



**HIGH WELL SCHOOL**  
Preparing for Positive Futures

# Careers Policy

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<b>Signed by Chair of Governors:</b>	<i>Margaret Turner</i>
<b>Date:</b>	06/12/22

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## 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.

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 8-11
- 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 (in line with Coronavirus guidelines)
- Experience of workplaces (in line with Coronavirus guidelines)
- Encounters with further and higher education (in line with Coronavirus guidelines)
- 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
- 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 School Telephone number
Careers Leader	Nicola Fradgley	<a href="mailto:nicolafradgley@highwell.org.uk">nicolafradgley@highwell.org.uk</a>
Independent Careers Advisor	Jo Sergeant (Independent Careers Advisor)	<a href="mailto:jo.sergeant@highwell.org.uk">jo.sergeant@highwell.org.uk</a>
Work Related Learning Coordinator	<i>Position temporarily vacant</i>	
External Visits Coordinator	Jo Thompson	<a href="mailto:jothompson@highwell.org.uk">jothompson@highwell.org.uk</a>
Staff Delivering	Rachel Carlin Salter (10B, 11B, 11A Teacher)  Nicola Fradgley (10A Teacher)	<a href="mailto:rachelcarlinsalter@highwell.org.uk">rachelcarlinsalter@highwell.org.uk</a>  <a href="mailto:nicolafradgley@highwell.org.uk">nicolafradgley@highwell.org.uk</a>
Staff supporting delivery	Ian Westmoreland HLTA Libby Jones TA Clare Pittaway TA Seren Caves TA	

	Josh Munday TA Becky Parker (Teacher/TA)	
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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 line with coronavirus guidelines.

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 in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning and raises the credibility of the qualification to ensure a designated lead for Employer Involvement.

Requires all learners to undertake meaningful activity involving employers during their study. To ensure that there is an accurate and detailed recording of meaningful employer involvement for every individual learner.

The contribution of meaningful activities to the qualification must be significant and relate to the qualification as a minimum. In order to do this, the centre will produce an Employer Involvement Plan at the start of the programme that reflects the meaningful activities that contribute to the technical qualification. The centre EVC (External Visits Coordinator) will advise on suitability of venue and carry out the necessary risk assessments working with the Work Related Learning Coordinator.

Produce a clear and accurate meaningful activity plan that covers all learners.

Establish and agree milestones with employers to develop, execute and review meaningful activities for learners.

Confirm learner engagement against the defined meaningful activities identified.

Ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study.

Prepare the learner to engage actively and positively with opportunities offered with employer involvement.

Develop robust and accurate recording procedures that minimise the opportunity for malpractice

Maintain a robust and rigorous quality assurance procedure.

Provide evidence for standards verification and quality management review as required by the awarding body.

Share good practice between all Technical qualification teams in reference to employer involvement. Ensure that all staff teaching on Technical qualifications understand the requirements and importance of meaningful employer involvement.

Provide resources to ensure effective employer involvement and accurate monitoring and recording.

A Standardised centre approach to documentation used across the centre for the purpose of employer involvement.

An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement Secure records of all activities are maintained.