



Wreake Valley Academy

Careers and Work Related Learning Policy

Date of last review	August 2017
Date approved by Governors	11th September 2017
Date of next Review	Autumn Term 2019

Signed on behalf of the Governing Body
Chair of Governors/Chair of Committee

Wreake Valley Academy

Reviewed August 2017



CAREERS AND WORK RELATED LEARNING POLICY STATEMENT

Academy Context

Wreake Valley Academy is an 11-18 Academy situated on the edge of the city with a mixed urban and rural catchment area..

Academy Aims

The aims of Work Related Learning at Wreake Valley Academy are set in partnership with the overall aims of the Academy. While we subscribe to all of these aims, it is recognised that some are of particular relevance to Careers and Work Related Learning, particularly:

- That all learners acquire the key skills and knowledge necessary to be active, confident and responsible members of a rapidly changing society.
- That all learners are aware of their opportunities and have the appropriate curricular experience to exploit them.

It is also recognised that Careers and all Work Related Learning can play a key role in promotion of good learning by helping students to focus on long-term goals and good action planning to attain these goals. We also recognise the contribution that Work Related Learning can make to promoting policies of equal opportunities of race and of gender.

National Policy

This policy is informed by the following documents:

- DCSF Quality Standards for Young people's advice and Guidance 2007.
- DfES National Framework for Careers Education and Guidance 11-19, 2003.
- 14-19 Opportunity and Excellence, 2003.
- Non-statutory framework for Personal Social and Health Education, 2000.
- Programme of study for Citizenship, 2000
- QCA Work-related learning for all at Key Stage 4, 2004.
- Every Child Matters.

- The statutory requirement from 2004/5 to include Work Related Learning in the curriculum for all Key Stage 4 students.
- Statutory Guidance – the duty to secure independent and impartial careers guidance for young people in schools 2013
- The ACEG Framework, April 2012

Aims

We will ensure that every student at the Academy:

- Will have the opportunity to receive individual impartial guidance which will enhance their ability to make well-informed, realistic decisions about their future.
- Will be made aware of the range of opportunities available to them at 14+, 16+ and 18+.
- Will be encouraged to develop an awareness of themselves and others.
- Will be prepared for and develop skills to deal with change, including the transition from school to adult life.
- Will have the opportunity to learn through work with such activities as community based projects, extra curricular activities and through part time and voluntary work.
- Will have the opportunity to learn about work and to develop knowledge and understanding of work and of enterprise through enhanced curriculum activities, careers education and direct experience.
- Will have the opportunity to learn for work by developing skills for enterprise and employability such as problem solving activities, project work or work simulations.
- Will have the opportunity to develop enterprise capability through the use of activities and experiences that utilise the four stage enterprise process (identifying a problem, planning a project to solve it, implementing the plan and reflecting upon how well it went).

Objectives

Each student in the Academy should:

- Understand the need for preparing a carefully considered range of future options.
- Understand the distinction between educational and vocational routes.
- Appreciate the different levels of entry into employment, education or training.
- Recognise their personal strengths, weaknesses and interests.
- Understand the need to adapt personal priorities to fit in with other people's priorities and values.
- Recognise skills needed for job seeking, making applications and attending interviews.
- Understand skills needed for adapting to new educational or working environments.

Student Entitlements

Information about careers education is available via a number of sources:

- On the Academy website (so that it is accessible to parents and others too).
- Through the Inclusion team: tutors; Student Managers.
- Through the PD curriculum and main curriculum.

In addition to this:

- The careers library will be updated regularly with resources clearly labelled; it will stock an appropriate range of up to date resources.
- Support will be given to the users on how to research information. Library staff.
- All staff and students are made aware of the information provisions within the Academy.

By the end of Key Stage Three students are entitled to:

- access to information about the range of options available to them in the Key Stage 4, as well as Post 16 training and employment options
- have an understanding of how to make use of this information
- have experience of a number of different ways of making decisions
- have considered the key factors involved in a variety of different areas of employment
- understand the different qualifications needed for different levels of jobs
- know where and how to use the careers area of the library

In addition to the above, by the end of Key Stage Four students are entitled to:

- be able to explain their strengths and weaknesses both in and out of Academy to peers and to adults
- be able to locate Careers information in the Careers Area of the Academy library

- be aware of the different qualifications available Post 16
- have completed a curriculum vitae
- to have experience of enterprise related activities.

In addition to the above, Key Stage Five students are entitled to:

- comprehensive information about post 18 Higher Education Options
- complete a workable action plan, taking account of the options available to them.

Programme Delivery

The Careers and Work Related Learning programme is delivered in several different areas which is outlined in schemes of work for Careers and P.S.C.H.E. in every year group.

Careers and Work Related Learning form a significant part of the PSCH E work carried out in Years 7-13, delivered through the core curriculum, whole school assemblies, focus weekly designated fold down sessions. In the Autumn term all students take part in career and pathways programmes.

Weekly tutorial lessons for Sixth form students including units on employability, applying to UCAS and careers advice.

Curriculum enhancement: there are occasional specific Careers and Work Related Learning events which replace normal lessons eg Year 12 Higher Education Fair and the Year 12 Careers Fair where there are employability workshops, university and apprenticeship speakers and industry professionals networking sessions.

Cross curricular: it is also recognised that Careers and Work Related Learning is carried out in many other curricular areas such as Business Studies, Citizenship and BTEC subjects.

Appropriate CPD is available for all those involved in delivering the programme.

Inclusion Manager: responsible for identifying students with special needs for extra Careers support.

Student Managers: responsible for liaising over CEG delivery within the Tutorial and PD Programme.

PSHE Coordinator: responsible for coordinating the PSHE curriculum and liaising over the delivery of Work Related Learning within that.

Links With Other Policies

See also policies for PSCH E, Citizenship, and Learning support.