



Kilgarth
School
Wirral

POLICY DOCUMENT CAREERS INFORMATION, ADVICE AND GUIDANCE AND WORK RELATED LEARNING

General Statement

This policy has been adopted as a mark of the importance that Governors place on education to prepare pupils for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities pupils need to be given equally wide information, experience, and understanding of the world of work. It also accepts that pupils need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures.

We comply with the Gatsby Benchmarks ensuring that we provide the best careers provision for our pupils.

The school's designated Careers coordinator is Jane Westlake (Deputy headteacher). Any careers related enquiries can be addressed to her through schooloffice@kilgarth.wirral.sch.uk.

Introduction

Kilgarth School is committed to the development of a whole school approach in promoting and supporting the provision of Careers Information Advice and Guidance (CIAG), Work Related Learning and Enterprise Education. It is an integral part of the learning entitlement for all pupils and a means of learning about work, through work and for work. A measure of the importance Kilgarth places on CIAG is illustrated by the fact that it is an integral part of the new Life Skills curriculum which is being launched in Autumn 2018 across both key stages.

At Kilgarth we support the drive to broaden the skills of young people and aim to deliver a first class work-related curriculum through a flexible, integrated and innovative approach. This will include some activities within the classroom and others in partnership with a range of providers from outside school.

Aims

Kilgarth School aims to ensure its pupils have the skills to make a successful transition to adult and working life, and to be able to contribute to the economic and social well-being of their families and communities, despite difficulties they may experience.

We aim to help our pupils develop the skills to:

- to understand themselves and the influences on them
- to investigate opportunities in learning and work
- to make and adjust plans to manage change and transition
- be citizens who successfully play a full part in society
- be lifelong learners
- be economically aware and active
- understand enterprise in its widest sense.

We aim to support our pupils to:

- follow courses and programmes that are appropriate to their ability and their longer term aspirations and needs
- have an understanding of the world of work and its demands
- be well prepared for the transition from education and training for work
- have clear ideas on individual, personalised goals for their future.

In order to ensure all of the above, we aim to:

- improve educational standards by improving motivation and attainment for all pupils
- increase access and choice for all pupils
- provide quality Careers Information, Advice and Guidance that gives pupils an insight into the factors that can inform career choice
- deliver a Citizenship curriculum that will lead to the development of pupils' interpersonal, presentation, and teamwork skills, their self-confidence and their ability to take the initiative.

These aims will be achieved via the continuing development of the following areas:

1 Curriculum Provision

- Vocational Entry Level Certificate (ELC), General Certificate of Secondary Education (GCSE) Business and Technology Education Council (BTEC) NCFE Level 2 Diploma and other forms of accreditation
- Careers Information, Advice and Guidance provision at KS3 and KS4
- Mock interviews
- Work Experience
- Visits to employers

- Visiting speakers – including local businesses and employers
- Working with vocational providers at KS4
- Spiritual, Moral, Social and Cultural (SMSC)
- Citizenship Education
- Problem-solving activities
- Team-building activities
- Mentoring
- Enterprise activities

Work Related Learning (WRL)

The key elements of the Work Related Learning framework are that our pupils:

- recognise, develop and apply their skills for enterprise and employability
- use their experience of work, including work experience and part-time jobs, to extend their understanding of work
- learn about the way in which business enterprises operate, working roles and conditions, and rights and responsibilities in the work place
- develop awareness of the extent and diversity of local and national employment opportunities
- relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives
- undertake tasks and activities set in work contexts
- learn from contact with personnel from different employment sectors
- have direct or indirect experience of working practices and environments

Responsibilities

1. **It is the responsibility of Governors** to establish and review the policy on Careers Information, Advice and Guidance; to monitor the application of the policy and in particular to ensure that activities undertaken by pupils are safe; and to review outcomes of the policy regularly and to up-date it as appropriate.

Note: *It is not the function of Governors personally to undertake monitoring or safety checks. These tasks are the job of the Headteacher and staff to whom these functions are delegated. However, Governors will ensure that they receive regular reports on the functioning of all aspects of the policy, including those that affect the health and safety of pupils, and will scrutinise these reports through the appropriate Committee.*

2. It is the responsibility of the Headteacher and Senior Management Team to establish the framework for Careers Information, Advice and Guidance; to ensure that it develops in the school; to monitor and review its effectiveness; and to report regularly to Governors on the application and outcomes of the policy. They will:

- ensure the place of Careers Information, Advice and Guidance within the structure of the timetable and the school year
- ensure that Careers Information, Advice and Guidance, including information on economic factors and Enterprise Education in its widest sense, are embodied in syllabi and activities across the curriculum
- ensure that there is adequate time available on the timetable, and outside it, for Careers Information, Advice and Guidance ensure that there is liaison with providers of Further Education and training to provide effective progression routes for pupils
- ensure that there is liaison with providers of advice and guidance to young people (e.g. the Connexions Service, New Horizons and School's Work Related Learning Co-ordinator) to make available accessible and unbiased advice to pupils of the school about their future destinations
- monitor and assess the quality and effectiveness of Careers Information, Advice and Guidance and propose changes as necessary.

3. It is the responsibility of the Careers Co-Ordinator to implement the policy, including the development of Work Related Learning, for encouraging the development of Careers Information, Advice and Guidance across the curriculum and for liaison with outside agencies and further education providers. The Co-Ordinator will:

- ensure that the schemes of work for Careers Education are comprehensive and up to date
- keep a record of career-related activities across the school
- be responsible for the effective teaching of Careers Education
- arrange visits to places of work and work experience
- develop a programme of visiting speakers from the world of work, where possible
- create opportunities for pupils to prepare for, share and reflect on work-related experiences
- create a system that will give pupils information about Further and Higher Education and training, including Modern Apprenticeships
- create a guidance programme, co-ordinated with the SMSC (KS3) and Careers (KS4) curriculum, which gives pupils the chance to identify their aptitudes, and search careers data bases through the use of ICT
- teach pupils skills of self-presentation, including the creation of CVs and interview techniques
- monitor, evaluate and review the effectiveness of the programme.

4. It is the responsibility of other Subject Leaders to:

- liaise with the Careers Co-Ordinator to ensure that the scheme of work in their subject contributes, where appropriate, to the Careers Information, Advice and Guidance of pupils

- ensure that, through the assessment, feedback and reporting of pupils' achievement, pupils are given a clear understanding of their strengths, talents and aptitudes so they can make realistic decisions about future training and careers.
- 5. It is the responsibility of the School's Careers Coordinator to:**
- ensure that all pupils are given general guidance and mentoring to promote high aspirations and good work habits
 - co-operate with the Careers Co-Ordinator and other staff in managing and following up work experience
 - ensure that parents are involved in their son's choices on careers, training and future education.

Practical Considerations (see attached)

Career Connect offer years 9, 10, and 11 pupils the minimum statutory requirement level of provision which includes group work and 1:1 careers advice sessions.

Mersey Interactive/U-Explore Start on-line programme provides a single access point that brings together all of the careers information, advice and guidance for students, parents and teachers. All pupils are registered to use the interactive website that helps support:

Key Stage 4 Planning their futures and look at the possible career paths available.

Content is localised to each area within the Mersey region and includes information about options, skills and qualifications, Apprenticeships, university, employment and enterprise. The Wirral Interactive area of the website also includes information about up and coming local developments that are jobs driven helping to equipping young people with the information they will need to see what the future looks like.

New Horizons - Unlocking Potential

Support Programme for Young People at Risk of NEET pre 16 – 'Unlocking Potential' The Youth Engagement Fund is a cross-government payment by results fund that aims to reduce the number of young people who become NEET by improving the education and employment outcomes of disadvantaged young people and those at risk of disadvantage aged 14 to 17 years of age in England. The programme is funded by Cabinet Office, Department of Work and Pensions and Ministry of Justice as a social investment bond initiative. Wirral Council have invested significantly into the programme as part of its upstream activity to stem/ reduce NEET post 16. Career Connect are delivering the Unlocking Potential programme in Wirral and it is aimed at 14/15 year olds and 16/17 year olds developing their individual resilience, raising their aspirations, coping with stress and supporting students to achieve key goals and outcome. The key focus is on developing good mental wellbeing, improving attitude to learning, behaviour and attendance. To date the programme has engaged 474 young people across 17 secondary schools with programme outputs (as at October 2016) including, improved attitude to learning (+54%), behaviour (56%) and achievement of a first level 1 qualification (30%).

Additional support is offered to year 11 pupils. The New Horizons project focuses on preparing and supporting young vulnerable people for key points of transition, e.g. leaving compulsory education or transition from NEET to EET. Its focus is on developing young people's resilience to self-sustain transitions and progression.

Pupils will undertake a 12 week intensive programme supported by their own Connexions individual coach followed by a further 8 months tailored support and activity provided by a Connexions coach. New Horizons is Open College Network accredited to NQF 1 and content and support is individually tailored to client need around the following "core" elements:

- **Developing resilience and employability**
 - **Exposure to the World of Work**
 - **Positive progression**
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- **Classroom Practice**

KS3 and KS4 pupils are timetabled Careers Information, Advice and Guidance as a part of the new Life skills Curriculum 3 times per week. The aim will be to ensure that all pupils will have experience of each of the suggested learning criteria set out by the PSHE Association in core theme 3- Living in the Wider World (Economic Wellbeing, Careers and the World of Work)

The school undertakes to ensure that resources, including ICT provision, are available to all pupils. Adults other than teachers, including adults from organisations offering careers guidance are used as a regular part of the programme. A variety of classroom activities are used, including group discussion, problem solving, co-operative, collaborative and independent learning, and opportunities are given for reflection.

A supportive and challenging environment is created in lessons to ensure that pupils develop high and realistic aspirations for their futures.

Monitoring and Review

The effectiveness and appropriateness of the Policy is kept under regular review. Reviews include:

- ensure that there is regular liaison and feedback between the school's careers coordinator and the providers of careers information advice and guidance
- Monitoring by observation of classroom activities and work related learning experiences
- Feedback from pupils, parents, visitors, work experience placements and destinations
- An analysis of destinations.

Curriculum provision

KS3

Year 7	Year 8	Year 9
<p><u>Life Skills Curriculum</u>-core theme 3, Living in the Wider World (Economic Wellbeing, Careers and the World of Work)</p>	<p>Civic Award is completed by our Year 8 students. It presents students with a number of challenges which promote local awareness, self-reliance, service to others, personal achievement and wise use of leisure time.</p> <p><u>Life Skills Curriculum</u>-core theme 3, Living in the Wider World (Economic Wellbeing, Careers and the World of Work)</p>	<p><u>Life Skills Curriculum</u>-core theme 3, Living in the Wider World (Economic Wellbeing, Careers and the World of Work)</p> <p><u>Uniformed Services Curriculum</u></p> <p>Unit 1 investigate employment in the Uniformed Services</p> <p>Unit 4 Health and Safety in the Uniformed Services (and workplace)</p>

KS4

Year 10	Year 11
<p>Careers/PLTS - Mersey Interactive & U-Explore 25min per week</p> <p>Work experience – 1 week</p> <p>Career Connect 1:1 advice and post 16 support - 4 sessions per year</p> <p>KS4 will benefit from a range of industry visits/visitors</p> <p>Wirral Metropolitan College will visit Kilgarth School to offer advice and guidance with post 16 choices. Pupils will visit a range of local colleges.</p> <p><u>Life Skills Curriculum</u>-core theme 3, Living in the Wider World (Economic Wellbeing, Careers and the World of Work)</p> <p><u>Uniformed Services Curriculum</u></p> <p>Unit 1 investigate employment in the Uniformed Services</p> <p>Unit 4 Health and Safety in the Uniformed Services (and workplace)</p>	<p>Careers/PLTS - Mersey Interactive & U-Explore 25min per week</p> <p>Career Connect 1:1 advice and post 16 support - 6 sessions per year</p> <p>New Horizons – 12 week support during year 11 plus post 16 support for 12months</p> <p>KS4 will benefit from a range of industry visits/visitors</p> <p>Wirral Metropolitan College will visit Kilgarth School to offer advice and guidance with post 16 choices. Pupils will visit a range of local colleges.</p> <p><u>Life Skills Curriculum</u>-core theme 3, Living in the Wider World (Economic Wellbeing, Careers and the World of Work)</p> <p><u>Uniformed Services Curriculum</u></p> <p>Unit 4 Health and Safety in the Uniformed Services (and workplace)</p> <p>Unit 7 Exploring equality and diversity in the uniformed services (and workplace)</p>

Assessment of Careers Education at Kilgarth

As careers education is delivered across many aspects of the Kilgarth curriculum it is assessed using many different methods. These will include but not be limited to-

The model of assessment that will be used when delivering careers education within the Life Skills curriculum will be ipsative assessment, whereby each pupil will complete baseline assessments and summative assessments of their own understanding both before and at the culmination of each module so as progress can be measured.

A review of the progress throughout the yr 10 work experience week will be used to assess the impact of the experience.

Assessment of careers within the NCFE Uniformed Services qualification will be carried out as detailed in the specification but each assessment criteria can be formatively assessed once by a teacher before a summative assessment is carried out at the end of each unit.