfilling, aspirational careers and we are committed to encourage them to do so.

Background

The GAT Statement of Intent for Careers and Employability sets out the statutory responsibilities of the Trust Board, as the Governing body, to ensure that pupils in years 8-13 have access to independent careers guidance. The Trust Board is also required to play an active role in connecting the secondary academies with the local community of business and other professional people in order to inspire pupils through greater contact with the world of work.

In fulfilling these obligations, the GAT Trust Board will ensure that the careers guidance provided to our pupils is impartial, contains information on the full range of options available, including apprenticeships and other vocational pathways, and promotes the best interests of the pupils to whom it is given. The Trust Board will also provide clear direction and ensure that the necessary resources are made available to our principals through the Regional Educational Directors and the Central Team. In turn, the principals will provide the pupils with effective careers advice and access to inspiring activities through sustained contacts with employers, mentors and coaches.

The overarching GAT Statement of Intent for Careers and Employability draws heavily on the guidance given in the Gatsby 'Good Career Guidance' Benchmarks and Recommendations for Schools by Sir John Holman (Annex A), the Ofsted 'Careers and Inspiration in Schools Guidance March 2015 (Annex B) and the *Governance Handbook*, latest version published by the Department for Education and the National College for Teaching and Leadership in November 2015. The implementation of this statement of intent also reflects the CDI Framework for careers, employability and enterprise education 7 – 19 (Annex C) as well as guidance provided by the National Careers Service on what School Governors need to know about the new Ofsted requirements for careers and employability (Annex D).

Introduction

This GAT Strategy for Careers and Employability forms an important part of our overall Enrichment programme that, in turn, draws on the emerging GAT Child initiative. The Strategy sets out a detailed framework linked to outcomes for pupils that will provide them with regular and structured contact with the world of work through formal business partnerships, employer talks, inspirational employer activities, interview skills days, industry visits, work experience, careers fairs, college and university visits, and links with apprenticeship providers.

Our careers and employability service will be characterised by impartial, high quality, face-to-face provision. We will also engage with the new Careers and Enterprise Company and Local Enterprise Partnerships to identify careers organisations, potential business partners and other opportunities to forge direct links with employers. Finally, we will work towards a quality award for Careers Education, Information, Advice & Guidance (CEIAG) to ensure that all our secondary academies are providing an excellent service that goes beyond the statutory requirements, including impartiality. Our focus will not be confined to years 8-13; indeed, the introduction of careers and employability activities and guidance throughout the primary stages and in Year 7 are considered to be essential stepping stones in ensuring that all our pupils are fully employable and can go on to lead fulfilling and successful lives.

To ensure that all our academies are meeting and exceeding the CEIAG requirements, principals are required to prepare an annual Careers and Employability Plan for their Academy. These plans will be coordinated by the Regional Education Directors and will provide the foundations upon which our evidence to Ofsted will be based. A final report summarising the overall achievements listed in the Academy Plans will be prepared by the Education Adviser for Careers and Employability for the Deputy Chief Executive by the end of October each year to provide assurance to the GAT Trust Board on the delivery and effectiveness of our careers and employability provision.

Current Situation

The expansion of the GAT over the last 6 years has seen the equally impressive development of careers and employability engagement across all 31 academies. However, without a clear and consistent Trust-wide approach, the results have been rather piecemeal and have tended to be driven by local factors and opportunities. As the Trust matures, this situation can be improved by adopting a more structured effects-based approach which allows principals to develop and implement their own

annual plans as part of a clear central framework linked to positive outcomes for pupils.

The Trust has much to be proud of in its current provision of careers and employability opportunities across all its academies. We have set up some very successful external partnerships with local, regional and national companies that have had major benefits for our pupils in terms of mentoring, competitiveness and employment opportunities. These established benefits have been particularly marked in the Nottingham and Northampton areas as a result of our strong links with Business in the Community, Experian, DHL, intu Properties, Ikano, Capital One and Browne Jacobson. Major inroads are also being made in Derby through a Business in the Community partnership between the City of Derby Academy and intu Properties. In other areas, particularly around Skegness, Corby and Peterborough, our links with local businesses are less visible and this is currently being addressed through this strategy.

It is also important to recognise areas where we can continue to improve. For example, the publication on SharePoint of the GAT Statement of Intent for Careers and Employability has set out for the first time what we should be doing and underscores the importance of this work in meeting the broader responsibilities of the Trust to the overall development of our pupils. The creation of this subordinate GAT Strategy for Careers and Employability document is also vital in articulating how we are going to achieve our corporate objectives and how we will provide the essential resources required. Finally, the creation by the principals of an annual Careers and Employability Plan for each of our academies will focus our efforts, set clear and measurable targets, quantify achievement and help to drive us forward.

Going Forward

The GAT Statement of Intent for Careers and Employability places these activities at the forefront of every academy. This will drive the imaginative and efficient use of our physical and human resources to maximise participation in engagement activities that inspire our pupils to consider career paths and opportunities that they may have thought were beyond their reach. The detailed methodologies and objectives to be used will be included in each academy's annual plan for Careers and Employability and coordinated by the Regional Education Directors on behalf of the Deputy Chief Executive as the appointed Trust Board champion.

Each plan will be unique to the individual academy; however, common threads will include the introduction of new careers and employability partnerships where appropriate and a greater emphasis on offering activities that will appeal to a wide range of pupils. Indeed, pupils will be actively encouraged to pursue their own passions and to seek new opportunities. It is expected that all young people in the

Trust will have had 2 contacts with employers by the end of Key Stage 2 (6 by the end of Key Stage 4 and 10 contacts by the end of Key Stage 5), through participation in our co-ordinated careers advice and employability programme. Our secondary academies are expected to allocate at least one half-day per year to the formal delivery of these programmes. In Key Stage 3 these interventions will be designed to aid transition, improve skills and self-awareness, and help to inform GCSE options. In Key Stage 4 the focus will be on mock interviews, CV writing, presentation skills and personal image, use of social media, and an employability day / careers fair involving local businesses. In the post-16 years, emphasis should be placed on raising the profile of apprenticeships, UCAS, business networking events and in visiting local employers. Principals are also to encourage as much participation as possible in mentoring partnerships, enterprise challenge events and other employability opportunities. Throughout all key stages, pupils should be informed about the range of careers available to them and the different pathways into those careers, this should include a range of education & training providers including colleges, apprenticeship providers and universities. As time and other resources will remain tight for the foreseeable future, the emphasis should always be on quality rather than quantity of events.

In delivering this strategy, all principals will be challenged to review their current practice using the GAT Employability Framework. This framework has been based on a model developed by the Derby, Derbyshire, Nottingham and Nottinghamshire (D2N2) Local Enterprise Partnership and is the result of a collaborative project between the University of Derby, the Evolve Trust and a Task Group comprising representatives from local authorities, businesses and business sector groups, schools and school partnerships, and the National Careers Service (Annex E). It also draws from the TeachFirst Access Toolkit (Annex F); both tools are evidence based and provide a solid foundation for the selection of the ten employability skills within the GAT Employability Framework. The Framework needs to work within our GAT strategy and should complement and integrate current activity. It is not intended to generate another layer of bureaucracy nor should its application duplicate what is already in place.

The GAT Employability Framework has three main functions:

1. To set out an ambition for all young people in the Trust – an ambition that can only be achieved through co-ordinated and focused partnership working.
2. To shape practical actions by providing a framework for self-evaluation and a focus on key actions.
3. To shape a strategic response to commissioning to ensure that actions achieve goals, and that the cumulative impact of those goals is to achieve better outcomes for our young people and employers.

In completing the Employability Framework and their individual Academy Plan, principals are to give full consideration to the following:

Active Pupil Career Survey. Pupils will be encouraged to record their intended career destination in their personal 'Passport' on an annual basis. In addition, the Careers and Employability lead at each academy is to arrange for all pupils to have the opportunity to complete an Active Pupil Career Survey. The results from the survey will be used to measure participation and satisfaction in careers and employability events on a regular basis and to identify areas for future development. Emphasis should increasingly be placed on meeting identified needs and individual desires rather than providing a common approach for all.

Additional Provision. Principals are encouraged to provide an imaginative and comprehensive range of Careers and Employability activities and to make additional provision wherever possible.

Barriers to Participation. Heads of Careers should work in conjunction with their SLT to identify, and eliminate as far as possible, any barriers to participation in Careers and Employability events.

Careers Advice. Pupils are to be provided with effective and timely careers advice that builds progressively as they transition through the academy from both internal and external advisers who are trained to an appropriate level. This advice should follow the guidance provided by the DfE, Ofsted, the National Careers Service, the Careers and Enterprise Company, the Local Enterprise Partnership and other similar agencies.

Careers Clubs. Principals are encouraged to review and, where practicable, establish more careers related 'Clubs' at their academies. This work should also challenge career stereotyping and promote less traditional career paths.

Careers Identity. The creation of a strong Careers and Employment identity, possibly based on achievement, and 'careers ambassadors' amongst the pupils, will also be encouraged at each academy.

Careers Leaders. Appointing pupil 'Careers Leaders' who can help run careers fairs and other events at their academy and in local feeder primary schools, provides a very valuable additional resource and helps to motivate children and young people.

Careers Stars. Where possible, principals are encouraged to engage with successful local business leaders and motivational speakers as part of their careers initiatives. Each academy is to appoint an employer governor as a member of the Academy Advisory Council who has a remit to encourage employer engagement and to take a strategic interest in career guidance.

Coaching. Full use should be made of coaching to ensure that pupils are well prepared to apply for places on further and higher education courses, and vocational positions. Realistic role-play exercises should also be used to

simulate interview conditions with particular emphasis being placed on 'soft skills', including image and presentational techniques, as well as technical ability.

Communication. Careers and employability activities should be communicated to all stakeholders via the academy website, social media and newsletters. In school this could take the form of a careers and employability opportunities noticeboard or a careers library as well as a dedicated place on an intranet site or VLE.

Community Action. Students should be encouraged to become active citizens by raising awareness of issues that are important to them both on a local and global level. Important employability skills such as communication and team work are naturally developed through working on projects through initiatives including but not limited to We Act, Bite the Ballot and V-Inspired.

Curriculum. The formal allocation of one half-day per year at secondary level to support Careers and Employability activities will be supplemented by a wide range of additional interventions and all teachers should link curriculum learning with careers. STEM subject teachers, in particular, should highlight the relevance of these curriculum areas to a wide range of career paths. The use of INSET time to raise the profile of careers education and to highlight the importance of teaching employability skills is also encouraged.

Digital Employability Passport. All students should leave Year 11 with a personalised digital portfolio of evidence that will summarise the careers and employability and other enrichment activities that they have undertaken. Skills developed through participating in these activities should be highlighted. Work on this electronic 'passport' is being taken forward at a national level and a suitable system will be provided centrally to all our academies.

Early Years. It is vital for us to develop, at the earliest age, the skills needed to enable children and young people to enter the world of work. The Trust recognises the importance of ensuring that younger children are also able to access a range of external business partnerships.

Equality. All principals are to ensure that their Careers and Employability provision is as inclusive as possible and does more to break down traditional barriers and areas of discrimination. Particular emphasis is to be placed on meeting the needs of any pupils with disabilities and groups that have traditionally been resistant to careers advice and participation in activities. The Trust has a zero tolerance towards instances of discrimination. SEN, EAL and AP cohorts should be considered a priority and a personalised approach should be taken with these groups.

Further & Higher Education. All students 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.

GAT Business Partners. Academies should take every opportunity to develop a wide range of business partnerships through local 'Business in the Community' or similar clusters and directly with local firms. Large businesses, SMEs, public and voluntary sector organisations are all potential partners.

Importance of participation in careers and employability opportunities. The emphasis should be on fostering a progressive, ambitious but realistic programme of careers and employability opportunities that will stretch pupils' minds and provide challenge and motivation to consider options that might have seemed unobtainable. Students should understand that they drive forward their own progress during their education and work journey.

Inter-academy Events. Principals are encouraged to seek out and take part in enterprise events and competitions with other GAT academies.

Labour Market Information. All students and their parents should have access to good quality information about future study options and labour market opportunities.

Measuring Impact and Outputs. To ensure that we continue to deliver successful and cost-effective programmes of careers and employment preparation across the Trust, all Careers and Employability leads will be required to develop and maintain an annual plan at their academy. A report by the Principal outlining the success of the plan in terms of participation, success and financial expenditure should be delivered to the Regional Education Director by 31st July each year. The report should also review the objectives and make any recommendations for change for the new academic year.

Media. Careers success makes a very good news story and every opportunity should be taken to seek positive publicity for individuals, the academy and the Trust. Principals and Careers and Employability leads should ensure that full use is made of the GAT Media and Communications Manager to ensure the widest coverage.

Menu of Opportunities. The Head of Careers will be responsible for promoting a variety of opportunities designed to inspire young people, including employer talks, ambassador talks, careers fairs, motivational speakers, competitions, college and university visits, coaches and mentors and business visits.

Provision in Every Year Group. A stable careers programme should be embedded in each year group. A programme of careers guidance and employer engagement opportunities should be communicated to and understood by students, parents, teachers, advisers and employers.

Staff. Each academy is to appoint a Careers and Employability lead. Key members of the teaching and non-teaching staff are also expected to play major roles in delivering this strategy. Additional members of staff may be given specific 'enrichment' roles to enhance the careers and employability provision within the academy. Training should be offered to staff members wanting to take a more active role in the delivery of careers and employability education and guidance.

STEM Careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Student Alumni. Previous students who have chosen different education and career paths are an invaluable source of inspiration to current pupils. Tracking destinations, maintaining contact with students and inviting them back in to deliver talks and workshops with key groups will all assist in this process.

Teacher Externships. Where possible, principals should aim to implement a 'Teacher Externship' programme to support the placement of teachers with local employers. This will help teachers to develop a better understanding of the range of jobs and careers available in the local labour market and how their subject relates to the workplace.

Timetable. Principals will be expected to set aside time in the school day, and after school, for additional careers and employability sessions to take place. This does not need to cut into curriculum time and principals should consider cutting short breaks and offering sessions over lunch times and during assemblies and tutor time etc. Drop-down days for activities such as interview skills, careers fairs and business visits are also important and should be considered where the benefit of participating in such an activity outweighs the financial costs and any lost curriculum time.

Visits. The Careers and Employability lead will be expected to host visits and coaching by local business leaders and mentors and to arrange subsidised trips to major careers events as part of the Academy's extended opportunities programme.

Work Experience. One of the best ways to provide motivation and to encourage active interest in the workplace is to allow as many pupils as possible to take part in work experience and potentially longer-term internships. These initiatives should be arranged as part of the Academy's

formal careers provision and opportunities should also be provided for pupils to take part in employment-related activities as part of the enrichment programme.

Conclusions

Engagement in careers and employability activities by children and young people needs to be thought of as a continual journey, not as a number of discrete interventions. Throughout different stages of their academic life, pupils will have different needs and require an offer that is tailored to meet these individual needs as closely as possible. It is axiomatic that what works for one pupil may not work for another and our offer must therefore be flexible and measurably effective.

In fulfilling and exceeding our statutory obligations, we will ensure that the careers guidance provided to our pupils is impartial, contains information on the full range of options available, including apprenticeships and other vocational pathways, and promotes the best interests of the pupils to whom it is given. For its part, the Trust Board and Central Team will provide clear direction, support and ensure that the necessary resources are made available to principals to allow them to deliver a wide-ranging, inspirational and highly effective careers and employability programme.

The GAT Strategy for Careers and Employability describes the effects that are desired but does not seek to give prescriptive guidance to principals on how this is to be achieved. Indeed, it is the responsibility of each principal to appoint a Careers and Employability lead and to develop their own annual Academy Plan using the GAT Employability Framework to set out the detailed objectives and the methodologies to be used to ensure their efficient achievement. Overall, we would expect all our pupils to have had 2 contacts with employers by the end of KS2 (6 by the end of KS4 and 10 contacts by the end of KS5).

A report summarising progress made during the year and defining the objectives for the next annual cycle is to be submitted to the Regional Education Director by 31st July each year. A final consolidated report summarising the overall achievements listed in the Academy Plans will be prepared by the Education Adviser for Careers and Employability for the Deputy Chief Executive by the end of October each year to provide assurance to the GAT Trust Board on the delivery and effectiveness of our careers and employability provision and to set out the strategic priorities for the year ahead.

The Trust is committed to preparing all our pupils as fully as possible for the eventual transition from academy life to the next stage in their development whether that involves further/higher education or a direct move into employment. In addition to providing our pupils with the opportunities to reach their highest potential

academically, we have a statutory responsibility to ensure that they leave our care with the confidence, motivation and rounded skill sets necessary to be fully employable and go on to lead fulfilling and successful lives as positive members of society.

Martin Waring
Enrichment Programme Manager
September 2016

Annexes:

- A. 'Good Career Guidance', Benchmarks and Recommendations for Schools, Sir John Holman, Gatsby, 2014
<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsbygoodcareerguidance8pagea5.pdf>

- B. 'Careers and Inspiration in Schools Guidance', Ofsted, March 2015
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

- C. Framework for careers, employability and enterprise education 7-19, CDI: Career Development Institute, 2015
http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

- D. The National Careers Service guidance on the questions that principals are likely to be asked by Ofsted during an inspection, January 2016

- E. 'D2N2 Employability Framework', Derby, Derbyshire, Nottingham, Nottinghamshire Local Enterprise Partnership, February 2015
<http://www.d2n2lep.org/skills/employability-framework>

- F. TeachFirst Access Toolkit, 2016-17
<https://www.teachfirst.org.uk/>

'Good Career Guidance' Eight benchmarks, Gatsby Foundation, 2014

A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, 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.
ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
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.
ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student 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.
EXPERIENCES OF WORKPLACES	Every student 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.
ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students 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.
PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Ten Recommendations

1 EIGHT BENCHMARKS	To schools, government, Ofsted and employers	We recommend Benchmarks 1 to 8 as defining the elements of good practice in career guidance. Schools should be guided by them when setting their own careers programmes, and Ofsted should be aware of them when making judgements about the quality of career guidance in a school.
2 THE SCHOOL CAREERS PLAN	To government and schools	Every secondary school should be required to have a Careers Plan, published on the school's website.
3 DESTINATIONS DATA	To schools and government	Every secondary school should be responsible for publishing the destinations of all pupils for three years after their leaving date. The published destination data should be at an aggregated level, showing the main categories of employment, apprenticeship and further and higher education. The responsibility should be placed on schools, but they should have the support of HESA, NCCIS and other agencies that are currently involved in collecting destination data for the government.
4 THE NATIONAL CAREERS SERVICE	To government	<p>The remit of the National Careers Service (NCS) should be extended to give it unequivocal responsibilities towards schools. It should:</p> <ul style="list-style-type: none"> - Significantly expand its work with schools, young people and parents; - Develop and extend its online services targeted at schools, young people and their parents, and support training in their use; - Provide a channel for live labour market information from the 'LMI for All' data source; - Disseminate good practice in career guidance to schools; - Collaborate with employers' organisations to broker employer encounters with schools; - Support schools in creating their Careers Plan. <p>To make it more responsive to employers, the NCS should be reconstituted as an independent agency with its own board on which employers are strongly represented, alongside schools and colleges.</p>
5 CAREER AND LABOUR MARKET INFORMATION	To government	Alongside career information, live labour market information should be available to all schools through the 'LMI for All' service. This should be accessible through the NCS website as well as other outlets. Those involved in career guidance should be trained in its use.
6 CURRICULUM LEARNING AND CAREERS	To the National Centres and their funders	The National STEM Centre, National Science Learning Centre, and National Centre for Excellence in Teaching Mathematics should lead exemplary work to show how curriculum resources for science, technology, engineering and mathematics teachers can more effectively showcase career learning opportunities.
7 A REVIEW OF ENCOUNTERS WITH EMPLOYERS AND THE WORKPLACE	To employers and business-link organisations	Employers, their representative organisations and organisations promoting business links should cooperate in a comprehensive review of what they offer. The review should focus on what could be done to make sure every school has enough employer links to meet the benchmarks in this report.
8 EMPLOYER GOVERNORS	To employers and schools	Every school should have a member of their governing body who has a remit to encourage employer engagement and to take a strategic interest in career guidance.
9 ENCOUNTERS WITH YOUNG AMBASSADORS	To the National Apprenticeship Service, further and higher education and employers	Employers and further and higher education institutes should investigate the potential for greatly expanding existing programmes for sending young ambassadors into schools from apprenticeships, colleges and universities.
10 CAREER ADVISERS	To government and schools	The government's guidance for schools should be amended to make it clear that personal guidance can be provided by both internal and external advisers. Advisers can be a member of school staff, provided they are trained to an appropriate level to give advice that is in the best interests of the pupil.

['Careers and Inspiration in Schools Guidance'](#), Ofsted, March 2015

['Framework for careers, employability and enterprise education 7-19'](#),

Career Development Institute, 2015

Questions principals are likely to be asked by Ofsted during an inspection:

How is the Academy fulfilling its statutory duties regarding careers guidance?

- How well does the provision match the requirements of relevant legislation, Ofsted inspection criteria and DfE recommendations?
- Does the Academy have a careers guidance strategy and policy in place that reflects national requirements and the school's ambitions and is reviewed by the appropriate governors' committee (ideally every two years)?
- Does the school have a member of the Senior Leadership Team who takes overall responsibility for leading and managing the school's careers provision?

What contribution is the Academy's careers provision making to overall effectiveness and improvement?

- Does the Academy's annual careers delivery plan make clear how careers work will support the achievement of the goals in the school's improvement plan?
- How is careers provision fully integrated into Academy planning?
- On which judgements made by Ofsted in Section 5 inspections is the Academy's careers provision expected to have a positive impact?
- Is there a nominated Governor with responsibility for careers provision? If there is no lead Governor, 'why not'?

What difference is the Academy making to the career-related attainment and progression of the pupils?

- Has the Academy analysed the data on pupil destinations at the end of KS4 and KS5 going back over the last 3-5 years?
- Does the Academy regularly evaluate data on the quality and impact of the careers provision and use it to inform improvement?
- How does the Academy evaluate this provision?
- How does the Academy promote its careers provision to pupils, their families, local education partners and employers?

Has the Academy allocated sufficient resources to meet its statutory duties and is it obtaining value for money?

- How much does careers guidance cost the Academy?
- How does the Academy procure/commission, manage and review its careers guidance contract with an external provider?
- What is the budget process for careers and employability provision?
- How does the Academy negotiate the contribution of other partners including work experience provision?
- What CPD/professional qualifications are undertaken by staff to support the careers and employability provision?

['D2N2 Employability Framework'](#)

Derby, Derbyshire, Nottingham, Nottinghamshire Local Enterprise Partnership,
February 2015

[TeachFirst Access Toolkit](#), 2016-17