



St Brigid's School

To Inspire and be Inspired

Work Related Learning, Careers
Education and Guidance A Whole School
Policy

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1. The Policy

At St Brigid's School we understand the importance of Careers Education, Information, Advice and Guidance. We consider Careers Guidance a continuous process which provides a means of helping individuals to apply relevant knowledge, understanding and skills to their own circumstances when making choices that have to be made throughout their education and at key transition points along the way.

The school has a statutory duty to provide all its students with good access to careers education, information, advice and guidance.

The school does this by following the Welsh Assembly Government guidance.

Careers Education, Information, Advice and Guidance have a significant role to play in supporting the core aim of Children's Rights to Action and 14 – 19 Learning Pathways.

Our Careers Education and Guidance will enable students:

- To manage the various transition into new roles and situations.
- To promote social and personal development.
- To be more aware of the different education, training and career opportunities.
- Prepare for the opportunities, responsibilities and experiences of adult life.

Commitment

St Brigid's School is committed to providing a planned programme of careers education, information, advice and guidance. We do this by providing a structured careers CEG experience through various PSE lesson from year 7 to Year 13. Students keep a folder of all their PSE work which they can develop and review. Students also have access to Careers Wales who provide impartial information and initial advice to all our students on careers options and on opportunities for individual development.

Links with other policy.

The policy is underpinned by the whole School Improvement Plan. It is Strengthened by ongoing policies for teaching and learning, recording and reporting achievements, PSE, ESDGC policies and 14 – 19 Learning Pathways.

2. Roles and Responsibilities

The Headteacher will ensure that the policy is integrated into the rest of the curriculum and implemented accordingly.

The Head of Learning 14 – 19 will:

- Organise and coordinate the provision of CEG for each year group
- Deliver relevant INSET to other staff
- Liaise with outside bodies concerned with careers education
- Ensure the provision of suitable up to date resource materials
- Develop school-based materials for students and parents
- Evaluate the programmes

All staff will:

- Deliver aspects of the CEG programme as requested.
- Be familiar with the details of the CEG programmes so they can advise all students, particularly in their role as form tutors
- Include careers-related elements in their schemes of work where appropriate.

The Governing body will ensure that:

- Sufficient resources are allocated to the programme
- The effectiveness of careers advice is evaluated and the outcomes reflected in future plans.

3. Careers Education Entitlement Statements

This section contains entitlement statements for each key stage.

ENTITLEMENT STATEMENT for YEARS 7,8,9

By the end of key stage three you should:

- ❖ Know who the Careers Adviser is and where his/her office is located.
- ❖ Know where the careers library is and how to use it.
- ❖ Be able to research careers options using both hard copy and software packages.
- ❖ Understand that choices of subjects for key stage four may affect future career options.
- ❖ Be able to identify your own strengths and weaknesses and set targets for improvement.

ENTITLEMENT STATEMENT for YEARS 10 and 11

By the end of key stage four you should:

- ❖ Be aware of the skills required by employers
- ❖ Have some idea of local and national employment opportunities
- ❖ Know what learning opportunities are available
- ❖ Have had an individual interview with the Careers Adviser to agree and/or review a personal career plan
- ❖ Have received information and guidance about post 16 options and opportunities
- ❖ Have taken part in a work related activity and had an opportunity to request a work experience placement
- ❖ Be able to recognise your own strengths and weaknesses and set targets for improvement

ENTITLEMENT STATEMENT for YEARS 12 and 13

By the end of your two years in the sixth form you should:

- ❖ Be aware of up to date information on learning and career opportunities post 18
- ❖ Be aware of trends in the local and national labour market
- ❖ Have taken part in a work related activity and/or further work experience
- ❖ Reviewed your personal career plan
- ❖ Had an individual interview with the careers adviser
- ❖ Received support in respect of training, employment or education post 18
- ❖ Be able to identify your own strengths and weaknesses and set targets for improvement

4. Resources

The careers library situated in the Flexible Learning Centre is easily accessible to pupils, students and staff

The contents are audited and, where necessary, updated annually.

5. Vocational Curriculum Opportunities

Students at St Brigid's School have opportunities to choose from a variety of vocational qualifications. New courses are being developed to reflect the needs of our students and recognise the importance of educational experiences and how they are related to the world of work. The KS4 and KS5 curriculum has the following options:

- Key Stage 4 package
 - BTEC In Public Services
 - BTEC in Salon Services
 - BTEC in Health and Social Care
 - Welsh Baccalaureate

- Key Stage 5 package –outlines in Dyffryn Clwyd Prospectus

6. Careers Wales

St Brigids School works closely with Careers Wales to ensure that students are provided with impartial information that is relevant to their needs and is based on both the school and the service working in partnership. A Partnership Agreement is available for perusal.

7. Year 8

8.

Students in Year 8 are given an introduction to Careers Wales through appropriate talks in assembly.

9. Year 9

The Career Wales Personal Advisor attends transition reviews of students with the statements of special education needs. This liaison with the SENCO is seen as particularly important when considering the curriculum needs of these students. Careers Wales Advisors where more in-depth guidance and support can be given through individual interviews or through drop-in clinics. Students use the Careers Wales Online Programme to map their own career and progression routes and set their own personal Action Plans before the option progress begins.

10. Year 10

In year 10 the Career Wales service focuses on students who needs further in-depth guidance and support by using action places, lunchtime drop-in clinics and visits to Connexions access point. This is designed to develop opportunity awareness and the planning of the post 16 options. Tracking and keeping updated assessments of client needs is done through liaison between the Head of Learning 14-19 for KS4 Curriculum and the Year 10 have a week of work experience and for some students this is extended to two weeks. During vocational courses many students have out of school visits to

provide work related contexts. The aim of this is to get them thinking about their Key Stage 5 choices and the options they will be choosing from November.

11. Year 11

Year 11 is an important year for career planning and ensuring personal support for students. All Year 11 students have a record of a career plan. Small group careers guidance is given and career action plans are drawn up in PSE time. Students who need further in-depth support are identified and individual guidance interviews. This is seen as of particular importance for students at risk of disengaging, including those with statements of Special Education Need.

12. Year 12/13

The support of the Sixth form Programme is carried out through a range of activities including Higher Education Talks from various student ambassadors, drop-in clinics during lunch times and talks on Applications to further education. Visits are also carried out to Careers Conventions as well as to local Universities.

13. Monitoring and Evaluation

This policy will be monitored every year by the Leadership Team. This is to ensure the relevance to student needs, linkage with the School Improvement Plan and response to change, guidance on delivering careers education, work-related learning (including enterprise education), financial capability and other aspects of the personal development curriculum (including personal, learning and thinking skills).