

**CURRICULUM POLICY STATEMENT 2017 for Years 7 to 11.–
CAREERS EDUCATION AND GUIDANCE AND WORK RELATED LEARNING (INCLUDING
 APPRENTICESHIPS)**

Rationale

Careers Education and Guidance and Work Related Learning at Ravenscliffe High School and Sports College, aims to help students develop knowledge, skills and attitudes which will enable them to be effective in a variety of post 16 and post 19 social and education placements; using the local and wider community, to consider personal work placements (either supported or unsupported) both while at school and after they have left; develop skills and attitude to support them in their life after school e.g. talking to unfamiliar people in a variety of unfamiliar situations including an interview setting; to inform them about the world of work and the jobs that other people do.

A career is a planned pathway through life. It involves making choices that enable fruitful daily activity and rewarding progression.

The school adopts a flexible approach in order to cater for the wide range of special educational needs of its students. The school recognises its partnership with parents/carers in:

- a. Preparing students for life
- b. Assisting students and their parents/carers in making choices
- c. Being instrumental in raising student and parent/carer aspirations through awareness of available opportunities
- d. Promoting changing social attitudes
- e. Ensuring interaction with other agencies to promote a wider range of career opportunities for its students
- f. Ensuring students have access to a wide range of post school opportunities and experiences.
- g. Ensuring students and parents have access to a wide range of up to date reference materials in the school's Careers Library.
- h. Inviting parents and students to meet representatives from local social services, college and adult placement providers and or offering them information on how to set up their own contacts

Purpose of Careers Education and Guidance and Work related Learning

Through the teaching of Careers Education and Guidance, Ravenscliffe High School and Sports College encourages its students to:

- I. Know themselves, their needs, interests, values, attitudes, skills and abilities.
- II. Be aware of the world in which they live and the jobs people do.
- III. Have information about the realistic opportunities available to them.
- IV. Effectively manage their careers, making choices and moving smoothly to new situations
- V. Actively participate in a range of activities, which address their "life after school" needs in the fullest sense, including Work Experience placements.

Statutory duty requires all registered students to be provided with independent careers guidance from Y8-Y13. Ravenscliffe High School and Sports College considers Careers Education and Guidance and Work Related Learning an entitlement for all of its students; it is delivered across the curriculum as part of the Personal, Social, Health and Citizenship Education. There is a small amount of careers work as part of modules in years 7 and 8 and for one term in year 9. Students complete AQA units on Work Related Learning in Year 10 and 11 before moving up to KS5 where they have weekly "Springboard" lessons. Within these lessons time will be spent with C&K Careers staff, who offer advice and gets to know the students in order that he/she will be able to offer accurate advice at review meetings to students and their families.

Careers education and guidance work,
 Consists of:

1. *'Self development'* - to encourage students to be aware of their own strengths and weaknesses, personal qualities and have a balanced view of their Self worth.
2. *'Career Exploration'* - opportunity awareness to assist students in gaining knowledge about the world of work, the organisation of the work place, the local and national market, education and training options and other opportunities with an awareness of the value of qualifications
3. *'Career Management, Decision-making'* - to enable students to make informed and realistic decisions by approaching choices in a systematic way.
4. *'Career Management, Transition learning'* - to equip students with the practical skills they need to look for and obtain places in further and higher education, training and employment. To consider the skills needed to cope with independent or sheltered living.

Work Related Learning work

The formal definition is a: **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 practices, and learning the skills for work.**

Work-related learning is For work, About work and Through work.

For work – is about developing skills for enterprise and employability (for example, through problem solving activities, work simulations and mock interviews).

About work – is about providing opportunities for students to develop knowledge and understanding of work and enterprise (for example, through vocational courses and careers education)

Through work – is about providing opportunities for students to learn from direct experiences of work including the employability skills and 'can-do' attitude that employers value. For example, through work experience or part-time jobs, enterprise activities in schools and learning through vocational contexts in subjects.

Guidelines for teaching Careers Education and Guidance

Type and Range of activities and experiences to be offered

1. Activities will be offered which reflect the breadth and balance of good practice outlined in guidelines "Careers Guidance in Schools" (DFE 2014).
2. These will be planned for individual and group work and include teacher exposition, discussions between teacher and or careers adviser and students, with collaborative and discussion work amongst students as appropriate.
3. Raising student self awareness through providing practical activities which encourage hands on activities, including the use of multi-sensory Job Bags relating to different areas of employment.
4. Work planned will match student outcomes, be based on their needs and interests, and correlate with the Service Level Agreement negotiated between the careers adviser and school staff as a foundation for developing skills and understanding of the pathway through life.
5. Coverage will be ensured by a carefully planned cycle of topics and activities defined for each year group through one term covering a Careers Guidance module in Year 9, Work-Related Learning in KS4 and "Springboard" lessons from Y12 onwards.
6. A team teaching approach may be employed, depending on the group size, with the lead teacher being responsible for the appropriate deployment of available teaching and support staff, resources and interaction within the community.
7. Where a student has an Education Health and Care Plan, all reviews of that Plan from year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

Access to other curricular experiences directly relevant to careers development will include

- ❖ Continuing links to mainstream schools, where appropriate for individuals, e.g. PE activities at Brooksbank School and Sports College
- ❖ Transition links into FE colleges or other suitable post school destinations
- ❖ Experience of curricular materials in a variety of media, that promote student's awareness and

understanding of the world of work including the school Careers Library and Multi-sensory Job Bags.

- ❖ Access to individual guidance for students and parents, both from school staff and the Calderdale and Kirklees Careers Service
- ❖ Access to information about Further Education, the world of work, vocational opportunities and opportunities for sheltered/independent living
- ❖ Experience in working environments including short work experience placements, longer 'Spring board' placements (supported work), Project Search and enterprise schemes. These are covered in detail in the Springboard policy.
- ❖ Access to agencies responsible for future provision e.g. Further Education Funding Council, Social Services, local Health Trusts, and training providers.
- ❖ A relevant provider wishing to request access should contact the school (01422 358621) or email admin@ravenscliffe.calderdale.sch.uk and the request will be passed to the relevant Key Stage Manager.
- ❖ The school will always seek to offer opportunities for external providers and relevant bodies to access teachers and students where appropriate. This is always decided on an individual basis.
- ❖ There will be opportunities during the school year for providers to attend any transition or other relevant events held

Cross curricular links: MFL

As the school deems specific MFL teaching to have only limited value to its students, within Careers Education we offer a range of MFL related activities as and when feasible and appropriate. Eg vocational experiences setting up and running a French café with items priced in euros.

Cross curricular links: RE

On-going assessment of student progress will be in line with the information outlined in Assessment section below.

Assessment and Recording of Students' Progress

Ongoing assessment of students will be in line with Ravenscliffe's current Assessment, Recording and Reporting Policy. Evidence of student progress will be demonstrated through achievement of Outcomes set and the use of P scales and the PIVATS system, differentiated where necessary within assessment procedures. Pupil learning will be monitored throughout the lesson by the member of staff assigned to the individual/group, who will then report back to the teacher. The teacher will have responsibility for ensuring that appropriate records are maintained.

During each unit, pupils will be involved with the teacher in assessing and recording progress; these assessments will be collated and used to inform future planning and in the preparation of the Educational Healthcare Plans of a pupil's Statement of Educational Needs and in the End of Year Report for parents.

Pupils will participate at an appropriate level in statutory assessments, tasks or tests."

Policy implementation and Review

The PSHCE coordinator is responsible for ensuring that all teachers engaged in the delivery of Careers Education and Guidance and Work Related Learning in Years 7 to 11 to the students at Ravenscliffe High School and Sports College are aware of and to teach according to the consent of the Policy Document. The PSHCE co-ordinator monitors the continuity and progression within the delivery of careers guidance, for example ensures there is development and not repetition in the sessions delivered by the **C&K Careers** sessions.

A member of school staff; the PSHCE coordinator and or the Work and Enterprise coordinator will meet annually with a representative from the Careers service/ Connexions to draw up the Careers service Agreement.

Approved by Achievement teaching and Learning Committee:

18 January 2018

To be reviewed:

Autumn 2020