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Emerson Park Academy

A SPECIALIST SPORTS COLLEGE

CAREERS, ENTERPRISE & WORK RELATED LEARNING POLICY

Approved: M Cornish by Board of Directors

Date: 21/06/2015

Reviewed: December 2014

Next Review: _____

This policy compliments and should be read in conjunction with, Citizenship/PSE, SEND and Equal Opportunities Policies. It also reflects the whole-school approach to teaching and learning and the principles of Every Child Matters.

Commitment

Emerson Park Academy and Directors have a commitment to maintain high quality CEIAG provision and do this by:

- Providing students with a planned programme, which will equip them to successfully progress after KS4.
- Working in partnership with Prospects, Further & Higher Educational Colleges, Sixth Form Colleges and schools as well as engaging with various employers/business links.
- Involving young people and their parents/carers in activities including Year 9 Options Evening, Year 11 'Moving on from EPA' Workshop and Year 11 College Transfer Evening.
- Inviting Year 10 students to attend workshops preparing them for Year 11 and how to make decisions about their future.
- Giving Year 11 Parents & students the opportunity to meet Careers Co-ordinator/Prospects PA to discuss their further education choices and queries.
- Providing students with independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. For those with learning and/or disabilities, this advice should also include information on the full range of specialist provision that is available through the local authority, in particular the provision of SEND support services and section139A assessments.

Rationale

Effective Careers Education should contribute to the acquisition of the skills needed for future career success/flexibility and in doing so will also contribute towards the reinforcement and the development of the following core skills:

- Good reasoning skills to make informed decisions and opinions.
- Functional literacy skills necessary to read adverts and information, complete application forms, and to write application letters and CV's.
- Good discussion skills to facilitate good interview techniques in later life. This is achieved by encouraging constructive discussion, of all types, in the classroom as well as collapsed timetable sessions.
- Information retrieval skills through a variety of Media.
- The ability to take decisions, to make choices, be adaptable and apply appropriate strategies in relation to opportunities available locally, nationally and elsewhere.

Effective Work Related Learning, a statutory requirement since 2004 for KS4, is defined as "a planned activity that uses the context of work to develop knowledge, skills and understanding useful in work. It means learning about work and the skills for work. It is done through the experience of work, through learning about work and learning about the skills for work."

The new statutory guidance requirement is, therefore, for schools to make provision for all students at key Stage 4 by:

Learning through work

- Providing opportunities for students to learn from direct experiences of work (for example through work experience or part time jobs, a variety of Enterprise/WRL activities in schools, or learning through Vocational context in subjects).

Learning about work

- Providing opportunities for students to develop knowledge and understanding of work and Enterprise/WRL (through, for example, Vocational Courses, Careers Education the Citizenship Programme and collapsed timetable days).

Learning for work

- Developing the key skills for Enterprise/WRL and employability. For example, teambuilding, project management and leadership skills.

Enterprise Education is defined as:

- Enterprise Capability
- Financial Literacy
- Economic and Industrial Understanding

Aims

The Careers, WRL and Enterprise programmes are designed to meet the needs of the students at this Academy. They are differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career, learning planning and development.

All students from years 7-11 at Emerson Park Academy are entitled to CEIAG and WRL which meets professional standards of practice and which is impartial and confidential. It will be integrated into the whole curriculum and be based on a partnership with student's parents and carers. The programmes will raise aspirations, challenge stereotyping and promote equality and diversity. They will also equip them with the key skills, attitudes and qualities necessary to make a successful transition to adult and working life.

Broad aims

The vision and aims relating to the National Framework requirements for Careers/Enterprise/WRL in England will be part of the school development plan. These are:

- Plan and promote a broad and balanced curriculum that promotes the spiritual, moral, social and cultural values.
- Ensure every student in Key Stage 3 & 4 has some experience of Careers/Enterprise/WRL.
- To instil a positive whole school approach with provisions made through the school curriculum and out of school activities.
- Increase student self- confidence, commitment to learning, motivation, aspirations and achievement.

Specific Aims and Learning Objectives

1. Aims and learning objectives reflect those set in the National Framework for England. These are to:

- Provide students with the opportunity of planned activities by using the context of work.
- Carry out an audit to establish where and what Careers/Enterprise/WRL are included and where they could be offered.
- Increase student's knowledge and understanding of the opportunities, responsibilities and experiences of adult life.
- Equip students with the key skills, attitudes and qualities necessary to make a successful transition to adult and working life.
- Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.
- Make students aware of the choices and decisions they will need to make, at the end of Key stages 3 and especially 4.
- Develop in students, parents and carers an awareness of the available range of educational, vocational and training opportunities as well as the routes and levels of entry and progression.

- Support students in making these choices in an impartial, confidential and informed way.
- Develop students understanding of the economy, personal finance and the structure of businesses and how they work.
- Develop awareness in students of the impact of technological and economic changes on work and occupational patterns in a fast changing world and how this might affect future employment.
- Develop the ability to manage transitions and change within and between education, training and occupations. To this end students should appreciate and understand the differences between school and work and the potential challenges of starting work.
- Develop the ability to challenge those traditional attitudes that encourage stereotyping and prevent the promotion of equal opportunities.
- Develop an appreciation and understanding of where, how and from whom Careers information can be obtained and the range of services offered by the support agencies.

2. To reinforce and develop positive attitudes and values in the students and thereby enhance their personal and social development. For example:

- To recognise and appreciate individual values, priorities, strengths and weaknesses, interests and abilities in oneself and others.
- To raise awareness and understanding of ethnic and cultural differences.
- To appreciate the need for a critical evaluation of aims in life and the need to constantly evaluate aims and progress.
- To appreciate the need for adequate safety precautions.
- To develop self-awareness, self-confidence and the ability to work with others.

How the learning objectives will be achieved

The learning objectives will be achieved by working on existing good practice and also using the Cegnet framework as support and guidance. This will be done by:

- Staff identifying the contributions of Careers/Enterprise/WRL and to plan to develop it into schemes of work where appropriate and through planned delivery in Form Time.
- All Year 11 students being offered a two week work experience programme at the end of their examination period.
- Promoting a variety of opportunities for Careers/Enterprise/WRL within and outside of curriculum time e.g. visits, speakers, planned activities, Parents evenings, College transfer evening and twilight workshops on 'Moving on from EPA'.
- Promoting collapsed timetable days such as Enterprise Day, WRL Days for Years 7-8 using The Real Game format. Year 9 based on Options and Year 10 using business links for mock interviews and CV writing.
- Offering individual impartial careers interviews as well as group workshops with Year 10 and 11 students by an independent provider.
- Developing opportunities for Careers/Enterprise/WRL capabilities through GCSE Vocational subjects and supported by other subject areas.
- Providing extended and external Work Related opportunities for students at risk of becoming NEET through the Alternative Provision Programme.

How provision will be managed/co-ordinated

The Academy will make provision for the management and co-ordination of Careers/Enterprise/WRL by an appointed Co-ordinator namely Mrs Kay Adams. Co-ordinator will be line managed by Senior Management who will be involved in planning and reviewing Careers/Enterprise/WRL, namely Mrs Christine Crawley, Assistant Head Teacher.

- Statutory impartial CEIAG provision will be "bought in" from Prospects and subsequent PA, namely Mrs Sandra Owen will be managed by Co-ordinator.
- All staff contribute to CEIAG through their roles as tutors, subject teachers and Pastoral support.

- Specialist sessions are delivered by the PHSE and Cultural Studies team. The CEIAG programme is planned, monitored and evaluated by the Careers Co-ordinator, SLT lead with some consultation with the Prospects personal adviser.
- Fortnightly meetings are held between Co-ordinator and Assistant Head Teacher and reported back to SLT.

Staff access to professional development

There will be opportunities for staff development within the Academy staff development plan.

- Academy will provide opportunities for staff development for staff with responsibilities for Careers and ENTERPRISE/WRL Programmes.
- Training will provide opportunity for teachers to keep up-to-date with the changes in the available range of educational, vocational and training opportunities as well as the routes and levels of entry and progression.
- Training will provide the opportunity for teachers to be informed of changes and development in employment, the workplace and business and the requirements of employers.
- All training will be linked to Performance Management and CPD.
- Close links will be formed with Prospects and local businesses with regards to training opportunities.
- Co-ordinator attends termly network meetings to obtain latest changes and up to date vital information.

How Partnership links will be developed, co-ordinated and maintained

Links with Business, Prospects and other External Agencies will be co-ordinated and maintained by appointed Co-ordinator who will:

- Work closely with Prospects to support and provide services.
- Work closely with Partnership Colleges and their Liaison Officers to ensure smooth transition of KS4 students.
- Develop links with other local colleges and training providers.
- Build on links from work experience to support and enhance programme for Year 11.
- Take Year 10 to annual Careers Fair to enable students and parents to gain an insight into further education, employment and training opportunities.
- Encouraging students to take part in the National Citizen Service (NCS).
- Encouraging students to take part in the Duke of Edinburgh Award Scheme.

How learners will be able to access impartial CEIAG

All learners will have access to impartial informational and guidance from the school and external agencies.

- The Academy's Equal Opportunities Policy to reflect the Careers/Enterprise/WRL Programme.
- Careers information and advice available at Parents' Evenings 9-11.
- Twilight workshops for year 11 'Moving on from EPS' in the Autumn Term.
- Access to a Careers Fair in the Autumn Term.
- College transfer evening in the Autumn Term.
- HCFHE Liaison Officer available to visit Year 11 lessons.
- Confidential 'one to one' interviews with Prospects PA.
- Apprenticeship Fair on site in the Spring Term.
- Extra support provided for targeted and SEND students.
- Co-ordinator on site and available every lunchtime in fully equipped resource room with wide range of literature, DVD's and computer software.
- Prospects PA holds "drop in" sessions every Wednesday at break and lunchtimes.
- 'Year 11 Survival Kit to GCSE's & Life After EPA' and 'A Parent's Survival Guide To Year 11' booklets containing all relevant information written and produced annually for students and their parents.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area.

How provision will be monitored and evaluated

There is a system in place to ensure the provision is regularly monitored and evaluated.

- Careers/Enterprise/WRL Programme to be reviewed and monitored on an annual basis.
- Analysis of number of students gaining own placements for work experience.
- Analysis of post 16 destinations.
- The winners of Enterprise Day to put their idea into action for a set period of time raising money for their choice of charity/event and evaluating their successes.
- The Partnership Agreement with Prospects is renegotiated annually with termly reviews between Careers co-ordinator and Prospects PA, using the CEIAG standards to identify areas for improvement.
- Careers/Enterprise/WRL audit reviewed annually and included within the whole school action plan.
- Events involving outside links will be evaluated and reported on as a matter of course to assess how effective they are in meeting learning outcomes.

Policy reviewed...Dec 2014

Extracts from Cegnet.