



whinfell school **see things differently**

Subject Policy Document for

CAREERS AND WORK-RELATED LEARNING

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The WRL Policy should be read in conjunction with the overarching Curriculum Policy and with the Whole School Literacy Policy.

Overview & Introduction

Work-related learning is a vital area of our work in school. It is part of the preparation of our pupils to take part in the adult world and we are conscious of the need to develop their economic and industrial understanding.

Work related learning/careers lessons are integrated into our curriculum as discrete lessons. In addition, the school uses a cross-curricular approach to develop the skills, knowledge needed to prepare youngsters for the world of work. This includes all the activities of the waking curriculum, both in class and in residential living.

The delivery and development of work-related education is the responsibility of the Deputy Head Teacher, who is responsible for the careers curriculum, advice on career management and liaising with Inspira Cumbria. The Deputy Head is responsible for organising work experience placements and liaising with the Careers services both in Kendal and the pupil's home area. The Deputy Head Teacher also works with the Teachers in promoting Key Skills across the curriculum and work on Records of Achievement. The Deputy Head Teacher is the name careers lead for the school.

Statutory Duties

In line with Section 42A of the Education Act 1997 Whinfell School will ensure that all of our students are provided with independent careers guidance from Y8 to Y11.

- Whinfell School will ensure that the independent careers guidance provided: - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option; - includes information on the range of education or training options, including apprenticeships and technical education routes; - is guidance that the person giving it considers will promote the best interests of the students to whom it is given
- In line with Section 42B of the Technical and Further Education Act 2017 Whinfell School will ensure that there is an opportunity for a range of education and training providers to access all students in Y8 to Y11 for the purpose of informing them about approved technical and educational qualifications or apprenticeships.
- Whinfell School will prepare a policy statement setting out the circumstances in which education and training providers will be given access to students, and ensure that this is followed. The policy statement will be published and will include: - Any procedural requirement in relation to requests for access; - Grounds for granting and refusing requests for access; - Details of premises or facilities to be provided to a person who is given access
- Whinfell School may revise the policy statement from time to time, and republish the revised statement in a timely manner.

Rationale

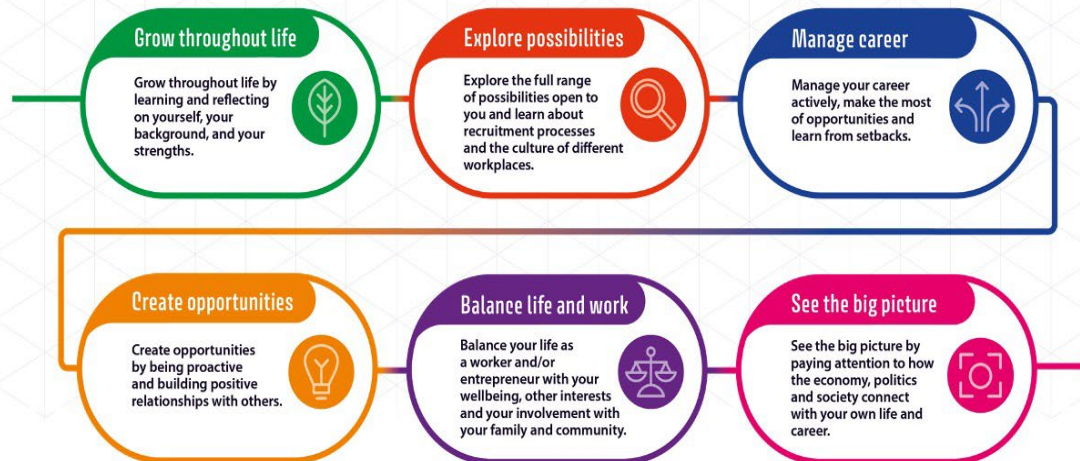
Our Careers and Work-Related Learning Policy has the Gatsby Benchmarks at its heart, alongside the six learning aims for a 'positive career' as outlined by the Career Development Institute.

According to the Career Development Institute (CDI), 'Career' describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on their *career development skills* throughout their lives'

This policy reflects the of the CDI's Career Development Framework, which was developed to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living. According to this research, career development skills are the learning outcomes that work-related learning and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills (the skills that you need for work and employment).

Work- related learning at Whinfell encourages our young people to work towards the following areas of learning, as defined in the Career Development Framework (2021)

The six learning areas



Provision for achieving the six learning areas are mapped into our curriculum to ensure our young people leave Whinfell with the best chance of having a 'positive career' that is relevant to their needs and interests.

According to the Careers and Enterprise Company, the Gatsby Benchmarks define what world class careers provision in education looks like and provide a clear framework for organising the careers provision.

The benchmarks are enshrined in statutory guidance and the careers lead, in our case the Deputy Head teacher, is responsible for overseeing the implementation of the benchmarks in your education setting.

The eight Gatsby Benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our Approach

The following outlines how each of these benchmarks are achieved. These benchmarks are then assessed via the Compass benchmarking tool, and independently verified by the Cumbria LEP.

1. A stable careers programme

Goodcareersguidance.org.uk defines a stable careers programme as

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

This is evidenced at Whinfell as the Head of Education is identified as the careers lead and is undertaking level 7 careers training. Senior leaders regularly review the careers policy and provision, ensuring it is responsive to the individual needs of our cohort, as well as adaptable in order to encompass new opportunities that become available to our young people.

All pupils are introduced to careers resources and are encouraged to use them. Full details of our careers programme is tracked via Compass + and externally verified by the Cumbria LEP. Examples of this provision include;

- Using resources from the Careers and Enterprise company endorsed 'Skills Builder Hub', all pupils begin work on a Record of Achievement in Key Stage 3 which shows evidence of their attainments from the commencement of their time at Whinfell until their departure. They are formally taught the importance of Key Skills as being essential for their development during and beyond school. Skills Builder Hub set out the key employability skills as

1. Listening

2. Speaking
3. Problem Solving
4. Creativity
5. Staying Positive
6. Aiming High
7. Leadership
8. Teamwork

- They are encouraged to take responsibility for decisions about their learning and are involved in understanding and discussing all the programmes of work they undertake. In every year group pupils are encouraged to be aware of their strengths and abilities and to set themselves targets for improvement. They will build a bank of real life examples where they have been able to demonstrate the 8 key employability skills.
- Particularly in year 11 pupils are encouraged to think in terms of lifelong learning and to develop the skills needed to support it. Once allocated a Personal Advisor each pupil should keep contact with them and they will support them through the transition of leaving school and entering the world of work and training. As many of our pupils are also in Social Services care there should be liaison between these agencies and ourselves to ensure a smooth move to independent living.
- All pupils do a period of work experience during Years 10 and 11, during which they experience the realities of work both within the job itself and in the daily routines surrounding it. They become aware of issues surrounding employment, such as health and safety, discrimination and employees' rights and record some of their experience as an evaluation report. They also keep a daily log of their activities.
- KS3 pupils also have work experience opportunities. This is either in the form of a community volunteering project such as a block placement with the Volunteers Conservation Trust or a one-day placement with a local organization or internal placement within school.

2. Learning from career and labour market information

Whinfell creates link with local colleges, universities and apprenticeship providers who will both visit the school and facilitate visits to their campuses.

The school works with Cumbria LEP to identify employers and who will be able to support our young people in entering the world of work and where possible live and work as independent adults. Working closely with Cumbria LEP, we will provide parents and young people with information pertaining to the most up to date labour market information.

The school works with local employers to provide information to our young people, including visits to the school to talk about their businesses the potential routes into each sector.

3. Addressing the needs of each pupil

Each student receives bespoke careers provision based upon their individual level of need. Our work-related learning programme is inclusive and allows learners of all abilities to experience providers and employers from a range of sectors, including Higher Education providers such as University. They will receive the appropriate level of support at each stage, for example they may need a known adult to attend their work-placement with them, or planning and practicing their route to and from college in advance.

During Year 9 the Inspira (or equivalent) Personal Advisor (PA) comes into school to introduce him/herself and to give short sessions on job families, self-awareness and the skills required for a number of jobs. In preparation for Transition Reviews they try to give every pupil a short individual interview about their hopes for their future careers and to highlight possibilities and potential difficulties. They help each pupil to construct a Careers Action Plan, which is a major element in their Record of Achievement, and supports them in starting to focus on their future career path. This includes advice on career management skills, further education, training schemes and job opportunities.

During Year 11 pupils are supported in contacting their home Inspira PA, who is better able to guide them through their local training schemes, job opportunities and suitable college courses. The home PA is invited to attend each pupil's final review held at the school during the early part of their final year. Pupils are encouraged to research into activities and agencies in their home area and to prepare their own CVs and personal statements.

4. Linking curriculum learning to careers

Work related learning/careers lessons are integrated into our curriculum as discrete lessons. In addition, the school uses a cross-curricular approach to develop the skills, knowledge needed to prepare youngsters for the world of work. This includes all the activities of the waking curriculum, both in class and in residential living. On occasion, we may undertake Careers-focused 'drop down days'.

5. Encounters with employers and employees

We engage with a variety of employers and employees, for example by inviting them to one of 'business breakfasts' or to tell their story at one of our careers drop down days. Encounters are planned using the 'making it meaningful' checklist, and students will discuss the visit in advance to ensure they can ask insightful questions and engage fully in the sessions. We work with workingoptions.org and INSPIRA to expand our network of employers that we engage with.

6. Experiences of workplaces

Most pupils in Years 10 and 11 take part in the work experience program. In addition, we use close links with local volunteer groups and at the start of the academic year all of the boys participate in a block work experience placement. This acts as not just an excellent introduction to the world of work but also reinforces community links and develops team work within the school.

The work experience coordinator visits each placement to ensure that it provides a safe working environment and complies with relevant Health and Safety legislation. We liaise closely with Inspira Cumbria who advise us on any queries which we may have regarding placements. The range of placements is varied and pupils are expected to take an active role in finding their placement, although support is given at each stage by the staff involved with the pupil.

Once the pupil has expressed a preference regarding their placement a suitable employer is sought and when identified the pupil writes a letter of application to the employer. The offer of a place then depends upon a successful interview.

During the placement each pupil is visited by the Co-ordinator at least once to check on his or her welfare and progress. Each day the pupils writes up their Work Experience diary and at the end of the placement

the employers are asked to complete an assessment covering areas such as time keeping, appearance and attitude. From this information an assessment is drawn up which forms part of their Record of Achievement. During their period of Work Experience pupils consider together a wide variety of issues arising from their employment, comparing their experiences and through discussion becoming more aware of issues affecting both employers and employees.

This period of work experience is an extremely valuable part of the pupils' last year and can have a very positive effect on them prior to leaving school.

The pupils are covered by our Indemnity Insurance whilst on Work Experience. The providers of the insurance have had a long-standing relationship with our School and are supportive and sympathetic to our pupils needs.

7. Encounters with further and higher education

Students will visit a range of further and higher education providers throughout their time at Whinfell. Arrangements for this are set out in our access to provider policy,

8. Personal guidance

This is defined as every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

At Whinfell all pupils will have personal guidance in line with our statutory duties. Whinfell School will ensure that the independent careers guidance provided: - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option; - includes information on the range of education or training options, including apprenticeships and technical education routes; - is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The Organisation of Work-Related Learning

Key Stage 3

Pupils are encouraged to collect information and evidence for their Record of Achievement and to review it.

Work begins on helping pupils to achieve three sets of learning outcomes.

Self-development

- To build and maintain a positive view of themselves.
- To be able to describe their experiences and achievements in and out of school by collating evidence of their attainments as a lifelong activity, through their Record of Achievement.
- To recognise their personal interests, qualities and skills, values and attitudes in relation to learning and work.
- To be able to get on well with others and contribute to the work of a team.
- To be aware that concern for equality of opportunity and respect for diversity are part of people's responsibilities towards each other at work.

Career exploration

- To be able to explain the concept of "career" and its relevance to their own lives
- To be aware of choices available to them beyond Key Stage 4 and the progression routes within them.
- To be able to describe the main qualities and Key Skills needed for working life.
- To develop interest in particular job families, work roles and activities
- To be able to organise information about work opportunities using a variety of methods, including ICT-based resources.
- To be able to investigate particular careers opportunities and labour markets, through a range of working methods such as employment, self-employment, and voluntary work.
- To be able to recognize stereotypes and misrepresentative images of people, careers and work.
- To recognize the importance of equality of opportunity and ethical behaviour in the workplace, exploring issues such as relationships, punctuality, stealing, absenteeism, discrimination, reliability and restrictions caused by religious beliefs

Career Management

- To recognise the importance of setting and working towards

achievable personal goals

- To be able to take responsibility for their learning and the choices they make for their futures by making realistic careers decisions.
- To be able to match their knowledge and understanding of themselves to the choices they are considering.
- To be able to participate in and follow up support from the careers adviser, school staff and others.
- To develop self-presentation skills
- To be aware of Health and Safety issues at work and their role in their own safety and that of others.

In Year 9 pupils consider their current position, look at the transitions which they have already successfully made and look at those still to be experienced. It is hoped to improve motivation, raise aspirations and to take responsibility as far as possible for their own career plans. They consider their options using simple decision-making skills leading to initial action plans being produced. Pupils are encouraged to extend their knowledge and understanding of the world of work by cross curricular approaches in most subjects, as well as by an extended study in an area of work in which they are interested. This enables them to develop job search skills as well as being able to use books, college leaflets and computer software. They are able to investigate simple career patterns and structures using library materials and have opportunities to discuss the career possibilities in their home area with parents, staff and the local PA from Inspira Cumbria in Kendal. The local PA also has an informal interview with each pupil prior to his or her Transition Review to enable her to make a supportive and up to date report at the Annual Review meeting. During the course of the year she also gives each class group a number of short talks about relevant subjects. This is arranged in discussion with the Careers Coordinator so that they link in with the work done in class. This helps to ensure that the pupils know and feel comfortable with the Inspira Cumbria PA, making it easier for the PA to help them in Year 11.

Due to the lower literacy levels and concentration span of some of our pupils the resources are delivered through short, frequent and stimulating learning experiences. They are designed to make the pupils feel positive about their own skills, but also realistic about the types of employment which might suit these.

Key Stage 4

In Year 10 and 11 pupils individually discuss career paths with teachers and the PA from Inspira, Cumbria. From these meetings and the work done on decision-making, an Action Plan is drawn up as part of the PSHE syllabus and is acted on as far as possible. This forms the basis of the Action Plan for the Record of Achievement.

During Years 10 and 11 pupils take part in Work Experience.

For many of our pupils this is a time of difficult decision-making and we support their choices and actions with guidance and by allocating time for individual discussions with staff. To help them with this they are able to use the school software and that of the Inspira Cumbria service in Kendal, and they meet formally with the local Inspira PA for short talks on aspects of their career choices. They are encouraged to investigate information for themselves about their chosen career ideas. They are helped to complete application forms for jobs or Further Education or training.

They attend a careers convention arranged by local schools and the Inspira Cumbria Service. This gives pupils the opportunity to ask employers questions about areas of work and to find out about a wide range of possible career paths. A visit is also made to the local college to enable pupils to experience for themselves the difference in approach to that of school and the range of courses available. This gives them the knowledge and experience on which to base future careers decisions.

The careers adviser gives a leavers' talk in May/June of Year 11 which covers information on such topics as benefits, the importance for leavers to register at their local careers office, job search skills and the survival pack soon to be produced by the pupil and school.

Overall during this Key Stage pupils are further taught to:-

1. Understand themselves and develop their capabilities.

Assess personal qualities and skills

Discuss their values, attitudes and preferences in relation to work

Develop key skills and capabilities

Develop career management skills, including self-reliance and self-presentation

2. Investigate careers and opportunities.

Develop the knowledge and skills which people need at work

Investigate opportunities in occupations and market information

Recognise the changing patterns of work and careers

Study social and moral issues at work

Organize information about their chosen careers and work

3. Implement their careers plans.

Develop a career plan using self-assessment results

Make decisions about their personal post-16 choices

Produce an Action Plan which can be used in their Record of Achievement

Know how to obtain and use guidance to shape their future plans

Specific key learning objectives are incorporated into PSHE and Citizenship schemes of work.

Work Experience

All students are supported to undertake work experience, in a form which is suitable to their needs and abilities. Work experience programmes are bespoke to the individual, however in the main will follow the following timetable

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1 Day/Year, On-site	1 Day/term, On-site	1 day per term community work	One week block, off-site.	One week block off-site/Regular weekly placement dependent on student need	Regular weekly placement/one week block	Regular weekly placement. Possibly part time work.
Work skills in classroom	Work skills in classroom	Work skills Careers lessons Inspira visit.	Work skills Careers lessons as Basic Skills. Inspira visit.	Visit to place of employment. Work skills Careers lessons as Basic Skills. Inspira visit.	Work skills Careers lessons as WRL.	Work skills, Careers lessons as WRL. Visits to employers.

Record of Achievement and Action Planning

It is a requirement that pupils leaving school produce their own record of achievement. This document consists of a Progress File containing work and prepared reports about all aspects of the pupil's successes and attainments in recent years. The aim is to produce an accurate account of the pupils' work, strengths and qualities to be of use in later life. It is primarily written by the individual pupil with support as necessary from staff.

During their time in school each pupil is given a folder to collect items to put in the Progress File. This includes for example, pieces of best work, photographs, certificates achieved for a variety of activities, and trip and visit reports. From time to time the class teacher reviews this with the pupil with support from the Coordinator.

In Years 10 and 11 times are set aside in PSHE lessons to collate the information in the folder. This serves two purposes: to raise the awareness of the importance of continuously adding to their folder, and to ensure that each pupil has the opportunity to keep it up to date.

Pupils learn about the key skills of Communication, Application of Number, Information Technology, Working with others, Problem solving, and Improving their own Learning and Performance and how to develop them in their own right, organizing their examples of best work to illustrate their progress in each skill.

Our commitment towards Employers

- Respecting real needs of the business
- Joint Profiling before 1 taster session; 'Pen Picture' of the Person
- Joint Local Induction & adhering to Company Code of Conduct
- Joint Risk Assessment
- Staff support from school as appropriate, reducing demands placed on other workers
- The offer of; Disability Awareness Training (including bespoke packages on specific disability e.g. Autism, Asperger Syndrome), Safeguarding Training
- Resolving any issues arising during placement
- Over the phone support/advise when required
- Progress Review
- Regular feedback
- Preparation to Interview