****

Careers Policy

|  |  |
| --- | --- |
| **Policy Lead:** | Nicola Fradgley |
| **Date approved by Governing Body:** | November 2024 |
| **Date of Review:** | November 2025 |

# Contents

Our Aims 3

Access 3

Curriculum Provision 4

Staff Roles and Responsibilities 4

Assessment Policy 5

Work Related Learning Policy 5

Employer Involvement Policy 7

# Careers Programme

# 1. Our Aims

* We aim to provide a variety of opportunities and qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
* Our Careers Policy is based on the school ethos of Preparing for Positive Futures (PPF) including the concepts of equality, diversity, clarity, consistency and openness.
* We will endeavour to ensure that all students have access to opportunities in a way which is fair and non-discriminatory.

# 2. Access

Students are made aware of the existence of this policy and have open access to it. It can be found on the school website. There is a student friendly policy on the website in accordance with Gatsby Benchmarks.

All tutors are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from students, tutors and external organisations including parents.

**What students can expect from us:**

* We aim to ensure that all students have access to a stable careers programme from Year 7-11
* Access to an independent Careers Advisor in school
* Impartial advice from suitably qualified and experienced staff

Students can also expect:

* A stable careers programme.
* Access to up to date learning from careers and labour market information
* That work and opportunities will address the needs of individual students
* Learning that links curriculum to careers
* Encounters with employers and employees
* Experience of workplaces
* Encounters with further and higher education
* Personal guidance

# 3. Curriculum Provision

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

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

* ASDAN Employability
* Careers Education and Guidance
* Extended Work Placements where appropriate and available
* Visits to employers
* Access to employers in school for workshops
* Enterprise projects
* Problem Solving and Insight into Work Activities
* Personal and Social Education
* Citizenship Education

# 4. Staff Roles and Responsibilities

|  |  |  |
| --- | --- | --- |
|  |  | 01924572100 for all members of staff |
| Careers Leader | Nicola Fradgley | [nicolafradgley@highwell.org.uk](mailto:nicolafradgley@highwell.org.uk) |
| Independent Careers Advisor | Jo Sergeant (Independent Careers Advisor) | [jo.sergeant@highwell.org.uk](mailto:jo.sergeant@highwell.org.uk) |
| External Visits Coordinator | Jo Thompson | [jothompson@highwell.org.uk](mailto:jothompson@highwell.org.uk) |
| Staff Delivering | Nicola Fradgley (Year 11)  Becca Cuthbert (Year 10)  Andy Sykes (Positive Futures Group) | [nicolafradgley@highwell.org.uk](mailto:nicolafradgley@highwell.org.uk)  [rebeccacuthbert@highwell.org.uk](mailto:rebeccacuthbert@highwell.org.uk)  [andysykes@highwell.org.uk](mailto:andysykes@highwell.org.uk) |
| Staff supporting delivery | Danielle Shepard TA  Aimee Gill TA  Michael Caroll Pastoral  Clare Pittaway TA  Trish Fielder TA |  |

Students are able to access information about the curriculum, work related learning and careers guidance from any member of staff in school who will then direct them to the appropriate member of staff or agency.

Parents and employers are welcome to contact school where they will be referred to the appropriate member of staff, or to e-mail directly to the member of staff and/or agency concerned using the e-mail contacts published on the website (as above)

# 5. Assessment Policy

In order to measure and assess the impact that our careers programme has on students we will;

* Assess all students according to the ASDAN Employability programme.
* All assessment is monitored via pre and post assessment and confidence checkers.
* Age related expectations are used in accordance with the ASDAN PSD programme.
* Progress is monitored termly by class teams and evaluated by the Careers Leader.

In order to do this, the centre will:

* Assess students individually at the start of the year based on age related expectations
* Assess students at the end of each term, or before, to monitor the progress that they are making.
* Report to parents/carers termly at Pupil Progress Days
* Evaluate the progress of students in order to evaluate the provision.

# 6. Work Related Learning Policy

**Purpose**

Work-related learning has an important contribution to make to the education of all our pupils in order for them to make an effective transition from the school to adulthood and employment. So that pupils are able to make this effective transition the school provides a wide range of opportunities for pupils to learn, about, through and for work in a range of contexts where possible for all Key Stage 4 students. At present Work-Related Learning is running in -house where possible as a recovery from Coronavirus. Placements with staff in different roles in school are used where appropriate to meet pupil’s individual needs. These have included working in the kitchen, with the caretaker, with admin staff for example.

The main purpose of work-related learning is to provide pupils with a range of activities as part of a balance and integrated curriculum. The work-related learning opportunities provided by the school contribute to:

* attainment in individual subjects by increasing pupils’ understanding;
* achievement of vocational qualifications by enhanced understanding and relevance to general and specific occupations;
* achievement and development of the main key skills and the wider key skills;
* careers education and guidance by providing an insight into the factors which can inform career choice;
* learning about the world of work and better preparation for the transition from education and training to work;
* personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility; and
* increasing the breadth of curriculum experience for every pupils’ to support the in their preparation for adult life.

### **Aims for Work Related Learning**

The aims for work-related learning focus on the provision the school makes for opportunities for pupils to prepare for adult and working life and include:

* to improve educational standards through using contexts that improve motivation and attainment for all pupils;
* to ensure that pupils follow courses and programmes which are appropriate to their longer term aspirations and needs;
* to improve pupils understanding of the world of work and its demands;
* to improve the quality of provision and guidance;
* to increase access and choice for all pupils;
* to improve the transition of pupils from school to adult and working life

**The key objectives for work-related learning are:**

* to raise levels of attainment through high quality work-related learning for all pupils;
* to develop a range of opportunities which enhance the curriculum;
* to promote greater awareness for pupils about the world of work, the development of key skills and employability;
* to develop a range of appropriate and relevant activities which assist in raising all pupils’ aspirations and achievement and which are of the highest possible quality and are regularly monitored;
* to promote awareness and understanding of work, industry, the economy and community;
* to relate skills attitudes, concepts and knowledge learned in school to applications in the wider world;
* to develop pupils’ personal and social skills in relationships in a range of contexts;
* to provide pupils with informed and impartial guidance on the choices available for education, training and employment as well as other interests;
* to improve employability through work-related learning
* to develop effective links with key partners which include Wakefield Careers Guidance Services, local business and training providers.

### **Management of Work Related Learning**

We have an in-school Work Related Learning Coordinator who is responsible for;

* the management and co-ordination of the various aspects of work-related learning;
* the range of activities in each key stage;
* how the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated.
* the assessment procedures and strategies for pupil evaluation of activities and learning outcomes
* the systems to secure balance, progression and continuity; and
* ensuring appropriate channels of communication at senior management level, governing body.

The Careers Leader is responsible for:

* ensuring that schemes of work contribute to work-related aims;
* identifying the types of activity at relevant points in the schemes of work;
* identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them;
* clarifying how the activities helps progression and learning about, for and through work; and
* assisting pupils to set their own learning objectives.

# 7. Employer Involvement Policy

Employer involvement provides a clear ‘line of sight’ to work in line with the Baker Clause. . Pupils should have six experiences of workplace providers/workplaces through ages 11-18. During their time at High Well pupils will exceed this with numerous opportunities to access workplaces providers/workplaces through KS2-KS4 including careers fairs both inhouse and externally, visitors to school, and external visits. Current employer experiences include projects with Robertson, Haribo, Production Park and Next, as well as working with WDH, Yorkshire Water, and the West Yorkshire Fire Service.

The Baker Clause requires all learners to undertake meaningful activity involving employers during their study.

.

The centre will produce an Employer Involvement Plan at the start of a programme that reflects the meaningful activities that contribute to the experience. The centre EVC (External Visits Coordinator) will advise on suitability of venue and carry out the necessary risk assessments working with the Careers Leader. These visits include college and university visits, visits to employers and industry, as well as educational establishments such as library’s and the public services sector.

The Careers Leader will produce a clear and accurate meaningful activity plan that covers all learners and will establish milestones to develop meaningful activities for all learners. stablish and agree milestones with employers to develop, execute and review meaningful activities for learners.

.