

POLICY FOR CAREER, WORK-RELATED LEARNING AND ENTERPRISE 11 - 19

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 2012-13”; and the Careers guidance in inspiration in schools April 2014. 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 achievement, PSHE, Citizenship, work related learning, equal opportunities and health and safety. This policy was developed, and is reviewed by the Curriculum Co-ordinator, in conjunction with the teaching staff.

Objectives

Through Person Centred Planning, the careers programme is designed to meet the 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 St. Nicholas School where realistically, few students will move on to paid employment when they reach nineteen, 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.

St. Nicholas School has adopted the 8 benchmarks put forward by the Gatsby Charitable Foundation to help plan, design and deliver our Careers Independent Advice and Guidance programme:

1. A stable careers programme
2. Learning from Career and Labour market information
3. Addressing the needs of each pupil
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

POLICY INTO PRACTICE

Implementation – (Staffing and Resources)

A named teacher is responsible for co-ordinating the careers programme. The Co-ordinator works closely within the CEIAG Consortium who provides specialist careers guidance. All teaching staff (years 7 – 14) contribute to the delivery of the Careers programme according to the schemes of work for KS3, KS4 and 6th form. This programme is also delivered through a range of cross curricular subjects including PSHE, Citizenship/Community and Functional Skills. Accredited vocational courses are delivered in KS4 and 6th form through modules in the OCR (Oxford, Cambridge & RSA) Life and Living skills accredited award at entry Levels.

Resources used include careers literature (Senior Department 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. Although Careers is statutory from year 7, all students will start to develop an awareness of careers related issues through cross curricular activities from early years.

Years 7 and 8 –

To develop self awareness through community based activities, PSHE, Citizenship, work related tasks and Progress File work.

Years 9, 10 and 11 –

To start to make realistic choices through community based activities, PSHE, Citizenship, work related tasks, Progress File and to participate in work experience (supported internal or external to school site) as appropriate to the needs of the individual student. To commence developing skills for the workplace and participation in offered vocational link courses within Canterbury College / Canterbury Academy using specialist teachers and resources.

6th form –

To develop an awareness of the world of work through: community based activities i.e. "What's Next Careers events; involvement in citizenship/community; progress file work; work related learning; Careers and Vocational Education work; Canterbury

College/ Canterbury Academy link courses; 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 i.e. Brogdale Farm, Muddy Wellies and Food with Friends Café. Job Coaching and Travel Training will be provided as necessary by in house trainers.

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.

Learning Outcomes

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

Recording and Assessment

Assessment and recording of careers based learning and student's 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 and 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.

Health and Safety

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).

Monitoring and Review

The implementation of this policy will be annually reviewed.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Health and Safety
Exams
Curriculum policies
Safeguarding
PSHE

SALLY LONG
REVISED TERM 5 2018
RATIFIED BY THE LCS COMMITTEE – 16 MAY 2018