



PATCHAM
HIGH SCHOOL

One Team, One Dream

Careers and Work Related Education Policy

Careers and Work Related Education

Status: Additional

Purpose and Vision

The overall purpose of teaching **Careers and Work Related Education** at PHS is to provide high quality, effective and impartial Careers Education, Information, Advice and Guidance (CEIAG) to enable all students to make effective choices and decisions about their future. The programme will help develop students' knowledge and understanding of opportunities in education, training and employment, to nurture the skills necessary to make informed decisions and enable all to achieve economic wellbeing and financial capability. It has been developed in line with the Government's Statutory Guidance for Impartiality (October 2009) and the ACEG Framework for CEIAG (February 2012) and National Curriculum Programme of Study for Economic Wellbeing and Financial Capability.

This policy supports and facilitates the overarching aim of the school, which places the personal development of the individual at the centre of our work. We are fully committed to Patcham High School's intention to be a school which inspires success and achievement; supports the community and promotes lifelong learning; raises aspirations and encourages responsibility. In an ever changing educational and economic landscape and with the emergence of the Raising of the Participation Age in 2013, we aim to ensure that all students leave PHS with the very best preparation for adult and working life and all our practice is geared to this purpose.

Aims and Entitlement Statement

As part of the Careers and Work Related Education programme, young people at Patcham High School are entitled to high quality, impartial Careers Education, Information, Advice and Guidance (CEIAG) which:

- empowers them to make well-informed, thoughtful decisions about their future
- equips them with the skills necessary to make successful transitions into employment, training, further study or other life choice
- makes them feel included, valued and motivated
- is based on their best interests, over and above institutional bias or self-interest

which is aligned to the city wide entitlement statement agreed by the Information, Advice and Guidance strategic sub-group.

The programme aims to help learners:

- Understand themselves and develop their capabilities (Self-development)
- Investigate careers and opportunities (Career exploration)
- Implement their career plans (Career management)

Principles underpinning the CEIAG programme

The programme is committed to the following principles in line with the Statutory Guidance for Impartiality (2009):

- Good quality, impartial careers education empowers young people to plan and manage their own futures
- Good quality, impartial careers education responds to the needs of each learner
- Good quality, impartial careers education provides comprehensive information and advice
- Good quality, impartial careers education raises aspirations
- Good quality, impartial careers education actively promotes equality of opportunity and challenges stereotypes
- Good quality, impartial careers education helps young people to progress

At the heart of our philosophy is our commitment to equal opportunities and this is reflected both in our educational programmes and in the way in which they are delivered. Due consideration is given to the personal needs of individual students so that all can access the programme equally and derive benefit. Additional help is available for students with special educational needs, such as the provision of external support for students with statements and appropriately differentiated teaching and learning activities. We believe that the programme should:

- Inform young people and their parents/carers about how information, advice and guidance can help them, what support is available and how to access the help they need
- Provide accurate, comprehensive, reliable and up-to-date information in a range of formats for students, which is well displayed, accessible and covers the full range of options, including apprenticeships
- Give students the opportunities to acquire the skills they need to interpret and make best use of this information
- Deliver IAG on economic and personal wellbeing issues as part of a programme which is planned and provided collaboratively with local partners
- Secure and provide access to impartial, independent information, advice and guidance services which are effective help young people and parents/carers to make well-informed and realistic decisions about learning and careers in line with the Education Act 2011
- Make use of new technologies and on line e-guidance services to support career and economic awareness, where appropriate
- Provide work related learning opportunities for all students to enhance their knowledge and understanding of the world of work

- Develop goal setting and action planning skills in which students consider and record appropriate next steps to help them make appropriate choices and decisions affecting their future careers, and link this to the recording of their achievements in a systematic way.
- Promote equality of opportunity, celebrate diversity and challenge stereotypes
- be provided by staff who receive continuing professional development and understand their roles and responsibilities
- be regularly monitored, evaluated and improved, taking into account the views of young people

Relationship with other Policies

This should be read in conjunction with Sex and Relationship Education, Equal Opportunities, Able Student (G & T), SEN, Curriculum and Home-School Agreement policies

Roles and Responsibilities

The **Headteacher** will ensure that the policy is integrated into the rest of the curriculum and implemented in accordance with the above principles

The **Head of CRWE** will:

- organise and coordinate the provision of CEIAG for each year group
- deliver relevant INSET to other staff
- liaise with outside bodies concerned with CEIAG
- ensure the provision of suitable up to date resource materials
- develop school-based materials for students and parents
- evaluate the programmes
- oversee the return of destination data to the local authority

All staff will:

- deliver aspects of the CEIAG programmes as requested
- be familiar with the details of the CEIAG programmes so they can advise all students, particularly in their role as form tutors
- include CEIAG elements in their schemes of work where appropriate

The **Governing Body** will ensure that:

- sufficient resources are allocated to the programme
- the effectiveness of CEIAG is evaluated and the outcomes reflected in future plans

Monitoring and Evaluation

The governing body will receive an annual report from the headteacher to include:

- the number of student contacts with the independent Careers Adviser by age group
- the number of students accessing the careers resources and computer database by age group
- questionnaire responses by a 10% random sample of students and

parents in each year group on their satisfaction with the service provided

- a report on Year 11 leavers post 16 destinations to be published for the Destination Measure accountability framework

APPENDIX PROCEDURES FOR IMPLEMENTING CAREERS AND WORK RELATED EDUCATION AT PATCHAM HIGH SCHOOL

STATEMENT OF ENTITLEMENT FOR STUDENTS

By the end of Key Stage 3 students will:

- have found out more about themselves, including their skills and talents, personal
- qualities and possibilities for change
- know how to make decisions, such as choosing subjects for KS4
- have learned about equal opportunities
- have met our Careers Adviser and found out about her role
- have used ICT to help them find out more about different types of work
- have discovered more about the world of work and the choices they have to make
- have started the process of action planning through learning reviews

By the end of Key Stage 4 students will have:

- had the chance to do a week's work experience (after having been suitably prepared), received an employer's report and certificate for their Graduation Booklets
- used IT programs including Kudos to continue to find out more about occupations
- used websites such as Careers etc. and the Area Wide Prospectus to help plan
- their future
- received more information about the choices open to them at the end of Year 11
- including apprenticeships
- developed their action plans through learning reviews
- visited a careers convention
- had an opportunity to see the Connexions Plus PA (Careers) for an individual
- interview
- participated in presentations by local sixth form and FE colleges and had the
- opportunity to visit them
- had the opportunity to speak to employers and training providers about jobs and
- apprenticeships
- received help to decide about their next step and how to make it

ORGANISATION AND CONTENT

KEY STAGE 3

- CWRE at Patcham High School is delivered through separate, integrated and extended provision. In this way students benefit from a range of teaching and learning approaches.
- The Careers Department plays a full and active part in the school's Open Evening for prospective parents when Year 6 students are given the opportunity to make use of the resources in the Careers Room.
- In Years 7 & 8 the Careers Department provides materials and information to help students develop effective enterprise skills and to assist subject areas; Curriculum Day programmes convey appropriate messages to students about the importance of decision-making skills and the need to develop their understanding of themselves as well as an introduction to the World of Work and Enterprise Careers Education and Guidance in Year 9 builds on the development of students' understanding of themselves and their awareness of career opportunities made during the early years of Key Stage 3. The purpose of this course is to help students:
 - understand themselves and develop their capabilities (self-development)
 - investigate careers and opportunities (career exploration)
 - implement their career plans (career management)
- Students are given the opportunity to extend their knowledge and understanding of work; investigate careers opportunities; use a range of resources; reflect on themselves; monitor their own learning; set targets for themselves; prepare for changes in their lives, including using their growing skills to help them choose options for Key Stage 4.

Delivery of Year 9 Course

- The course is delivered in different ways during tutor time and across the curriculum through different subjects such as Life Skills and Curriculum Days.
- As part of their programme of thematic curriculum days, all Year 9 students spend a day on choosing their KS4 Options, with the Careers Adviser helping them find out more about themselves and the world of work - with an emphasis on Equal Opportunities - preparing them for choices at Key Stage 4 and beyond. This is delivered by form tutors, who participate in an INSET sessions to prepare them. There is also a Curriculum Day which focuses on Enterprise and helps prepare students to ensure their economic well being.
- The Connexions Plus PA (Careers) works closely with students on these days to introduce herself and her role to students. This is augmented by her attendance at the Year 9 Consultation Evening when she fronts a display of Careers Information relating subject choices to future careers and is available for consultations with parents. (This is further developed by her attendance at Year 10 and Year 11 Parents Consultation Evenings when she is again available for individual consultations.)

Evaluation

Evaluation of KS3 provision is carried out through consultations with students, parents and staff delivering the programme. (See latest evaluation documents)

KEY STAGE 4

CRWE in Year 10

- The purpose of CEIAG in Year 10 is to build on students' understanding of themselves and develop their capabilities. It also enables them to investigate careers and opportunities, as well as implementing their career plans. There is continuity from Key Stage 3, but the particular focus of this year's work is to help students choose, prepare for, undergo and benefit from their Work Experience week and to enable them to fully understand the implications it has for their future careers.
- Delivery:
- The course is delivered through small group / whole class work and a Curriculum Day delivered by form tutors after participation in INSET sessions. Students then go out on their Work Experience week, which is followed by debriefing and extension work in various curriculum areas.
- Curriculum Day
- This takes place for all students in the Summer Term. It focuses on preparing students for Work Experience week and involves:
 - notification of placements to students
 - issue of Work experience packs
 - filling in application forms
 - writing letters of application
 - preparing phone calls
 - assertiveness and confidence building sessions
 - talks from employers on interview techniques, employer expectations, etc.
 - work on health and safety
 - work on the organisation of companies
- During Work Experience week, monitoring visits are carried out by school staff on a Curriculum Day with the emphasis on significant participation by Year 10 tutors.
- The Careers Adviser has a major role in the delivery of this part of the course,
- not only in participating in monitoring visits, but also in delivering confidence-building sessions to targeted students. Much of the practical administration work for Work Experience week takes place in Tutor time when the Work Experience Co coordinator works with students and staff to finalise arrangements.
- Preparatory work also takes place in English Lessons immediately prior to students going out on their Work experience placements.
- Debriefing is carried out, immediately on students' return to school, by the English Department who use the ensuing work developing students' speaking and listening skills.

- The groundwork for Year 11 is done following the return of students from Work Experience:
 - Choices at 16+ are outlined, with particular emphasis on continuing education, designed to raise levels of expectation.
 - Taster days are organised with local colleges and presentations on HE also take place.

Evaluation

Evaluation of the Year 10 CWRE programme takes place by both students, staff involved in the delivery and the Careers Adviser. Evaluation reports are also provided by employers involved in the programme. The results of all these are taken into consideration when planning takes place.

Careers Education and Guidance in Year 11

- CWRE in this crucial year is devoted to helping students continue to understand themselves and their capabilities, investigate careers and opportunities, and implement their career plans.
- The main focus is to help students make crucial decisions about the choices they have to make this year.
- After the summer holiday, all Year 11 students have an assembly before half-term to explain choices and encourage students to acquire as much information as possible before they make theirs.
- A Careers Curriculum Day takes place early in the term to enable students to discuss their futures with relevant organisations. Visits to FE and VI Form Colleges are arranged. Small group sessions on interview techniques are held in conjunction with local employers and the school's Speak Out Co-ordinator (through the specialism)
- Preparation work for Apprenticeships is coordinated by the Careers Adviser and help with CVs is provided.
- Intended Destination questionnaires are completed each term by all Year 11 students so that the career intentions of each student can continue to be monitored. As a result of these, students who are unsure of their career intentions or who have decided to go straight into work or training are given specialist help by the Careers Adviser to help avoid them becoming NEET. Specialist help is provided for Stated students by the Local Authority Careers Adviser. Tutors and the Head of Year 11 also have a significant part to play in referring students in danger of becoming NEET.

Evaluation

- There is constant evaluation by Head of Careers and other staff involved in the delivery of Year 11 CWRE. There is close consultation with representatives from BHASVIC, Varndean College and City College, Brighton & Hove (the three main destinations of Year 11 students) as to the best way to present information about these colleges to students. Again, the presentations have been modified each year, including getting students more actively involved in the sessions and introducing Taster Days at the end of Year 10.
- The effectiveness of the course from the students' point of view can be measured in the quality and value of the information they receive about

their choices at 16+ and they have the opportunity to assess this. The impression given to the Careers Adviser is that students at Patcham High School are very well informed.

- The course has been modified in accordance with student suggestions from the surveys done by students and parents and through the SAWASS which compares data from PHS with that from other local schools.

RESOURCES

- There is a well-stocked Resource Room at Patcham High School. This comprises 6 laptops and 2 PCs, with access to websites such as Careers etc and the Area Wide Prospectus and a range of software, including Kudos, CV/Letter of Application
- guidance programs and a range of occupational programs. There is also a small stock of written resource packs, books etc.
- Careers etc and the Area Wide Prospectus Kudos, CV/Letter of Application guidance programs, are also available throughout the school on the network computers and in the dedicated IT Rooms which have Internet access. Rooms can be booked in advance using ICT procedures.
- The Careers Room is open at lunchtimes and after school during Student Support Time. Access at other times is available by arrangement. The Careers Room is adjacent to the Careers Office, which has a phone with an external line and can be used for interviews. Next door is a teaching base (RoomSO1), which can be used for larger presentations and has an interactive white board, data projector, DVD and video and a networked computer with access to the Internet.

TEACHING AND LEARNING STYLES

The range of approaches adopted in CWRE at Patcham High School encourages a variety of teaching and learning styles, although the needs of individual students remain the priority. Formal presentations are sometimes appropriate, for example when invited visitors explain various aspects of the provisions they offer, but the most effective learning takes place when students are actively engaged in tasks, such as using computer assisted guidance aids, conducting their own research or taking part in the variety of experiential situations that the course offers. This can be seen in the Curriculum Days in Years 9, 10 and 11. Well-planned INSET sessions are essential for this to be effectively delivered by tutors.

Differentiation

The CWRE Department recognises that differentiation is about treating students as individuals who have equal value and specific needs, and as such is at the heart of all we do in CWRE. Differentiation is achieved by dealing effectively with the needs of individual students, including those with special needs and statemented students, who receive individual support.

Sympathetic groupings can help the process of differentiation and can also promote equal opportunities on Curriculum Days so attention is paid to the groupings and suitable tasks are set and negotiated with students. There is also a range of information on Universities including current prospectuses in the Careers Room. Extension tasks are set as appropriate and differentiation is sometimes achieved by planned outcome. This is an area that continues to be developed.

In addition to this range of strategies designed to achieve differentiation, the individual guidance given to students is central to our approach. This can be seen in all the work we do, including the individual guidance given in interviews with the Careers Adviser. There is also significant input into extended work experience packages.

Homework

Formal timetabled homework is not seen as appropriate for the needs and requirements of CWRE at PHS. However, students are encouraged to carry out their own research and develop their own Action Plans through a variety of tasks in their own time. These might include accessing information in the Careers Room during lunchtime or Student Support Sessions; talking to friends/relations about the work that they do; participating in part-time or holiday jobs and noting career opportunities connected with these or other tasks as seen appropriate at various times.

Assessment and Evaluation

Conventional marking and assessment of students' work is not always appropriate in CWRE. The real benefit of most of the work that is done in the course is the knowledge, understanding and skills developed during the experiential process. As such, assessment is best carried out in the feedback given to students either in writing or verbally. Employers' reports, for example, provide a very useful indication of students' performance on Work Experience and students receive Action Plans from the Connexions Plus PA (Careers) after interviews.

Evaluation is encouraged throughout the course and is seen as having a major role to play in the development of students' plans and to inform on how the provision of CWRE may be enhanced. To this aim a variety of methods of evaluation by students, teachers and other stakeholders takes place throughout the course and can be seen in the documents in the Appendix.