



Werneth School

Careers Policy

Policy owner	Hannah Massey
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Revision History

Date	Document Version	Document Revision History	Document Author / Reviser	Document Approver
16th July 2020	1.0	Reviewed with Headteachers/Governing Body Displayed on website July 2020	Rhiannon Chantler - DHT	Governing Board July 2020 (initial approval) Trust Board July 2020 (final approval)

Contents

No table of contents entries found.

Policy Statement

This policy is underpinned by our school ethos of *"Aspirations for All"*. We aim to provide high quality impartial, accessible careers education, advice and guidance services to support learners in their personal/social development and self-awareness.

We will prepare learners for the next stage in their life by assisting them in making Well Informed Realistic Decisions (W.I.R.Ds) about their future. We aim to develop their skills, increase their confidence, independence and motivation, thus helping them overcome any potential barriers they may face in their progression from school, to college/university or the world of work.

Scope and purpose of policy:

- build confidence and help learners to identify their skills, qualities and goals
- help learners understand their motivators and potential barriers
- help learners raise awareness of factors that affect their career choice
- promote social mobility by informing learners about the full range of education, training and employment opportunities available to them both locally and nationally and this will be supported by good quality Labour Market Information (LMI)
- provide a planned programme of careers education and guidance activities across the curriculum that gives them information about education and training opportunities.

Context

Each year, around 95% of our Year 11 students stay in Further Education. We ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships and colleges. Werneth is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities.

The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018(The Baker Clause) and Provider Access Legislation, set out in the Skills and Post-16 Education Act 2022.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees

6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

Provision

Provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught Life Learning programme in Year 7 through to Year 11 and a multitude of activities in partnership with our external providers.

At Key Stage 3, this includes lessons with an aim to raise student aspirations, exploring stereotypes in the workplace and employability skills. Students also investigate their resilience, preferred learning styles and also role models within business; including qualities and attributes within successful persons in employment.

Assemblies with local colleges and a parent and student information evening on choosing options are also provided. In Year 7 and 8 students have careers experiences built into the school calendar. These are facilitated by the Manchester United Foundation and a number of external providers and employers including the NHS, RAF, apprenticeship providers and all feeder colleges.

At Key Stage 4, students continue research into careers and pathways into higher education. They develop skills in CV, letter writing, presentations and interviews. This includes mock interviews; a parent information evening; assemblies on apprenticeships and Post-16 Options Evening for parents and students. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships. During enrichment week students experience an Enterprise day that simulates trading and finance and a host of workshops with external providers on the theme of the world of work.

Please see careers entitlement through Life Learning in Appendix 1.

Careers Team

Hannah Massey- SLT lead and strategic lead for careers

Pamela Mason - Werneth school careers officer/facilitator

Natalie Smith-O'Connell - Careers and Life Learning Co-ordinator

Amy Hurdiss - Manchester United Foundation Hub Officer

Hannah Cain - CEaIG Officer (EHCP and LAC students)

GMCA Bridge - External partnership

GM Higher - external NCOP (National Collaborative Outreach Programme)

Role and Responsibilities

LIFE LEARNING	<p>Responsible for delivering Careers education in the LL curriculum and liaising across ALL school departments to ensure subject specific careers education is being delivered particularly in STEM.</p> <p>Hearing inspiring speakers that introduce learners to a world outside their regular communities and ideas of work</p> <p>Visits to real-world workplaces, skills shows and higher education providers</p> <p>Facilitating community projects</p> <p>Raising awareness of opportunities to enhance learners' prospects</p>
MANCHESTER UNITED FOUNDATION	<p>Enhancing links with external employers, for example, the NHS, Army and Manchester College</p> <p>Enhance experiences of visiting workplaces</p>
TEACHING STAFF	<p>All staff are expected to contribute to the career learning and development of students in their different roles.</p>
GOVERNORS	<p>Overseeing the school's provision and ensuring learner entitlement is met.</p>
CIAEG	<p>Providing impartial careers guidance to all students in a one-on-one interview during Year 10 and 11.</p>
EXTERNAL LINKS	<p>GM Higher, GMCA Bridge</p>
PARENTS/CARERS	<p>Parents should be recognised as co-partners in the development of their child and be supported in developing the confidence and capability to support their child's decision making.</p>

Careers and SEND provision.

Every student with SEND follows the same programme of careers as their peers, with adaptation and support from the SEND team where appropriate. The independent careers

advisor is present at all SEND review meetings and advises parents / carers and external agencies on suitable progression into Higher Education. There are separate, additional college visits for students for some SEND students. The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process.

Monitoring and Evaluation

Built into the careers programme are opportunities for students to self-evaluate and reflect on their learning at key points, such as Life Learning student voice and mock interviews during Year 10. All students in key events complete surveys. Leavers' destination information is also analysed. All students will have access to Xello, the CIAG platform championed by the Greater Manchester Combined Authority as of 2024.

Date Approved:

Date of next review: July 2025

Appendix 1 Life Learning Overview

Curriculum Intent

Life Learning is a planned program of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Life Learning is centred on providing pupils with experiences to become work ready, life ready and further study ready. Life Learning incorporates the statutory relationships, sex and health education content from the DfE statutory guidance.

Life learning also focuses on helping students to develop both the general and specific skills they need in order to have a good understanding of their personal development in terms of careers. Students study units of work that directly relate to careers and give opportunities for students in Years 8-11 to access information from colleges and training providers as required under the Baker Clause/Skills and Post 16 Education Act 2022.

Curriculum Features

Life Learning focuses on 6 topics per year centred around the following themes:

*Life beyond school,
Health and wellbeing,
Staying safe online and offline,
Relationship and sex education,
Rights, responsibilities and British values,
Celebrating diversity and equality.*

Students should approach Life Learning with an open mind and a willingness to share new experiences with their peers. At times, there may be issues discussed that may take students out of their comfort zone and it is important that they are honest and open with teachers so they can make your lessons as enjoyable and as memorable as possible. Life Learning wants to work with students to best prepare them for life after secondary school.

Overview

Year 7

	Autumn		Spring		Summer	
Area of study:	Celebrating diversity & equality	Health and wellbeing	Rights, responsibilities and British values	Staying safe online and offline	Life beyond school	Relationship and sex education
What will they learn about?	Identity Citizenship Nationalities	Puberty Body development Managing emotions	Democracy Voting Making laws	Drugs Gangs Peer pressure	Teamwork Communities Importance of sleep	Consent Friendships Positivity
What should they be able to do?	Students should be able to describe their identity and understand a range of influences on identity. They are able to express themselves at home and at school.	Students should be able to describe the emotional, social and physical changes that happen during puberty. To empathise with those that are starting puberty and understand how to support them. Understand that girls and boys develop differently during puberty.	Students should be able to describe how politics impacts their life. They can describe the role of parliament and can explain the difference between living in a democracy and a dictatorship.	Students should be able to identify the causes of why young people might want to join a gang. Understand the consequences of breaking the law and engaging in criminal behaviour. Come up with solutions for preventing young people turning to gangs.	Students should be able to identify a range of people they trust in their life. They can identify positive character traits. They can explain the purposes of money and understand how money can influence the world in positive and negative ways	Students should be able to explain why personal space is important and understand what consent is and when it is given they can respond to people and situations in an assertive manner.

Key vocabulary	Stereotype Discrimination Identity Migration Prejudice	Physical Health Mental Health Puberty Adolescence Acceptance	Political parties Prime Minister General election Parliament Government	Risk Addiction Cyber bullying Scams Psychological	Trust Stress Transition Community cohesion	Respect Consent Consequences Disclosing Peer pressure
Assessment	Confidence tracker	Confidence tracker	Confidence tracker	Confidence tracker	Confidence tracker	Confidence tracker

Year 8

	Autumn		Spring		Summer	
Area of study:	Celebrating diversity & equality	Rights, responsibilities and British values	Life beyond school	Relationship and sex education	Staying safe online and offline	Health and wellbeing
What will they learn about?	LGBT Gender Issues Trans Issues	Law Rights Society Community	Self Esteem Body Image Budgeting & Finance Careers	LGBT + Gender Love Consent Relationships Periods	County Lines (Gangs) Drugs Online Safety Alcohol	Child Abuse Stress Management Healthy Eating

What should they be able to do?	Students should be able to define homophobia and understand a range of forms homophobia takes. Understand why it's wrong to use homophobic language.	Students should be able to explain the types of punishments available in the UK. Understand the different theories behind punishing offenders. Evaluate whether Prison is an effective form of punishment	Students should be able to identify a wide range of jobs. Understand that each sector in society contains many career opportunities. Know how to plan for their future career.	Students should be able to identify what good Relationships and Sex Education is. They are able to give good relationship advice to others and can identify a range of rights that should be respected in a relationship.	Students should be able to spot a fake profile online. Understand what online grooming is and how people may try to gain trust in order to abuse it. They know where to report online issues and to seek further advice and support	Students should be able to explain the various definitions for Health and Wellbeing & identify healthy & unhealthy habits people have. Know a range of suggestions to improve own wellbeing
Key vocabulary	Homophobia, Gender, Sexuality, Prejudice, Ally	Community, Disability, Discrimination Criminal Responsibility	Enterprise, Entrepreneur, Leadership, Budget, Economy	Consent, boundaries, trust, dignity, Conflict Resolution	County Lines, Modern Slavery, Exploitation Trolling Harassment	PTSD, Anxiety, Depression Banter Coping
Assessment	Confidence tracker	Confidence tracker	Confidence tracker	Confidence tracker	Confidence tracker	Confidence tracker

Year 9

	Autumn		Spring		Summer	
Area of study:	Rights, responsibilities and British values	Relationship and sex education	Staying safe online and offline	Life beyond school	Relationship and sex education (Law & Consent)	Health and wellbeing

Appendix 2 Department of Education Gatsby Benchmark Guidance

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>