

**St. Joseph's Specialist School & College
Amlets Lane, Cranleigh
Surrey GU6 7DH**

Work Related Learning & Careers Policy

**Including: Guidelines for Work Experience and
Enterprise Groups**



'No limits ... just possibilities'

Reviewed June 2016

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Work Experience Policy Statement, Guidance, Practice and Procedures

1.1 Rationale

This policy provides St. Joseph's with a framework for meeting the requirements of the National Framework, the Careers Education and Guidance and the 14 - 19 departments curriculum aims, as stated in the department curriculum overview. The learners develop the self confidence and necessary life skills to enable them to operate as independently as possible. It will empower the learners to make realistic and informed decisions about their future in order to maximise their potential. It is important for learners to have access to activities which will enable them to prepare for future opportunities in adult life.

1.2 Co-ordination and Management

The work experience programme is co-ordinated by the Work Related Learning Co-ordinator **Lucy Spiers** with **Caroline Sanders** as the Work Experience and Careers Senior Teaching Assistant.

Jan Durrant is the instructor for the Horticultural Enterprise.

Kevin Maxted is the tutor for the Workshop Enterprise.

Alison Minguillon is the instructor for the Pottery Enterprise.

Magda Diuckzco is the tutor for the Catering Enterprise.

Rene Ruffels is are the tutor for the Cards and Bags Enterprise.

1.3 Aims

Work Experience at St. Joseph's is central to the Careers Education and Guidance Programme which Supports learners to:

- Understand themselves and in particular develop team working skills, Enterprise skills and improved self-esteem.
- Investigate opportunities available for work aimed at equipping them with a realistic vision of the challenges and rewards of the future world of work taking into consideration their individual needs.
- Have the opportunity to participate in a programme of Work Experience differentiated for their individual needs.
- Have the experience of 'managing' their Work Related Activities programme by ensuring that decision making involving target setting, realistic evaluation and reflection takes place.
- Have the confidence to meet the professionals (i.e. care managers and LLDD) who will carry out assessments and may influence decisions re their future.

1.4 Learning Outcomes

Learners will work towards:

- A better understanding of the key skills they are using during their work placements;
- A greater understanding of how their skills can be put to use at work enabling them to make decisions about the suitability of placements;

- The generalisation and transferring of skills learnt at St. Joseph's to their work placement;
- Effective communication with those managing them and with colleagues they work alongside;
- Opportunities and experiences which will assist them in demonstrating strengths and preferences.
- The development of team working skills;
- The development of individual working skills;
- The development of decision making skills;
- Taking part and becoming familiar in the range of Work Related Activities offered by St. Joseph's: Internal Placements, External Placements, Horticultural, Workshops, Pottery, Craft and Catering Enterprise projects;
- Gaining more confidence in themselves and their abilities;
- Becoming more independent;
- Learning new vocational skills.

1.5 Accreditation

The Work Experience programme is accredited by ASDAN awards, learners may receive a number of unit certificates in this area. The Enterprise projects also contribute to the ASDAN qualifications.

An accreditation through The Royal Horticulture Society (RHS Level 1) is currently being delivered.

Education Development International plc (EDI) units will also be introduced to accredit Food Studies.

1.6 Family Involvement

Families are a valuable source of help and support for learners during their placements; regular liaison during the period of work experience is essential.

Families are always informed of their son/daughters placement as early as possible and are always asked to give their informed consent. Families are informed in a letter of the value, aims and objectives of the Work Experience programme. A copy of the risk assessment for each work placement is sent to the families. Detailed written reports are collated for the learner's Annual Review.

Families are invited to attend an annual Work Experience Presentation. This takes place in the evening and gives families a chance to see photographs and DVDs of their son/daughter at work. It also allows for informal discussion with other families, employers, education staff and learners. This celebrates the end of the annual two-week block placement for which all the learners receive internal certification on the evening, and an external accreditation at the end of the academic year.

1.7 Links with Employers

Over the years St. Joseph's has built up a considerable bank of employers who are supportive and sympathetic to the needs of learners at St. Joseph's. On initial contact employers are given written information about the school and the type of

learner it admits. After a placement interview has taken place and the learner has been accepted an employer will be given written details of the individual learner's needs and skills to ensure that all eventualities have been considered. The Therapy team also visit the employer prior to the learner beginning the placement to explain their needs in further detail. Risk Assessments specific to each individual learner and placement are written, copies of these are then sent to the learner's families and to the Employer. Simplified and symbolled copies of these Risk Assessments are then written for the learner's Work Experience Diary where necessary.

During the year employers are invited to appropriate activities at St. Joseph's School. This is usually the Christmas Fair, Summer Sports and Family Fun Day and the Block Work Experience Presentation. Employers attending are invited to bring along a small display of their business with leaflets etc. where applicable. The presentation is generally well supported and employers enjoy this informal contact with the work experience learners and their parents, education and care staff and other employers.

1.8 Equal Opportunities

St. Joseph's school is committed to promoting a high quality programme of Work Experience and related activities. This programme will seek to ensure that the Work Experience placements are appropriate to the age, ability and educational needs of each learner and are underpinned by St. Joseph's Equal Opportunities Policy. All learners at St. Joseph's, regardless of special need and without prejudice or discrimination, are entitled to take part in the Work Experience Programme and will be offered an internal or external work experience placement with additional support where appropriate. All learners will have the opportunity to receive accredited awards for their work experience.

1.9 Role of the Work Related Learning Co-ordinator

The Work Related Learning Co-ordinator has three main roles:

- **administrative**
- **pastoral**
- **educational**

These roles are often linked, however the main focus is always on the educational activity. It is extremely important that the administrative details are efficiently planned because the failure in this respect can mar the learning process, or placement, for an individual learner. Form filling, meeting deadlines, collecting and collating lists are all necessary for the smooth running of the programme.

The main **administrative tasks** are to ensure that:

- Pen portraits of learners are prepared for employers.
- All procedures carried out by monitoring staff are adhered to.
- Letters are sent out to employers and families at the correct times.
- Annual timetables are drawn up for two mornings of work related activities including work experience.
- Timetables including staffing and transport are made out for the annual two week block experience.

- Health and safety checks are carried out with new employers.
- Employers and families are kept well informed.
- Learner's individual daily diaries are kept up to date.
- Stocks of diary pages, standard letters etc. are available.
- Certificates are made out for end of placements and block experiences.
- Video clips are transferred to learner's DVDs.
- Interviews both external and internal are arranged.
- Planning the Block Work Experience Presentation evening.
- Photos are transferred from digital camera to disk.

The main **pastoral tasks** are to ensure that:

- Learners are secure in their placements and that unnecessary worries do not slow down the learning experience;
- Learners are learning to adjust to an adult environment and behaving accordingly. This involves careful monitoring of the learner;
- The placement offered is fulfilling the description of the tasks the employers indicated they could offer the learner;
- The learner knows who to contact if he/she needs help or advice during the work experience, and
- Learners are helped to find the correct work wear if they arrive unsuitably attired.

The pastoral side of this role is taken very seriously, however, it should be noted that we recognise that too many monitoring visits may be counter-productive. Although there are guidelines re: the number of monitoring visits a learner receives during a placement this is a minimum requirement and differentiation takes place according to the needs of individual learners and employers. Occasionally, learners, where appropriate, may be visited on a daily basis, others have constant 1 – 1 support.

The main **educational tasks** are to ensure that:

- The work experience is as far as is possible a valuable learning experience;
- Learners are placed in areas of work which will help them attain their learning targets;
- Employers and other workers understand the learners' learning targets so they can play an active part in the learning process;
- The learner has followed an appropriate period of work preparation before embarking on any experience;
- The learner is given opportunities to work towards targets and to evaluate their success at regular intervals throughout the experience;
- In preparation for a placement the learner has an interview and a chance to see the place of work prior to the experience;
- There is always a debriefing session following a period of work experience to allow the learner to reflect on the placement and make his/her own decision about a future placement;
- The learner has a clear idea of what he/she expects to learn from the work experience. ;
- By working with learners to build and develop the necessary skills to help them feel secure thus promoting an active valuable learning experience, and
- Producing a photographic and video record of the learners work experience to enhance reflection on the experience.

2.1 Professional Development

At St. Joseph's we recognise that the appropriate staff development will improve the quality and efficiency of learner learning. The Work Related Learning Co-ordinator and colleagues will participate in appropriate continuing professional development activities such as conferences and courses.

The Work Related Learning Co-ordinator will ensure that other colleagues who contribute to the Work Experience programme develop the skills and gain the knowledge they need to make a worthwhile contribution to meeting the needs of our learners while on the Work Experience Programme.

2.2 Placements

When looking to place learners on Work Experience, learners' needs, in terms of gaining learning from the experience, are given the highest priority. It is important to ensure that the placements are suitable for the learning objectives of the individual learner and that they also meet the Work Experience programme objectives. Where learners have shown the ability to make informed choices and decisions they are offered a range of placements. In cases where learners find it difficult to make a choice, which will meet their learning needs, they are usually given the choice of two placements.

Particular care is taken to ensure that learners are not placed in environments which would put their health at risk or exacerbate their individual needs. In cases where we are unsure whether this may be the case the families and the School Nurse are consulted. Consideration is also given to the level of personal and social maturity the learner displays. Learners with a low level of maturity need extra supervision and are not placed in working environments in which they are unable to fulfil the expectations of the employer in this respect. In some work placements a low level of personal and social maturity indicates health and safety risks to the learner, other workers and clients. In KS5 previous schools are contacted for Work Experience Placement history, this is then taken into consideration when placements are being considered.

At St. Joseph's the learners take part in the work related activities curriculum from Year 10 in Key Stage 4. The block work experience at St Joseph's takes place in the Spring Term, during this time year 10 are timetabled for a mixture of work related activities which do not include internal or external work experience. However, it does include the Workshops, Pottery, Catering, Cards and Bags Enterprises.

All placements are required to undergo a health and safety check (For further details see section 2.3 Health and Safety) before they are considered.

All placements are asked to interview the learners prior to placement and to give them a 'tour' of the environment in which they will be working. The co-ordinator or colleague always has a discussion with the employer at the place of work to ensure that the placement will be able to meet the learning needs of the learner and that the employer is able to offer an appropriate level of support and supervision for the individual learner placed. This ensures that the gap between expectations and reality on either side can be made as narrow as possible. The employer is always

given a brief pen portrait of the learner giving his/her strengths and weaknesses and listing the areas of learning the work experience may hope to address.

2.3 Health and Safety

The premises on which the learner is to work are checked by the Work Related Learning Co-ordinator or a colleague to ensure that, as far as is reasonably practicable, they do not expose learners to health and safety risks. Risk Assessments specific to each individual learner and placement are written with the Employers' assistance. Where we are unsure as to whether a prospective placement meets the health and safety criteria we will contact Glebelands Secondary School who use Trident, the work experience provider for Surrey Schools, to check whether they are able to give us any additional information.

Learners have a module on Health and Safety at work during the Work Experience preparation sessions. Prior to the block experience all learners are given a refresher module on health and safety and personal safety issues at work. These modules emphasise the importance of behaving in a disciplined and responsible way and the importance of following safety instructions. Where there are any reservations 1 : 1 staff support is supplied until both employer and college staff feel confident that a learner is able to work independently. Regular monitoring visits always take place, the frequency of the visits are dependent upon the learners' needs and the employers concerns.

When starting a new placement, employers are advised that they must make the learner aware of work place hazards, safety precautions, emergency procedures and any other necessary general information. Where this is difficult for employers, possibly due to the comprehension and communication difficulties of the learner, a facilitator will be provided by the school to ensure that they have an understanding of the information they need to know to keep themselves safe. Learners and employers are required to complete a page about health and safety on their first day at a placement ensuring they find out what to do in the case of a fire alarm, first aid, etc.

Due consideration will be given to the learners individual medical needs and level of personal and social maturity when assessing health and safety risks. (See 2.2 pupil placements for further information)

2.4 Insurance

St. Joseph's School insures all its learners for activities which take place on Work Experience. A copy of the certificate of Insurance is available on request. Where learners attend external placements for more than one day each week the insurers are sent the names of those learners involved. The Local Employers also have Public Liability Insurance.

2.5 Monitoring & Evaluation

Learners' monitoring visits are made on a regular basis. Where learners are attending a placement for a day or half a day a week, they are usually visited by the same member of staff. During the block work experience several different members of staff may monitor the learners over the two week period. In this case it is a requirement that the staff making a monitoring visit read the notes made at the

previous monitoring visit and to regularly liaise with the work experience co-ordinator for further information.

A monitoring visit form is completed on every occasion and the work experience co-ordinator will inform the member of staff if further input is needed by them e.g. photographs taken, video recording made etc.

Where a monitoring member of staff is concerned about a learner he/she is required to inform the work experience co-ordinator immediately.

Most learners at St. Joseph's, due to the isolation of the school, are transported to and from their placements, mainly in Cranleigh. Very few learners make their own way to and from placements. Learners therefore, always have the opportunity to voice any concerns they may have on the way to, or returning from work. Where concerns are raised these are reported immediately to the work experience co-ordinator or manager who will decide what course of action should be taken. In any case the learner will be visited at the placement at the earliest possible opportunity, not later than the day after the concern arose.

Employers will have the school telephone number in their diaries and will be asked to contact the school if any problems arise during the work experience. Again a member of staff will visit as soon after the phone call as is possible.

Learners will be asked to complete a daily diary. This diary gives space for the learner's or the supervisor to fill in tasks the learner has carried out, the amount of effort used and to indicate whether they needed help or not. Learners are also asked to circle the key skills they think they have used during the day. More able learners may be asked to write a sentence to illustrate how they have used a particular key skill. The diary has several initial pages to be completed, some prior to the placement on the briefing day, another following the placement interview and a health and safety check page when they first arrive at their placement. When a placement has been completed the learner is asked to complete an evaluation sheet. The diary is supplemented with photographs of the learner at work. Following the block experience learners are encouraged to say a little bit about their work experience at the presentation. They are given time, during the debriefing sessions, to make displays and to critically view video clips of themselves at work.

The employer will be asked to complete an evaluation form both at the end of the Block Work Experience and at the completion of each work experience. This feedback is used by the learners to consider his/her evaluation of the placement in the light of the employers' judgements. The learner will usually, through a carefully structured individual discussion, see the areas he must improve on in his next work experience and the areas in which he has made improvement since his/her last work experience. The findings of this reflective discussion can also lead to the learner re-considering the type of work which most suits his/her skills/personality.

The employer is also asked to evaluate the work experience programme itself in order that the Work Related Learning Co-ordinator can monitor and review progress on key principles and set targets for further progression.

Education Staff at St. Joseph's are also asked to formally review the Work Experience Programme at various times during the year. Their reflections and evaluations contribute to the annual review and consequential target setting of this programme which takes place during the Summer Term.

2.6 Quality Assurance

St Joseph's School has now been awarded the Investor in Careers accreditation. It is a quality standard for the management of carers education, information, advice and guidance in schools and FE colleges as well as special schools and special FE colleges. The use of independent external assessors/panel helps give the award credence.

This assessment is based on standards required by legislation or nationally produced guidelines on good practice. The Award has been written and revised by careers education and guidance professionals, teachers and senior managers in schools. Please visit the Investor in Careers web site www.investorincareers.org.uk/ for more information.

2.7 Recording of Learner Achievements

Learners are presented with in-house certification on completion of each Work Experience Placement, both Internal and External. Following the two week Block Work Experience all learners receive an in-house certificate, which is presented to them by a guest presenter at an evening presentation ceremony. To which employers, education staff and learners' families are invited. During the Block Work Experience a Work Experience Newsletter is produced, this lists the achievements of learners on work experience and taking part in the Enterprises and Workshops it is available for families and employers at the Block Presentation Ceremony. Copies are also sent to the school governors and any employers that were unable to attend.

Either the learner or employer completes Work Experience diaries after each Work Experience session. The learners' completed tasks, effort used and support given are recorded. Comment slips are presented regularly to learners following a session of Work Experience, usually for a specific task or targeted behaviour. These slips may be completed by any adult at the Work Experience placement or by education staff. These comment slips are read out at the weekly student meeting to show recognition of their achievements.

Each term a Module Certificate is used to give each learner – curriculum targets, LIAM targets, evaluation and self assessment in Career sessions in Key Stage 4 and Work Preparation Sessions in Key Stage 5.

2.8 The Careers Resource Centre

St. Joseph's School has a Careers Resource Centre, which contains material relating to career opportunities, special needs college courses, day centre provision and health provision. The library contains DVDs of past and present learners on work placements both on the school site and external. At present we are also starting to build up a collection of 'learner-made' booklets about the work placements, which are available to them. These will include photographs of learners

carrying out the vocational tasks usually required at each placement. There are displays of the learners taking part in the work experience programme and a designated display board of the current leavers and their destinations.

3.1 The Work Experience Programme

The Careers Education Programme prepares learners at St. Joseph's for Work Experience from year 3. In year 12 learners not able to take part in Work Experience placements take an active part in an Enterprise Programme as an alternative to the Work Experience Programme. The two Programmes are interchangeable; no learner is ever precluded from a chance to experience work. All learners have the opportunity to experience a supported internal work experience. Those on the Work Preparation Scheme have short periods of supported Work Experience individually built into their programme.

3.2 Years 3 - 9

Learners follow The International Primary Curriculum. This has a unit titled 'The Things People Do' which focuses the learners on the different types of jobs and careers people have for half a term. This helps familiarise learners, at an early stage with the key skills and personable skills required for the world of work.

The careers programme is integrated into all other curricular areas e.g. all visits into the community, working as a group, completing given tasks.

The whole school take part in a 'Make £10 Grow' project. Each tutor group is given £10 and challenged to make it grow. On every occasion a profit has been made as a result of original and prosperous ideas.

Learner's families, local fire fighters (with fire engine), doctors, policemen and petting farms are also invited into the school to talk about their jobs and roles in the community. Different job families, safety equipment and social signs are pointed out whenever the learners are in the community.

3.3 Year 10

In year 10 the learners spend half a day of each week in an Enterprise Work Experience project. The Year 10 learners are included in the two week Work Related Activities Block Experience spending the time on Workshops, Pottery, Food Technology and Horticultural Enterprise Projects specially devised for each morning during these weeks. When ready learners are also invited to take part in Internal Work Experience Placements, once these are successful and the learners are capable they are found External Placements at businesses in our local community with appropriate staff support from St Josephs.

3.4 Year 11

Year 11 learners access ASDAN Work Preparation units. Towards the end of the Spring Term Year 11 learners concentrate on mock interviews deciding on the internal placement they would like and prepare for an interview. This interview is recorded and kept on the learner's individual work experience DVD. They start this placement during the Block Work Experience of 6 / 7 days, which takes place at the end of the Spring Term or take part in one of the Enterprise Groups. During the Block Experience Year 11 the opportunity to spend at least half of each day on an internal or external placement is given to each learner. During the Summer Term learners continue with successful work experience placements on half a day each week, usually a continuation of the same placement. The learners that are unable to fulfil a Work Experience Placement will return to the Careers Programme. PSHE and some therapy sessions also give an opportunity for the development of vocational and key skills and the adoption of appropriate social behaviours that can be worked on in a safer setting.

3.5 Year 12

During the first few weeks of the Autumn Term learners take part in a further work preparation programme which involves a considerable element of self-esteem building exercises, reflection and action planning for further work experience and the building up of a CV to include previous work experience placements. Following this learners that are able are placed at work experience placements for the remainder of the academic year. During this year some learners may choose to work one morning or a full day each week. Exceptionally learners may choose to work two half or full days each week in two different or the same placement. Some Year 12 learners work full days during the block practice. Once the learner/employer feels that the learners' progression has plateaued a new placement will be sought.

The learners that are not ready to fulfil a work experience placement continue to follow the work preparation programme for as long as necessary, part of this programme includes internal work experience with support.

Alongside the internal/external work experience the learners also spend half a day of each week on a chosen Enterprise Work Experience project.

3.6 Year 13

During the first few weeks of the Autumn Term learners take part in a further work preparation programme which involves a considerable element of self-esteem building exercises, reflection and action planning for further work experience and the building up of a CV to include the work experience placements carried out previously.

During Year 13, where learners have the ability, they are encouraged to attend a weekly placement of either half or one full day each week. Exceptionally learners may choose to work two half or full days each week in two different or the same placements. When a learner has shown that he/she can travel independently by bus, he/she is encouraged to take a placement further afield, so as to include an element of travel within the programme. It is not expected that learners will spend less than one term in each placement and more often two terms.

Alongside the internal/external work experience the learners also spend half a day of each week on a chosen Enterprise.

3.7 Year 14

During the first few weeks of the Autumn Term learners take part in a further work preparation programme which involves a considerable element of self-esteem building exercises, reflection and action planning for further work experience and the building up of a CV to include previous work experience placements.

During Year 14, where learners have the ability, they are encouraged to attend a weekly placement of either half or one full day each week. Exceptionally learners may choose to work two half or full days each week in two different or the same placements. When a learner has shown that he/she can travel independently by bus, he/she is encouraged to take a placement further a field, so as to include an element of travel within the programme. It is not expected that learners will spend less than one term in each placement.

3.8 Annual Block Work Experience

As can be seen from the schedule, the Block Work Experience takes place for two weeks each year usually at the end of the Spring Term. This Work Experience Block is followed by a Work Experience Presentation Evening to which families, school governors, school and college educational and residential staff, local FE colleges, Employability, employers and providers of future placements are invited.

External Work Experience Placements work for nine consecutive mornings/days. The Internal and Enterprise Groups have a preparation day, 6 / 7 days Internal Work Experience/Enterprise/Workshop and a debriefing day to covers: Diary completion, preparation of a statement for the presentation evening, letter of thanks to the placement, completion of an evaluation sheet including some statements on key skills used. The Block Work Experience News Letter is sent to all school governors, parents and employers.

During this time, the Work Related Learning Co-Ordinator looks for opportunities to sell products the learners have made in the community e.g. in a Pop Up Shop.

3.9 On-site Enterprise Groups

The Horticultural, Workshops (kit car, bike repair and Woodwork), Food Technology, Cards and Bags and Pottery Enterprise Projects operate as sheltered work experience placements. Learners work within a realistic working environment yet have the support they may require close at hand. This gives the opportunity to develop and apply enterprise and employability skills in a work related activity.

Fuller details of each Project can be found in the Work Related Learning and Work Experience Subject Leaders File.

The produce from the Enterprise Groups is currently on sale to the local community at the Local Art Centre. We have also sold our products at a Pop Up Shop.

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CAREERS EDUCATION AND GUIDANCE POLICY

COMMITMENT AND RATIONALE

St Joseph's is committed to providing a Careers Education and Guidance entitlement for all learners in Key Stages 2 + 3 + 4 and Post 16. The National Framework for CEG in England has been used as guidance in the writing of a relevant CEG curriculum.

St Joseph's recognise each learners' right to expect that the school will assist them to make informed decisions about the opportunities open to them both whilst they attend St Joseph's and when they leave. Careers education and guidance can encourage learners to pursue relevant and realistic goals for education, training and occupation.

The implementation of the policy is the responsibility of all teaching and care staff in Key Stages 3 + 4 and Post 16, together with outside agencies and partners. The careers education policy operates in a way consistent with, and complementary to, other relevant policies in school, ECM, Equal Opportunities and PSHCEE Ed for example.

The CEG development plan supports the policy and links to the school development plan objectives.

This policy statement has been developed in consultation with the governors, school leadership team, external partners and a working group of teachers from other Surrey SLD schools.

AIMS

- To prepare learners for the opportunities, responsibilities and experiences of adult life.
- To enable learners to make informed decisions.
- To develop skills, attitudes and qualities this will enable learners to be effective in a variety of adult roles and occupations.
- To develop learners' awareness of life as a journey and the place of education training, work and leisure as part of that journey.
- To develop learners' awareness of and ability to access sources of careers information.
- To enable learners to experience the World of Work.
- To prepare learners for times of transition in their lives.

ENTITLEMENT

Learners are entitled to careers education which is:-

- independent and impartial
- based on partnership with young people, their families and carers
- based on the principles of equal opportunities
- valued as an integral part of the overall curriculum
- structured to provide help, information and support at decision points and to meet their continuing needs

IMPLEMENTATION OF THE POLICY

The responsibility for the Leadership of the Careers Education and Guidance lies with Lucy Spiers, who is responsible through the Key Stages 4 and 5 Leaders, to the Principal. All teaching and care staff in Key Stages 3 + 4 and Post 16 have a responsibility to make appropriate contributions through their roles as class teachers, subject teachers, tutors and carers.

EVALUATION

The effectiveness of Careers Education and Guidance will be evaluated annually as part of the evaluation of Work Related Learning Activities.

Date Policy Reviewed

March 1998

February 1999

June 2000 – completely revised and new appendices added

September 2001

July 2002

February 2003

March 2004

January 2005

January 2006

February 2008

October 2009

July 2012

June 2016