



Careers, Work Related Learning and Enterprise Policy



Careers, Work Related Learning and Enterprise Policy

Key Aims

- To enable students to make choices about their future and interests and make informed judgements about how these choices will help them achieve their aspirations
- To enable students to best understand transition at different key stages
- To increase understanding of the wider community and business and commerce
- To develop understanding and skills in self-evaluation
- To enable students to take on increasing roles of responsibility
- To develop student's organisational skills
- To develop student's co-operative skills
- To develop student's communication skills in different settings

Policy

The school is committed to providing a planned programme of careers education, information and guidance for all students from years 7 to 14, in partnership with the Careers Education Impartial Advice and Guidance Consortium Group, known as CEIAG. This partnership is negotiated between the Careers Co-ordinators of member schools and reviewed annually.

This policy has been devised in accordance with the guidance outlined in the National Framework for Careers, work-related learning and enterprise; the Department for Education Careers Guidance for young people 'The impact of the new duty on schools 2013-14', the 'Careers Guidance and Inspiration in Schools April 2014', and 'Careers Guidance and Access for Education and Training Providers statutory guidance 2018' The latter stresses the importance of incorporating the Gatsby Charitable Foundation's Benchmarks to develop and improve careers provision. (see below for more detail of these). These documents underpin a framework to support economic wellbeing and comprises the elements that cover the range of learning opportunities.

The policy is supported by the school's policies for Teaching and Learning, Assessment, Recording and Reporting, PSHE, Citizenship, Work Related Learning, Equal Opportunities and Health and Safety. This policy was developed, and is reviewed by the Curriculum Leader in conjunction with the teaching staff.

Objectives

The careers programme is designed to meet the individual needs of the students. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Careers Education is a way for students to learn about and experience the world of work, make informed choices about their future, develop their cooperative investigative and organisational skills, and give an additional focus to community based activities. In the context of Meadowfield it provides a focus for exploring and making choices regarding further educational and vocational opportunities when they leave. For example, college courses, supported work/work experience, residential opportunities and day centres.

Policy into Practice - Implementation: Staffing and Resources

A named teacher is responsible for leading the careers programme. The Leader works closely within the CEIAG Consortium which provides specialist careers guidance. All

teaching staff (years 7–14) contribute to the delivery of the Careers programme included in schemes of work for PSHE KS3, KS4 and 6th form. This programme is also delivered through a range of cross curricular subjects including Citizenship/Community and Functional Skills. Accredited vocational courses are delivered in and 6th form through modules such as Work related Learning, Preparing for an interview.

Resources used include careers literature (KS4 and 6th form) and ICT equipment, for example, use of digital camera and video, computers for presentation or by using specialist software. Funding is allocated in the school's annual budget planning.

Curriculum Planning and Teaching

Work Related Careers Education will be delivered through a range of class based and community based work using a range of media. These will vary depending on the Key Stage and needs of the individual student.

Years 7 and 8

To develop self-awareness through community based activities, PSHE, Citizenship and work related tasks

Years 9,10,11

To develop self-awareness through community based activities, PSHE, Citizenship and work related tasks

Sixth Form

To develop an awareness of the world of work through: community based activities i.e. Careers events; involvement in citizenship/community; work related learning; Careers and Vocational Education work; Canterbury College open days and tasters; Life and Living Skills accredited courses; Volunteering and work experience taster sessions and extended placements with optional support (internal or external to school site) are arranged by the department and in conjunction with external agencies. Job Coaching and Travel Training will be provided as necessary by in house trainers.

Sixth Form run a successful Enterprise Group and Duke of Edinburgh Award.

Post college planning and guidance will involve the student, parents/carers, Teacher, CEIAG Advisor, Transition Care Manager, Specialist Advisory Staff and other external agencies as appropriate for the individual student.

Recording and Assessment

Assessment and recording of careers based learning and students' achievement takes place through: continual teacher assessment (Pupil Asset); progress files; internal moderation; external accreditation/moderation by awarding bodies; transition and annual review reports; associated EHCP targets.

Community Links

Community based learning plays an important and enjoyable part of careers education at all Key Stages.

Working with Parents and Families

All parents/carers are invited to the Annual EHCP and Transitional Reviews. Additionally, parents/carers and families are invited to the “What’s Next” Careers events.

Safeguarding

Most activities will be carried out with staff support, with health and safety taken into account by individual or group risk assessment, as appropriate. Work based learning and work experience at Key Stage 4 and 6th form may require additional risk assessment depending on the place of work and the individual student or students involved. These risk assessments are completed by teaching staff and endorsed by Senior Management. Generic risk assessments are available for most working environments and offsite careers events by the managers/organisers. DBS checks may be necessary in certain circumstances (to be individually assessed).

The Gatsby benchmarks

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

Monitoring and Review

The implementation of this policy will be reviewed annually.

Equality and Diversity

Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

Links to other policies

Teaching and Learning

Curriculum

Safeguarding

PSHE

Exams

Policy reviewed: March 2018