

Woodchurch High School

A Church of England Academy



Work Related Learning, Enterprise Education, and Careers Education Information and Guidance Policy

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1. Introduction

The overarching aim of Work Related learning, Enterprise Education, Careers education information and guidance is to equip pupils to successfully transition into an appropriate post 16 destination route. More broadly it is designed to equip pupils with the knowledge skills and understanding to adapt, and respond to the changing Labour Market demands. To that end, pupils should successfully secure aspirational post 16 destination routes and future careers that enable them to 'Let their light shine' in the workplace as per the school vision, through developing thankfulness, integrity and hope.

The policy document includes Careers Education, Information and Guidance, as well as Work Related Learning and Enterprise Education. The rationale for including all that these aspects in one document is, we believe, they are all intrinsically linked.

1.1 Definitions

Essentially, Careers Education and Guidance is 'interventions designed to enable individuals to make and implement well informed, realistic decisions and manage subsequent change'.

Careers Education and Guidance is about empowering individuals, in that it gives the pupil the skills, knowledge and understanding needed to manage their lifelong learning and career development; this is in line with the school's aims and philosophy, of enabling every pupil to achieve their God-given potential.

Work Related Learning is defined as: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

Enterprise societies operate across all subjects, drawing students from different disciplines together through a grassroots approach. This peer-led introduction to enterprise stimulates and engages them through a collaborative, learning-by-doing approach, which ultimately complements their mainstream learning.

1.2 Legislation

In accordance with the most recent Statutory Guidance for Careers Guidance and guidance in school it states:

1. The statutory duty requires Governing bodies must ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds).
2. The governing body must ensure that the independent careers guidance provided:
 - Is presented in an impartial manner
 - Includes information on the range of education or training options,

including apprenticeships and other vocational pathways, and in accordance with the Baker Clause. See separate Provider Access policy.

- Is guidance that the person giving it consider will promote the best interest of the pupils to whom it is given.
3. Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils. This should reflect the school's ethos and meet the needs of all pupils.

The statutory requirement is for schools to make provision for all pupils at Key Stage 4 to, learn through work, learn about work, and learn for work.

Additionally, the CEIAG programme is assessed against the 8 Gatsby benchmarks, designed to support an excellent careers programme within schools. We also assess our CEIAG programme through the Compass + software, in liaison with the Liverpool City Region. We also track our provision through Bluehills.

The eight Gatsby Benchmarks are:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

2. Rationale

Our vision is for all pupils to see how justice is promoted, along with truth and love, when pupils engage with staff, members of the community and employers in real life situations and are then able to *“Let your light so shine before others that they may see your good deeds and glorify our Father which is in heaven”*.

The Education Reform Act (1988) begins with the condition that the school should:

'promote the spiritual, moral, cultural and physical development of pupils in school and prepare pupils for the opportunities, responsibilities and experiences of adult life.'

It is evident that Careers Education and Guidance has an important role in contributing to these requirements.

2.1 Aims of Careers Education

The aims of Careers Education are:

- self development;
- career exploration;
- career management.

The further, non-statutory, aims of Careers Education and Guidance are:

'Through Careers Education and Guidance, pupils are able to feel positive about themselves, improve their motivation, raise their aspirations and take responsibility for their career plans. ...They recognise the importance of equality of opportunity and of valuing difference and diversity between people.'

Careers Education and Guidance helps pupils to set goals, show initiative, use information and guidance, make plans and decisions, use self-presentation and negotiation skills, and cope with transitions'.

As such, the components of an effective Careers Education and Guidance programme are:

- a planned programme of careers education within the curriculum;
- information, both paper-based and ICT-based;
- advice and guidance, including assistance with reviewing experiences and achievements and action planning;
- experience of work.

In addition, the following 'Enterprise C's' are also targeted, which support the above programme:

1. *Co-operation (i.e. group work, time management, working to deadlines etc.)*
2. *Communication (i.e. Leadership, networking and evaluation etc.)*
3. *Creativity (i.e. Initiative and planning)*
4. *Confidence (i.e. Decision Making, and presentation)*
5. *Capital Gain (i.e. financial literacy and economic undertaking.)*
6. *Contribution (i.e. tackling a problem and implementation of a task.)*

2.2 Contribution to the embedded Christian Values of our pupils

Our careers programme aims to help pupils understand the need to show endurance in the work that they do in all of their life at Woodchurch High School to help them have success in their future careers.

We also encourage pupils to develop integrity in their meetings with people and the work they produce so that this will be embedded for when they move onto Post 16 courses.

2.3 Entitlement

In accordance with section 43, of the 1997 Education Reform Act, which gives an entitlement to a programme of Careers Education and Guidance to pupils in Years 9-11, at Woodchurch High School all pupils have access to accurate, impartial and up to date information on the full range of educational, training and employment opportunities open to them, in a format appropriate to their age and ability.

- Year 7-11: The school provides a planned programme of education, including information on post-16 education, training and employment options. Pupils' can also arrange an individual guidance interview throughout all years.
- Year 9: The Personal (Careers) Advisers provide guidance at 14 to all pupils', through group sessions, drop-in sessions in the Careers Library and Parents' Evenings, on GCSE choices / vocational options. Pupils' can also arrange an individual guidance interview throughout Year 8
- Year 10-11: The Personal (Careers) Advisers provide guidance to all pupils', through group sessions, drop-in sessions in the Careers Library and Parents' Evenings, on post-16 educational, training and employment options. Pupils' can also arrange an individual guidance interview throughout Key Stage 4. All pupils with special educational needs, who are designated as CLA or who have a statement of specific educational need, also attend an individual interview. All those considered as potential NEET also attend an interview.

3. Management and Administration

3.1 Entitlement

Staff line management roles in the delivery of Careers Education and Guidance:

Link Governors:	Curriculum Committee & 'Named Governor' as per Governor Structure
Headteacher:	Mr M Canham

Assistant Headteacher i/c	
Careers Education & Guidance:	Rev L Bannon
Acting Careers Co-ordinator:	Mrs A Smith
Assistant Careers Co-ordinator:	Miss L Quigley (Qualified Career Teacher)
Careers Personal Advisers:	Mrs J Thomlison & Mrs Lisa Hutchinson (MPLOY Employee)

Careers Education is currently managed through the Assistant Headteacher in charge of Work Related Learning with the Careers Co-ordinator, who is responsible for liaising with the careers service, local school sixth forms, colleges, training providers and employers, as well as developing programmes of study.

3.2 Outline of how Learning Programmes will be covered in each Key Stage

Careers Education Inspiring and Guidance is primarily delivered through an extensive enrichment programme outside of timetabled lessons as 'drop down' days/half days. It is also supported in Form time activities and in assemblies.

The school uses planning sheets to plan a pathway through the programmes of study for each Key Stage and to ensure progression. The use of these planning sheets also ensures that the content is appropriate to the age and developmental level of the pupils.

The programme contains:

- Careers Education.
- Careers Information.
- Advice and Guidance.
- Experience of work.
- Action Planning.

and is:

- linked to key transition points.
- built upon previous learning.
- delivered through a range of teaching styles.

4. Enterprise Education Learning Outcomes

The learning outcomes for Enterprise Education:

- Offer a clear sense of purpose and clarity for pupils and teachers
- Emphasise the objectives of learning and evidence of achievement
- Provide a flexible basis for developing programmes
- Provide a focal point for work with partners

4.1 Enterprise Capability:

Knowledge: e.g. PSHCEE

Innovation and Creativity - Using your imagination to make changes to things
 Planning – Making arrangements to complete a task.

Personal Risk Management – Taking chances, balancing the probabilities.

Skills: e.g. money challenges or other opportunities

Decision Making- Choosing the actions to take

Leadership – Getting people to want to do things

Presentation – Putting your ideas across

Problem Solving – from a variety of solutions, check to see which one is the best

Goal Setting – Deciding what to aim for

Attributes: e.g. cross-curricular work and collapsed Enterprise Days

Self Reliance and initiative – Can I work on my own?

Competitiveness – How much do you want to win?

Resourcefulness – Finding practical solutions.

4.2 Financial Literacy:

Knowledge: e.g. Transformational Trust Barclays Bank

Investment – Putting Money or resources into a project in order to get a return

Credit and Money – I can make a decision on the best use of credit

Currency – The different types of money used

Skills: e.g. PSHCEE

Budgeting and financial planning – making the money fit the plan

Risk Management – The selection of those risks a business should take, and those which should be avoided or mitigated

Attributes: e.g. MPLOY Holiday hotel challenge

Taking responsibility for the impact of financial decisions – I accept that financial decisions might have consequences

4.3 Economic and Business Understanding:

Knowledge: e.g. PSHCEE

Market – Where goods and services are sold

Competition – Different firms producing similar products are in competition with each other

Price – I understand the price a company charges does not equal the costs

Efficiency – Looking after the pennies...

Economic Growth – The rate of change of real income or real output

Skills: e.g. Transferable skills

Decision Making – How businesses make decisions

Investigation of a simple Hypothesis – Making a prediction of what you think will happen

Attributes: e.g. Geography

Business Responsibility to the environment and society – Local businesses can have an impact on the local community and they take a responsibility to policies and health and safety

5. Work Experience and Work Related Learning

The three broad aims of Work Related Learning are:

- Learning through work
- Learning about work
- Learning for work

At Woodchurch High School, many curriculum strategies (Careers Education and Guidance, and through other cross-curricular coverage), ensure that these three aspects of Work Related Learning are effectively covered. As such, the components of an effective Work Related Learning programme are:

- a planned programme of work related learning within the curriculum;
- information, both paper-based and ICT-based;
- advice and guidance, including assistance with reviewing experiences and achievements and action planning;
- experience of work.

In Year 10 pupils consider their Work Experience options and the type of placements available. Discussions take place with pupils and appropriate preparation is carried out, including through assemblies and 'drop-down' events. Additional guidance is given by the impartial careers advisors.

Choices are made in the Autumn Term for placements in the Spring Term. Own Placements are also accepted from pupils, provided they meet the requirements regarding insurance(s) and health and safety.

Parents are notified of the programme by letter and are asked to sign a consent form as well as pupils signing a confidentiality cause. Pupils are then seen individually and are advised of a suitable placement.

The Work Related Learning Co-ordinator arranges staff visits during the placements. In addition, each placement is also contacted via the telephone to further ensure the pupil is receiving a worthwhile learning experience. Upon return from Work Experience, pupils complete various follow-up activities.

The programme of work-related learning activities provided by the school will aim to:

- Enable all students to learn **through work, about work** and **for work**
- Enhance the curriculum by adding vocational relevance and interest
- Support the developments taking place at 11- 16 and the impact that these will have on Key Stage 3/4/5.
- Raise standards of achievement , self esteem and confidence
- Develop quality links with businesses
- Equip students with the key skills, attitudes and qualities necessary to make a successful progression to adult and working life
- Re-motivate targeted groups of students who can benefit from the flexibility at Key Stage 4 which allows for more opportunities for work-related learning

The Work Related Learning Curriculum is currently managed through the Work Related Learning / Careers Co-ordinator, who is responsible for liaising with the relevant careers service, local school sixth forms, colleges, training providers and employers, as well as developing programmes of study.

5.1 Method of Delivery of Cross-Curricular Issues

Careers Education Information and Guidance, along with Work Related Learning, is a subject that can be developed through other curriculum areas. It can provide opportunities for developing communication skills. Enriching Careers Education and Guidance with forms of drama / role-play and information technology can add to the experiences and understanding for pupils and make efficient and effective use of curriculum time.

Subject Areas have been provided with relevant activities in order to develop Careers Education & Guidance within their respective Subject Area. These activities contribute towards the aims of Careers Education:

- self development;
- career exploration;
- career management.

5.2 Additional (Special Educational) Needs

All pupils are entitled to the same broad and balanced curriculum as other pupils, and this includes Work Related Learning, Careers Education, Information and Guidance. If all pupils are to gain maximum access and demonstrate achievement and progress, the following issues needs to be considered:

Content - The content must take into account the child's age and level of understanding.

Presentation - A presentation that is lively and invites participation will hold the attention of those who have a short concentration span. This may be achieved through a cross-curricular approach, e.g., drama, art, as well as direct teaching etc.

Resources - Suitable resources are being developed and purchased to support lessons and pupils of all ability ranges.

Access - There should be a flexible approach to take account of the needs of children with reading, writing, physical and visual difficulties and ample opportunity for discussion and questioning. The activities should take account of the pupils' interests, lifestyles and previous experiences. It is an aim for there to be opportunity for recalling and reinforcing, in order to help all children, especially those who have memory problems.

At Woodchurch, there is a co-ordinated approach to Careers Education and Guidance, to ensure that those with special educational needs gain maximum benefit

from the Careers Education and Guidance they receive. To ensure this, there is close co-operation between the:

- Additional (Special Educational) Needs Co-ordinator.
- Work Related Learning / Careers Co-ordinator.
- Pupil Progress Leader/Assistant Pupil Progress Leader.
- Form Tutor.
- Support Staff.

External organisations and individuals are also involved, as and when appropriate, such as specific AEN and/or Pupil Premium sessions.

5.3 Differentiation

It is vital that the activities provided for pupils are appropriate to their age and ability. Differentiation may be achieved in a number of ways, by content, context, task, learning objective, support or outcome. Differentiated material is being developed and a rolling programme of development and purchase of new materials is underway.

5.4 Provision for Equal Opportunities

Careers Education, Information and Guidance, along with Work Related Learning, can contribute to the elimination of racism, sexism and all unfair forms of discrimination in society, by leading pupils to a greater understanding of the local, national and global community and through promoting equality.

Equal Opportunities issues, in relation to post-16 options, feature in wall displays, found in the Careers Library/Office area.

We are also committed to ensuring all pupils are aware of the range of different learning and training options available to them, as outlined in the **Baker Clause**. See separate Provider Access policy.

5.5 Multi-Cultural Issues

Careers Education, Guidance, and Work Related Learning, has an important role to play in encouraging the development of pupils' understanding of the concerns and values of others, with regard to the world of work.

Multi-cultural issues, in relation to post-16 options, feature in wall displays, found in the Careers Library/Office area.

5.6 Involvement of the Local and Wider Community

The school is actively developing and expanding links with the local school sixth forms, colleges, training providers and employers.

6. Involvement of Parents

The school seeks to provide up-to-date, attractive information to parents on:

- What Careers Education and Guidance is about.
- Their and their child's entitlement, and their respective roles in the process.
- Course and subject options and their implications.
- Work Related Learning includes

The school also seeks to encourage parents to communicate with careers teachers and advisers, and to attend their child's Careers Planning Interview.

6.1 Keeping Parents Informed - Key Stage 3

Parents are kept informed in the following ways:

- Through the Year 9 Option Booklet.
- Through guidance/advice/support offered during Year 9 Options Evening.
- Through guidance/advice/support offered during Year 9 Parents Evening.
- Encouraging parents and pupils to attend our Annual Careers Fair.

6.2 Keeping Parents Informed - Key Stage 4

Parents are kept informed in the following ways:

- Through guidance/advice/support offered during Year 10 and 11 Parents Evenings.
- By encouraging parents to accompany their children to our annual Careers fair, Open Evenings and other events at school sixth forms, colleges and post-16 training providers.
- Through regular 'Parent mails' and correspondence with Parents/Carers both formally and informally.

Also, parents are encouraged to participate in their child's Career Education and Guidance, by inviting them to attend their child's Guidance Interview, as well as receiving various whole-school events and information via the school website and newsletters.