



Codsall Community High School Careers and Work-Related Learning Policy

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Careers Strategy information

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Codsall High School.

Effective careers support can raise aspirations and help prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers.

As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future.

As a result, the careers programme has a whole school remit designed to complement the rest of the school curriculum. This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

Aims

- To provide learners with opportunities to engage with employers, colleges, universities during each year of school within school and through experiences of the workplace
- To provide each individual learner with appropriate guidance based on their own aspirations including the provision of Impartial Advice and Guidance, ensuring all learners have had opportunity for ICAG interviews, by 16 and 18
- To provide access to relevant and updated Careers and Labour Market Information within the curriculum and at home

It is our goal to ensure that each and every one of our students is provided with high quality career guidance as espoused in the Gatsby Benchmarks, outlined below.

The objectives for the careers programme are as follows:

- help students to understand the changing world of work;
- facilitating meaningful encounters with employers for all students;
- supporting positive transitions post-16 and post-18;
- enabling students to develop the research skills to find out about opportunities;
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work;
- encouraging participation in continued learning, including further and higher education and apprenticeships;
- and supporting inclusion, challenging stereotyping and promoting equality of opportunity contributing to strategies for raising achievement, particularly by increasing motivation.

Gatsby Bench Marks

As a school we aspire to meet and, where possible, exceed the Gatsby Benchmarks.

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.

Provider Access Legislation

From 1st January 2023 all schools and academies are to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships. Through the Skills and Post-16 Act 2022, the government has strengthened this legislation by introducing a minimum number of six provider encounters that every school must provide.

Background and context

At Codsall High Federation of Schools there has been a longstanding commitment to the belief that an understanding of the world of work is an essential part of every student's curriculum. We support the principal that young people must be given the opportunity to develop skills and acquire knowledge that will enable them to take up their place in a rapidly changing and technological society, one that demands a highly skilled and adaptable work force.

Over the years Codsall High Federation of Schools has moved forward in equipping young people for future employment through the opportunities that we have provided within our schools. These include vocational courses, our Work Experience Programme and our Personal, Social, Health and Economic Education provision. We therefore welcome the statutory requirements under Section 351 of the 1996 Education Act to provide work related learning for all pupils at Key Stage 4 and careers advice at Key Stage 3.

At Codsall Community High School we acknowledge that: "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 learning the skills **for** work."

Through this three stranded approach there is now the statutory requirement for us to make provision for all students across all key stages to:

- **Learn through work** by providing opportunities for students to learn through work experience or part time jobs, through enterprise activities in school and learning through vocational contexts in subjects. *
- **Learn about work** by providing opportunities for students to develop knowledge and understanding of work and enterprise through vocational courses and careers education. *
- **Learning for work** by developing skills for enterprise and employability through undertaking problem-solving activities, work simulations and mock interviews. *

We are therefore committed to improving the quality of our current provision and working towards a whole school approach to provide a coherent programme of work-related learning that will enable our students to be well prepared for work, employability and enterprise in the foreseeable future.

Aims of Work-Related Learning

At Codsall High Federation of Schools the aim of our approach to WRL is to provide our students with a well-managed, high-quality programme of work-related learning that will not only enable them to prepare for adult and working life but will motivate, develop skills and broaden aspirations and raise levels of attainment.

Objectives

The key objectives for WRL are to:

- to achieve and, where possible, exceed the Gatsby Benchmarks
- ensure that work related learning has a high profile throughout the curriculum
- promote the value of vocational qualifications and WRL experiences with students, parents and teachers as well as within the local community
- develop a wide range of high-quality work-related learning activities, courses and opportunities that will enable students to raise achievements and aspirations
- map and review the provision of work-related learning opportunities across the curriculum
- provide all of Key Stage 4 and 5 students the opportunity to participate in a well-planned and evaluated period of work experience
- promote greater awareness and understanding of work, industry, the economy and the community
- encourage all curriculum areas to make links with the world of work
- develop personal, social and key skills and employability skills of all students in a wide range of contexts
- provide all students with the opportunities to work with employers through a variety of activities *
- develop effective links with organisations such as Entrust Working Related Learning Services, local training providers and other school business partners.

Student Entitlement

All students have an entitlement to:

- Participate in a minimum of 6 encounters with a range of education and training providers to inform them about approved technical education qualifications and apprenticeships from year 8 to 13. (1 per academic year)
- A cohesive programme of work related learning with clear and planned learning outcomes integrated into the whole school curriculum that enables students to develop skills and confidence to make realistic and informed decisions about their future.
- A taught programme of work related learning delivered through tutor time or PSHEE lessons.
- Access to quality IAG services offering support and impartiality.
- A WRL curriculum that provides students with the opportunities to raise levels of motivation and attainment and prepares them for the responsibilities and experience of adult life.

- Educational experiences which encourage the development of Financial Capability.
- Access to UCAS and University information.

Procedures and Responsibilities

The schools offer a wide range of activities that contribute towards work related opportunities in order to help prepare students effectively for adult and working life. These activities complement subject teaching, contribute towards the development of students' key skills as well as contributing to lifelong learning opportunities.

Activities in school

The range of activities the school is currently using in order to help meet its objectives includes:

- Vocational GCSE courses
- Other relevant vocational courses and qualifications such as BTEC and Cambridge qualifications
- Individual subject work e.g. Business
- Annual Careers Fair *
- Careers PSHEE programme across KS3 and 4
- Careers Education and Guidance – One to One Interviews
- Annual Careers week
- Work Experience *
- Extended Work Placements *
- Alternative Curriculum Support
- Visits to employers *
- Personal, Social Health and Economic Education
- Visitors from Industry and Business
- Employability Skills Day at Cosford *
- Y9 Student Services Reception Duties/Certificate *

Curriculum development

Work-related learning within the schools enable each curriculum area to make a full contribution through:

- the development of schemes of work that recognise the importance of work-related learning in preparing students for adult and working life;
- ensuring that all students have access to some work-related activities which are appropriate to their needs;
- the use of appropriate teaching and learning strategies;
- ensuring maximum understanding for students of the various aspects of work-related learning to adult and working life;

- ensuring continuity and progression in schemes of work, so that all students can build on work-related experiences from previous levels;

Activities outside school

The range of activities that students may participate in outside school is very wide. These could include:

- Part-time jobs
- Experiences of legal requirements e.g. Health and Safety
- Community work where possible will still take place e.g. litter picks
- Independent work experience for Y10 and Y12 *
- Cadets, Scouts, Sports – team building, leadership skills
- DoE Volunteer work (where possible due to Coronavirus restrictions)
- National Citizenship Service (NCS)
- Timetabled Wider learning sessions on Unifrog Careers Platform

Assessment

Assessment within WRL is chiefly in the form of student self-assessment supported by discussion with tutors and teachers. The process of assessment follows the whole school assessment policy. All vocational courses lead to approved qualifications.

Process of review and evaluation

The process of review and evaluation will take place on an annual basis with recommendations being made to SLT so that key areas for development can be incorporated into the School Development Plan with amendments and modifications made to the policy as appropriate.

The effectiveness of the WRL Programme will be evaluated by:

- Feedback from Students during the annual student survey
- Monitoring of student's Work Experience Journals.
- Parental and Employer feedback through questionnaires and discussions
- Feedback from the Student Council
- Student/Staff feedback from events
- WRL programme is tracked via Compass+ against the Gatsby Benchmarks

Moral, Spiritual and Cultural Education

WRL will contribute to each student's moral, spiritual and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country as a whole.

Equal Opportunities

WRL will help to promote the school's policy on equal inclusion and equality by providing a range of resources, which match individual needs, helping students recognise the importance of inclusion and equality in working life and monitoring resources to ensure the absence of stereotyping.

Special Educational Needs

WRL will promote the school's policy on SEN by providing a specialist Entrust Work Related Learning Services Personal Advisor and a range of resources to match individual needs.

Staff Development

All staff involved are entitled to WRL training.

Resources

Apart from people, WRL has a number of resources that can be used by the students. As far as possible these are regularly updated. They currently include:

- Careers Library with a range of literature including books, leaflets, college and university guides and reading books on topical Careers issues and skills required for the world of work
- Fulltime L6 Qualified Careers Advice and Guidance Officer
- Computers located on site, videos, posters, and Career guides.
- Careers link on school website.
- Labour Market Information (LMI) on school website

Partnerships

We work in partnership with the following:

- Careers and Enterprise Company
- Entrust Work Related Learning Services – who will support and complement WRL and CEIAG with individuals, where applicable,
- Local industry and businesses – which support Work Experience
- Executive Head Teacher, Mr Harding is a member of the Business In The Community (BITC) Education Leadership Team. Development of links between businesses and schools
- MidCounties Cooperative - Community Links and Careers Links
- The annual Careers Fair and in class support for vocational course. *
- Further and Higher Education Institutions – exchange up to date information and advice
- Parents and carers – who will exchange information, contribute to the programme and where appropriate, evaluate provision.
- Employability Skills Day – involves over 50 volunteers from colleges, universities, organisations and local and national employers. *
- Unifrog - Careers Platform

Evaluation

The school policy on work related learning will be reviewed and monitored at various levels and at different times by key groups on a bi-annual basis.

Regular meetings are held between the Deputy Headteacher, Careers Leader, and the Careers Coordinator, to monitor careers and work-related learning progress throughout the academic year. Progress is fed back to the Senior Leadership Team meetings regularly. Governors are then updated on key areas of progress and success throughout the academic year. The key priorities from reviews are incorporated into the School Development Plan on an annual basis.

Key

* Notwithstanding of any future pandemic mitigations/restrictions