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# **Careers Education, Work Related Learning and Work Experience Guidance**



*Christ in our Lives*  
*'No limits ... just possibilities'*

*Reviewed: June 2024*  
*Next Review: June 2025*  
*Cycle: Annual*

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# **Work Related Learning Statement, Guidance, Practice and Procedures**

## **1.1 Rationale**

These procedures provide St. Joseph's with a framework for meeting the requirements of the National Framework, the Careers Education and Guidance and the Gatsby Benchmarks when supporting SEND students in all Pathways. The students develop the self-confidence and necessary life skills to enable them to operate as independently as possible. It will empower the students to make realistic and informed decisions about their future in order to maximise their potential. It is important for students 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 and Enterprise leader.

Specialist Teachers support by running Horticultural Enterprise, Workshop Enterprise and the Pottery Enterprise.

Café and Coffee/Esta Enterprises run throughout the year

Teachers, Therapists and students are encouraged to run Enterprises in a cross curricular way.

Students have internal work experiences all year round.

Some students secure work placements in the local community.

## **1.3 Aims**

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

- Understand themselves and in particular develop team working skills, Enterprise skills and improved self-esteem.
- Follow a Life and Living skills curriculum to support them in their futures in the home, at work and in further education.
- 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 and Enterprise differentiated for their individual needs.
- To learn about the attributes and skills employers are looking for in the workplace and recognise these skills whilst undertaking activities in other curriculum areas
- 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, case workers and social workers who will carry out assessments and may influence decisions re their future.
- To have opportunities to meet employers and employees in a variety of workplaces to help them make informed decisions for their futures.
- To offer students professional careers guidance through the National Careers Service.

## **1.4 Learning Outcomes**

Students will work towards:

- A better understanding of the key skills and attributes 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 and attributes 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.
- (Please see ASPIRE as an appendices)

## **1.5 Accreditation**

The Work Experience programme is accredited by OCR Entry Level 1, 2 and 3 awards, students may receive a number of unit certificates in this area. This is achieved by planning from our Pathways Towards Employability Unit Trackers for each of the pathways. The Enterprise projects also contribute to the OCR qualifications.

An accreditation through The Royal Horticulture Society (RHS Level 1)

## **1.6 Family Involvement**

Families are a valuable source of help and support for students 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 if offsite. Families are informed in a pamphlet of the value, aims and objectives of the Work Experience and Enterprise programme. Written reports are collated for the student's Annual Review in Years 13 and 14 to reflect their experiences and their transition possibilities.

Families are invited to attend an annual Enterprise Fortnight Presentation. This takes place in the evening and gives families a chance to see photographs and videos of their son/daughter at work or participating in class enterprises. It also allows for informal discussion with other families, employers, education staff and students. This celebrates the end when all the students 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 students at St. Joseph's. On initial contact employers are given written information about the school and the type of student it admits. After a placement interview has taken place and the student has been accepted an employer will be given written details of the individual student's needs and skills to ensure that all eventualities have been considered. The Therapy team also visit the employer prior to the student beginning the placement to explain their needs in further detail. Risk Assessments specific to each individual student and placement are written, copies of these are then sent to the student's families and to the Employer. Simplified and symbolled copies of these Risk Assessments are then written for the student's Work Experience Diary where necessary.

During the year employers are invited to appropriate activities at St. Joseph's. This is usually the Christmas Fair, Summer Sports and Family Fun Day and the Enterprise Fortnight 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 students and their parents, education and care staff and other employers.

### **1.8 Equal Opportunities**

St. Joseph's 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 student and are underpinned by St. Joseph's Equality Policy. All students 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 students will have the opportunity to receive accredited awards for their work experience.

### **1.9 Role of the Work Related Learning and Enterprise Leader**

The Work Related Learning and Enterprise Leader 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 student. 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 students 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 of work related activities including work experience.
- Timetables including staffing and transport are made out for the annual Enterprise Fortnight
- Health and safety checks are carried out with new employers.
- Employers and families are kept well informed.
- Student'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 Enterprise Fortnight.
- Interviews both external and internal are arranged.
- Planning the Enterprise Fortnight Presentation evening.

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

- Students work alongside the WRL and Enterprise leader in creating a personal Vocational Profile to help the student make decisions regarding their desired work opportunities, future educational courses and decisions about their future placements and living accommodation.
- Students are secure in their placements and that unnecessary worries do not slow down the learning experience;
- Students are learning to adjust to an adult environment and behaving accordingly. This involves careful monitoring of the student;
- The placement offered is fulfilling the description of the tasks the employers indicated they could offer the student;
- The student knows who to contact if he/she needs help or advice during the work experience, and
- Students 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. Currently, all our students have 1:1 support when on an external placement.

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

- The work experience is as far as is possible a valuable learning experience;
- Students are placed in areas of work which will help them attain their learning targets;
- Employers and other workers understand the students' learning targets so they can play an active part in the learning process;
- The student has followed an appropriate period of work preparation before embarking on any experience;
- The student is given opportunities to work towards targets and to evaluate their success at regular intervals throughout the experience;

- In preparation for a placement the student 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 student to reflect on the placement and make his/her own decision about a future placement;
- The student has a clear idea of what he/she expects to learn from the work experience.
- By working with students to build and develop the necessary skills to help them feel secure thus promoting an active valuable learning experience, and
- Producing a photographic record of the student's 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 student learning. The Work Related Learning and Enterprise Leader and colleagues will participate in appropriate continuing professional development activities such as conferences and courses.

The Work Related Learning and Enterprise Leader 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 students while on the Work Experience Programme.

## **2.2 Placements**

When looking to place students on Work Experience, students' 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 student and that they also meet the Work Experience programme objectives. Where students have shown the ability to make informed choices and decisions they are offered a range of placements. In cases where students 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 students 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 Health Care Assistants are consulted. Consideration is also given to the level of personal and social maturity the student displays. Students 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 student, other workers and clients.

The Enterprise Fortnight at St Joseph's takes place in the Spring Term, during this time every class is timetabled for a mixture of work related activities which do include internal or external work experience and class enterprises. (Please see Enterprise Model in appendices.)

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 students prior to placement and to give them a

'tour' of the environment in which they will be working. SALT support the students in preparation for interview. Visual prompts are provided when appropriate. Students are supported by a TA or SALT at their interviews.

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 student and that the employer is able to offer an appropriate level of support and supervision for the individual student 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 student giving his/her strengths and weaknesses and listing the areas of learning the work experience may hope to address.

All Teachers, HLTAs, STAs and TAs have CPD training re the value of Enterprise and Work Experience and in supporting students in Enterprises and Work Experience placements. All education staff have ASPIRE keyrings to use to celebrate student achievements during WEX. Guidance notes are provided for all TAs and included in the students' WEX Diaries.

## **2.3 Health and Safety**

The premises on which the student is to work are checked by the Work Related Learning and Enterprise Leader or a colleague to ensure that, as far as is reasonably practicable, they do not expose students to health and safety risks. Risk Assessments specific to each individual student and placement are written with the Employers' assistance.

Students have a module on Health and Safety at work during the Work Experience preparation sessions. When starting a new placement, employers are advised that they must make the student 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 student, 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. Students 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 student's individual medical needs and level of personal and social maturity when assessing health and safety risks.

## **2.4 Insurance**

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

## **2.5 Monitoring & Evaluation**

Students' monitoring visits are made on a termly basis. A monitoring visit form is completed on every occasion and the work experience coordinator will inform the member of staff if further input is needed by them e.g. photograph's taken, video recording made etc.



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.

Students will be asked to complete a daily diary. This diary gives space for the student's or the supervisor to fill in tasks the student has carried out, the amount of effort used and to indicate whether they needed help or not. Students are also asked to circle the key skills they think they have used during the day. More able students 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 student is asked to complete an evaluation sheet. The diary is supplemented with photographs of the student at work. Following the block experience students are encouraged to say a little bit about their work experience at the presentation. All this evidence is used to complete OCR Units of Work and can be used to supplement those doing their D of E.

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 students to consider his/her evaluation of the placement in the light of the employers' judgements. The student 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 student 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 and Enterprise Leader can monitor and review progress on key principles and set targets for further progression.

## **2.6 Recording of Student Achievements**

Students are presented with in-house certification on completion of each Work Experience Placement, both Internal and External.

Work Experience and Enterprise or Volunteering diaries are completed.

OCR Life and Living Skills are completed and contribute towards certain levels of certification.

Work Experience contributes to students earning their D of E awards.

Either the student or TA completes Work Experience diaries after each Work Experience session. Students are offered the opportunity to share the experiences at the weekly student meeting.

## **3.1 The Work Experience Programme**

The Careers Education Programme prepares students at St. Joseph's for Work Experience in all three pathways. (Please see Pathways towards Employability scheme of work.) In year 10 upwards students 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 student is ever precluded from a chance to experience work. All students 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.

ASPIRE (See Appendices) is used to support students on recognising work skills and attributes they need or have gained in Enterprise sessions.

Each year teachers need to create meaningful work encounters that fit appropriately into their curriculum and offer students other peoples experiences of the world of work.

### **3.2 Years 3 - 9**

Students follow The International Primary Curriculum. This has three units entitled:

"Shops", "The people that help us", and "Entrepreneurs" which focuses the students on the different types of jobs and careers people have for half a term. This helps familiarise students, 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.

Student'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. Staff from our own college community talk to children about their jobs and career history and the students are offered a chance to question or interview staff re employment. Different job families, safety equipment and social signs are pointed out whenever the students are in the community.

### **3.3 Year 10 -14**

Year 10-14 students access OCR World of Work units and follow the Pathways to Employability scheme of work.

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.

The students 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 students have opportunities in class, in specialist sessions or in therapy sessions to undertake enterprises.

### **3.4 Annual Enterprise Fortnight**

Enterprise Fortnight takes place for two weeks each year usually at the end of the in Spring Term. Every class participates. This is followed by a Presentation Evening to which families, school governors, trust educational and residential staff, local FE colleges, Employability, employers and providers of future placements are invited.

During this time, the Work Related Learning and Enterprise Leader looks for opportunities to sell products the students have made in the community.

### 3.5 On-site Enterprise Groups

Onsite workshops can change yearly. They have included Horticultural, DT Workshop, Pottery activities as well as working in Joe's the Enterprise café or CoffeeEsta, a hot drinks and snacks delivery service. We have had card making workshops, car washing operatives, a fruit shop and bike maintenance enterprises.

#### **EVALUATION**

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

## Date Guidance Reviewed

Date	Changes	Name	Version
Mar 1998			
Feb 1999			
Jun 2000	completely revised and new appendices added		
Sep2001			
Jul 2002			
Feb 2003			
Mar 2004			
Jan 2005			
Feb 2008			
Oct 2009			
Jul 2012			
Jun 2015		Caroline Sanders	
Jun 2016		Caroline Sanders	V2.10
Feb 2020	Interim review to reclassify policy to procedures, learner to student, name change to reflect Trust.	Admin	n/a
Summer 2020	Minor changes	Simon Jaggard	V2.11
Autumn 2020	Updated and reclassified from policy to guidance	C Sanders	V2.12
Summer 2021	Minor updates	C Sanders	V2.13
Autumn 2022		C Sanders	V2.14
Spring 2023	Minor updates and new appendices added	C Sanders	V2.15
June 2024	No Changes	C Sanders	V2.16

## **Appendices**

Pathways to Employability Three Pathways

ASPIRE towards Employability Three Pathways

The Gatsby Benchmarks


Guidance for TAs supporting Work Experience placements

Entitlement statements

Unit Trackers Pathway to Employability

Enterprise Model

<b>Entry Level 1 Careers Pathway</b>	<b>Credits</b>	<b>Unit</b>	<b>Course Number</b>
<b><i>Skills Area: Communication</i></b>			
*Making requests and asking questions in familiar situations	2	B01	A/602/0003
*Providing personal information	2	B02	F/602/0004
Engaging with the world around you: people	3	B05	R/502/4175
*Interacting in a group situation	2	B04	M/602/0001
Encountering experiences: being a part of things	3	B06	R/502/4161
Developing communication skills	3	B07	F/502/4317
<b><i>Skill Area: Environment and community</i></b>			
Identifying your local community and facilities	3		
<b><i>Skill Area: Home Management</i></b>			
Planning and preparing a simple meal	3		
Planning and preparing food for an event	3		
*Using shopping facilities	3	D03	F/602/0021
Selecting and using cooking equipment	3		
Preparing drinks and snacks	3		
Developing independent living skills: looking after your own home	2		
<b><i>Skill Area: Numeracy</i></b>			
Recognising time through regular events	3	J01	K/601/9817
Understanding what money is used for	3	J05	D/600/0438
<b><i>Skill Area: World of Work</i></b>			
Developing skills for the workplace: following instructions	2	N01	R/502/4449
*Recognising work Areas in the wider community	3	N02	D/602/0043
*Participating in a mini-enterprise project	4	N03	L/601/9826
*Recognising centre staff and the jobs they do	3	N04	Y/601/9828
Preparation for work	2	N05	L/502/4885
<b><i>Skill Area: Personal Skills</i></b>			
Rights and responsibilities: everybody matters	3	M01	K/502/4439
Developing self-awareness: all about me	3	M02	Y/502/4422
*Taking part in daily routine activities	2	M03	T/601/9819
*Using interpersonal skills to contribute to positive relationships	2	M04	T/601/9822
Developing independent living skills: having your say	3	M05	H/502/4164
Developing independent living skills: keeping safe	3	M06	K/502/4165
Dealing with problems	4	M07	Y/502/4159
<b><i>Skill Area: ICT</i></b>			
Obtaining information from an ICT based source		F3	
Identifying and using ICT equipment		F5	


<p><b>Early Years</b></p> <p>Shopping. Role play, use of money, awareness of the world around them and developing personal qualities</p>		<p>Plan for one or two meaningful encounters a year with people from the World of Work to interview, receive a talk from, visit a place of work and have a tour etc.</p> <p>Internal staff would be a great start and then move onto external speakers. Parents, placements we work with are all useful ports of call.</p>
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School based Explorer Pathway classes to undertake the IPC unit as noted above and to plan for two meaningful encounters in the year.

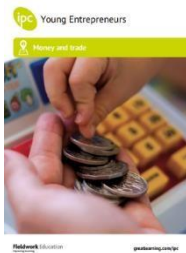
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Entry Level 2 Careers Pathway	Credits	Unit	Course Number
<b>Skill Area: Art</b>			
Selecting and planning an art or craft project	2		
<b>Skill Area: Communication</b>			
*Understanding short texts and simple instructions	2	B11	F/602/0052
*Asking questions and making requests in everyday situations	1	B12	K/602/0045
Providing personal information in writing	2	B13	
Managing social relationships	1	B14	A/502/0444
<b>Skill Area: Home Management</b>			
Food safety and storage	3	D08	D/600/6210
*Following a simple recipe	3	D10	J/601/9842
Shopping for daily living	3	D12	
<b>Skill Area: Maths</b>			
*Using coins and notes	2	J09	K/602/0059
*Estimating and measuring	2	J10	M/602/0063
Collecting and presenting numerical information	2	J18	
<b>Skill Area: Personal Skills</b>			
*Understanding routines	2	M10	J/601/9856
*Understanding interpersonal skills	2	M11	L/601/9857
Developing self	2	M13	
Managing own money	2	M19	
Individual rights and responsibilities	1	M17	
Dealing with problems in daily life	2	M14	D/502/0436
Working as part of a group	2	M20	H/502/0437
<b>Skill Area: ICT</b>			
Using ICT to enter and edit text	2	F09	R/602/0055
Using ICT to find information	2	F07	R/602/0105
Using ICT to communicate	2	F10	
<b>Skill Area: World of Work</b>			
*Carrying out routine tasks at work	2	N06	L/601/9860
*Getting ready for starting work	2	N07	Y/601/9862
Introduction to health and safety at work	2	N08	Y/600/2236
Preparation for work	2	N09	R/502/0451
Rights and responsibilities at work	1	N10	L/501/6639
Developing job search skills	1	N11	J/502/3024




<p><b>Milestone 1</b></p> <p>Recognising jobs, roles and responsibilities and introducing skills and qualities.</p>		<p>Plan for one or two meaningful encounters a year with people from the World of Work to interview, receive a talk from, visit a place of work and have a tour etc.</p> <p>Internal staff would be a great start and then move onto external speakers. Parents, placements we work with are all useful ports of call.</p>
<p>School based Discoverer Pathway classes to undertake the IPC unit as noted above and to plan for two meaningful encounters in the year.</p>		

Entry Level 3 Careers Pathway	Credits	Unit	Course Number
<b><i>Skill Area: Arts and Crafts</i></b>			
Design and art or craft product	2		
<b><i>Skill Area: Communication</i></b>			
*Contributing to discussions	2	B15	J/602/0084
Understanding short texts and simple instructions	2	B13	
*Making requests and asking questions in a variety of situations	2	B18	Y/602/0087
Completing forms with personal information	1	B19	
<b><i>Skill Area: Environment and community involvement</i></b>			
Community action	2		
<b><i>Skill Area: Home Management</i></b>			
Household cleaning	3	D14	T/600/6214
*Food hygiene and safety	2	D15	L/601/9888
Basic food preparation	2	D16	J/600/0711
<b><i>Skill Area: Horticulture</i></b>			
Insert plant material	1	E01	
Caring for plant material	2	E02	
Preparing and planting a site	2	E03	
<b><i>Skill Area: Numeracy</i></b>			
*Working with money	2	J12	H/602/0108
<b><i>Skill Area: ICT</i></b>			
Using ICT to produce a text document	2	F14	F/602/0102
Communicating information using ICT	3	F16	H/502/1197
<b><i>Skill Area: Manufacture</i></b>			
Contributing to the manufacture of a product	2	G01	Y/601/9893
<b><i>Skill Area: Personal Skills</i></b>			
Developing self	2	M23	
Dealing with problems in daily life	2	M24	H/502/0454
Healthy living	2	M27	T/502/0460
Managing own money	2	M30	
Managing social relationships	2	M31	T/502/0457
Working as part of a group	2	M34	K/502/0455
<b><i>Skill Area: World of Work</i></b>			
*Health and safety procedures at work	2	N12	A/601/9899
*Carrying out tasks at work	2	N13	H/601/9900
Completing a job application form	2	N14	R/502/3026
Effective communication for work	2	N15	Y/502/3027

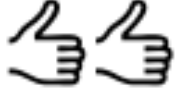






Preparation for work	2	N16	A/502/0461
Behaving appropriately at work	1	N17	T/502/4282
Investigating rights and responsibilities at work	1	N18	J/501/6333
<b>Milestone 2</b> Looking at design, sales, costs and profits. An Enterprise Project		Plan for one or two meaningful encounters a year with people from the World of Work to interview, receive a talk from, visit a place of work and have a tour etc.  Internal staff would be a great start and then move onto external speakers. Parents, placements we work with are all useful ports of call.	
School based Adventurer Pathway classes to undertake the IPC unit as noted above and to plan for two meaningful encounters in the year.			

## Key

Colour	Contributors for chosen OCR units
	WRL LEADER providing OCR targets and TA and Student gathering evidence whilst on external work experience
	WRL LEADER whilst running Café and CoffeeEsta Enterprises with assisting TAs or TAs and students on Work Experience through their diaries. Through any work experience if TA is consistently with the same student during placement and aware of the objectives and assessment criteria during the year.
	Teacher / Therapist led sessions and functional contributions from WRL LEADER evidence from Enterprises and TAs and students from Work Experience diaries and observations for OCR
	Class Teacher / Therapist led sessions
	Workshop teacher

	<b>Aim high</b>	“No limits, just possibilities!” Think “I can.”
	<b>Speak up</b>	Share your ideas and collaborate. Assert yourself. Communicate.
	<b>Problem solve</b>	Find solutions to any barriers. Share these with your team.
	<b>Initiative</b>	Use it. Take the lead when it's appropriate. Guide and advise those having problems.
	<b>Responsibility</b>	Show you can be trusted to do a good job for the task and the team. Show resilience.
	<b>Everyone matters</b>	Work as a team. Learn to co-operate and compromise. Listen to each other.

A	 Aim high	Aim high
S	 Speak Up	Speak up
P	 Problem solve	Problem solve
I	 Initiative	Initiative
R	 Responsibility	Responsibility
E	 Everyone matters	Everyone matters

Aim high	A	 Very good
Speak up	S	 Good talking
Problem solve	P	 Good looking
Initiative	I	  Good talking and listening
Responsible	R	 Good thinking
Everyone matters	E	 Good teamwork

## **Working is good for everyone.**

Research about the reasons why people work include:

- To develop new skills
- Opportunity to use talents
- Being recognised for a job well done
- Social benefits around working collaboratively in a team
- Financial independence
- Better Health
- Better Mental Health

All these reasons apply equally to young people with or without learning difficulties so it is logical to address the career development needs on an equal footing.

## **What are employers looking for?**

- Enthusiastic young people
- Commitment to work
- Ability to communicate
- Willing to learn and be trained
- Turning up on time
- Having the right attitude
- Resilience
- Some jobs need qualifications, some jobs don't

It's our task to support our students in gaining these skills and qualities throughout their time at school and college.

## The Gatsby Benchmarks

1. A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance. Every student should have opportunities for guidance interviews with a career 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.



## **Guidelines for TAs working with Students on Work Experience 2022/23**

Currently, all our Students need the support of a Teaching Assistant on External Work Placements and on the majority of Internal Placements. The role of the TA in Work Experience is to support and encourage the student in their work and to recognise areas which may be too demanding for the student and take steps to negate these. The TA should also support the student in their conduct in the community keeping them and the public safe. TAs should encourage students to work as **independently as possible** but with the employers permission. Photographs and short videos should be taken as evidence when a student experiences a new task or challenge, however, permission for this must be sought from any external partner. On their return to college TAs should help students to write up their diaries and any photographs printed as evidence.

**NB If a student cannot attend a session please inform Caroline ASAP so that they can inform the staff at the placement. Always inform the relevant staff if a student cannot attend an internal placement as a common courtesy.**

**If there are any incidents concerns or worries, you must inform Caroline and the class teacher as soon as possible. Follow all Covid 19 risk assessments.**

### **Before you take a student to their work experience you should: -**

- Read the Students Risk Assessment so you are familiar with it
- With advice from the teacher, Caroline establish the targets in their work experience diary for the placement (which may be linked to their EHCP Interim Reviews)
- Complete the Health and Safety section of the WEX diary on their first session
- Source any specialist clothing or footwear from the WE store (Admin landing)
- Check with Caroline or Maxine regarding transport

### **When you take students to Internal Placements**

- Ensure student is dressed appropriately
- Arrive on time (Students permitting)
- Ask if you are required to stay
- Support the student in both their work and conduct but encouraging independence
- Support the student in problem solving
- Offer students movement breaks if required
- Support student in recording their WEX diary
- Collate evidence for OCR Entry 1, 2 or 3 World of Work units throughout the year

### **When you take students to External Placements**

- With the teacher risk assessment assess whether the student is safe to take off site
- Take the WEX plastic wallet with you and a mobile phone with you (School phones are available) and leave the number at the front desk
- Ensure student is dressed appropriately
- Arrive on time (Students permitting)
- Ensure you and the student know where the fire exits and the assembly places are
- Support the student in both their work and conduct but encouraging independence
- Support the student in problem solving
- Ensure the student moves any equipment safely so they cannot harm themselves or the public (For example a lawnmower, a trolley or a drill)
- Offer movement breaks if required
- If you feel the student is becoming unsafe or anxious arrange to return to college early
- Support student in recording their WEX diary
- Collate evidence for OCR Entry 1, 2 or 3 World of Work units throughout the year

# Careers Education and Guidance


## Entitlement Statement

### School Pathways








At  St Joseph's  staff  will  help  you :-


 1. Choose.

 2. To be confident.

 3. To make friends.

 4. Learn  about the world you live in.

 5. Know  change  is ok.

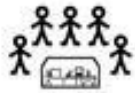
 6. To ask  for help.

|

# Careers Education and Guidance

## Entitlement Statement

### College Pathways



Staff at St Joseph's will:



1. Show you respect.



2. Help you to set targets.



3. Discuss about leaving St Joseph's.



4. Develop your communication skills.



5. Support you in making choices.

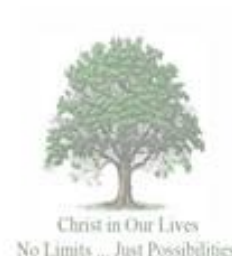


6. Give you the right information and resources.

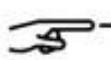
# Careers Education and Guidance

## Entitlement Statement

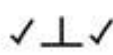
### College Pathways



7. Develop your work related skills and work experiences.



8. Help you when you leave St Joseph's.



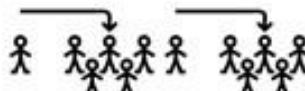
9. Support your appropriate behaviour in the community.



10. Help you to know your own achievements.



11. Explain your rights.



12. Explain the rights of others.

**OCR Life and Living Skills - Entry 3**  
**Evidence Tracker for a Pathway to Employability**

School Year  
Evidence Due

y6  
Jun-20

y7  
Jun-21

Year 8/9  
Jun-22

Year  
10/11  
Jun-24

Year 12/13  
Jun-25

Year 14  
Jun-26

<b>Skills Area</b>	<b>Units</b>	<b>Credits</b>	<b>2 minimum</b>	<b>6 minimum</b>	<b>9 minimum</b>	<b>13 minimum</b>	<b>25 minimum</b>	<b>37 minimum</b>
Arts & Crafts	Designing an art or craft product	2	????????					
	Making an art or craft product	2						
	Exhibiting an art or craft product	2						
Communication	Contributing to discussions	2						
	Writing in short paragraphs	2						
	Using different reading methods	2						
	Making requests and asking questions in a variety of situations	2						
	Completing forms with personal information	2						
Environment and the Community	Increasing community involvement	3						
	Community action	2						????????
Home Management	Household cleaning	3						
	Food hygiene and safety	2						
	Basic food preparation	2						
Horticulture	Insert plant material	1	????????					
	Caring for plant material	2		????????				
	Preparing and planting a site	2						
ICT	Introduction to using ICT systems	3				????????		
	Using ICT to produce a creative composition	3						
	Using ICT to produce a text document	2						
	Using ICT to find information	3						
	Communicating information using ICT	3						
Manufacturing	Contributing to the manufacture of a product	2			????????			
Media	Producing and editing images for a media product	2						
	Recording and modifying material for a media product	2						

	Writing and editing material for a media product	2						
Motor Vehicles	Carrying out basic vehicle maintenance	2						
Numeracy	Working with time	2						
	Working with money	2						
	Working with whole numbers up to 1000	2						
	Presenting information in a chart	2						
	Working with measurements	2						
Office Practice	Working in business and administration	2						????????
	Using office equipment in a business environment	3						
Performing Arts	Taking part in a performance	3						
Personal Skills	Developing self	2						
	Dealing with problems in daily life	2						
	Emotional wellbeing	2						
	Introduction to diversity, prejudice and discrimination	2						
	Healthy Living	2						
	Individual rights and responsibilities	1						
	Making the most of leisure time	2						
	Managing own money	2						
	Managing social relationships	2						
	Personal safety in the home and community	2						
	Getting to a destination safely and on time	1						
	Working as part of a group	2						
World of Work	Health and safety procedures at work	2						
	Carrying out tasks as work	2						
	Completing a job application form	2						
	Effective communications for work	2						
	Preparation for work	2						
	Behaving appropriately at work	1						

Personal Skills	Learning to manage substance dependency	3						
	Managing recovery from substance dependency	3						

KEY	
	Ongoing through teacher planning
	Unit Complete
	Pathway to employability
??????	If specialist teacher is timetabled for the class
??????	If work experience available



## OCR Life and Living Skills – Entry 2 Evidence Tracker

		School Year Evidence Due	Year 6 21 Jun	Year 7/8 22 Jun	Year 9/10 23 June	Year 11/12 25 Jun	Year 13/14 26 Jun
SKILLS AREA	Units	Credits	6	9 minimum	13 minimum	25 minimum	27 minimum
Arts & Crafts	Selecting and planning an art or craft product	2		????????			
	Creating an art or craft product	2	????????				
	Displaying an art or craft product	2					
Communication	Presenting written information in different styles and formats	2					
	Understanding short texts and simple instructions	2					
	Asking questions and making requests in everyday situations	1					
	Providing personal information in writing	2					
	Managing social relationships	1					
Environment and the Community	Individual responsibilities in the community	2					
	Community action	2					
Home Management	Food safety and storage	3					
	Recycling, managing waste	2					
	Following a simple recipe	3					
	Understanding how to clean the home	2					
	Shopping for daily living	3					
	Cleaning, washing, drying and storing laundry	2					
ICT	Using ICT to find information	2					
	Using ICT to change a creative composition	2					
	Using ICT to enter and edit text	2					
	Using ICT to communicate	2					
	Know how to use ICT safely	2					
Numeracy	Working with whole numbers up to 100	2					
	Reading and recording time	2					
	Collecting and presenting numerical information	2					
	Using coins and notes	2					
	Estimating and measuring	2					

Personal Skills	Understanding routines	2					
	Understanding interpersonal skills	2					
	Finding your way around an unfamiliar area	2					
	Developing self	2					
	Dealing with problems in daily life	2					
	Emotional wellbeing	2					
	Healthy Living	2					
	Individual rights and responsibilities	1					
	Making the most of leisure time	2					
	Managing own money	2					
	Working as part of a group	2					
World of Work	Carrying out routine tasks at work	2					
	Completing a job application form	2					
	Getting ready for starting work	2					
	Introduction to health and safety at work	2					
	Preparation for work	2					
	Rights and responsibilities at work	1					
	Developing job search skills	1					
KEY							
	Ongoing through teacher planning						
	Unit Complete						
	Employability Pathway						
????????	Specialist						

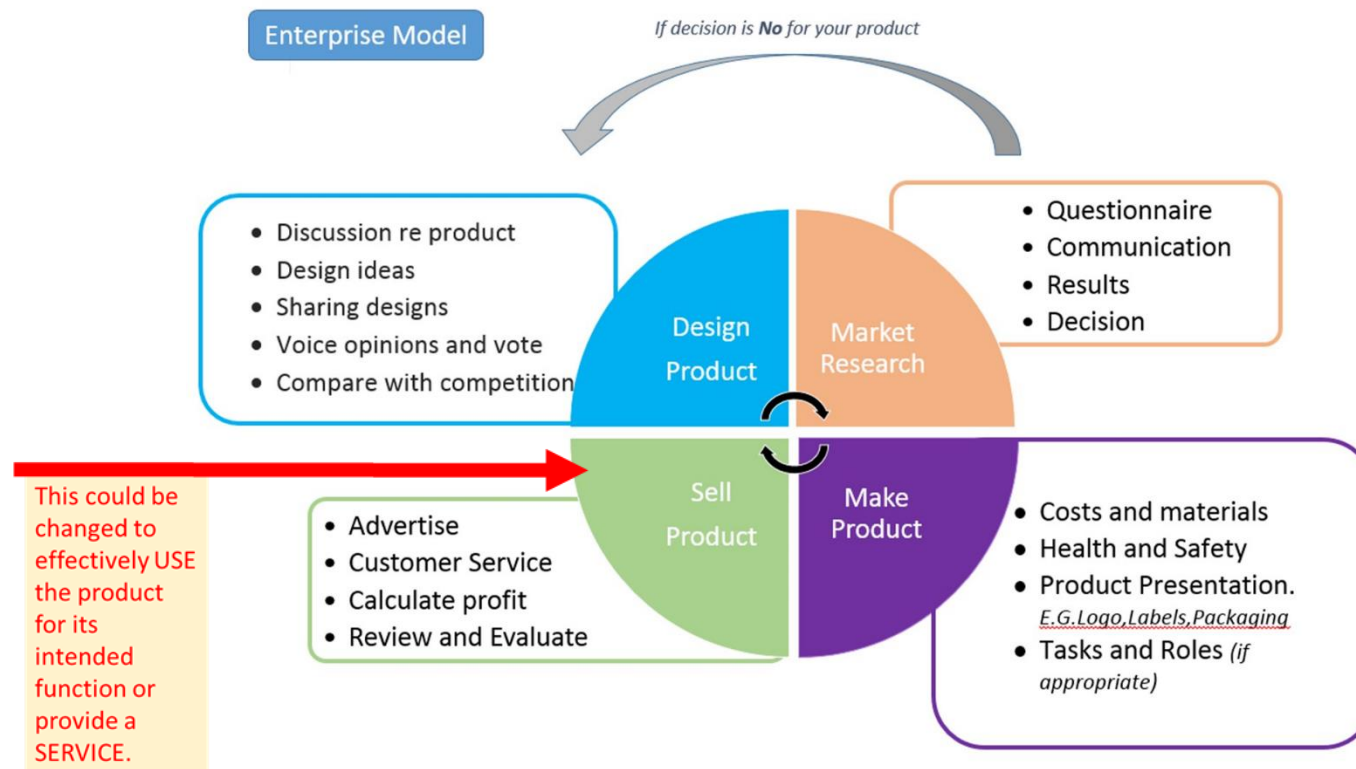
**Explorers OCR Life and Living Skills – Entry 1**  
**Evidence Tracker for a Pathway towards Employability**

		School Year Evidence Due	Year 6 21 Jun	Year 7/8	Year 9/10 23 June	Year 11/12 25 Jun	Year 13/14 26 Jun
SKILLS AREA	Units	Credits	6	9 minimum	13 minimum	25 minimum	27 minimum
Arts & Crafts	Engaging in a creative group project	3			????????		
	Engaging in new creative activities	3					
	Displaying creative work	3					
Communication	Making requests and asking questions in familiar situations	2					
	Providing personal information	2					
	Engaging in early reading activities	3					
	Interacting in a group situation	2					
	Engaging in the world around you	3					
	Encountering experiences: being a part of things	3					
	Developing communication skills	3					
	Developing reading skills	3					
	Developing writing skills	3					
Environment and the Community	Responding to your local natural environment	3					
	Identifying your local community and facilities	3					
	Using a community facility over a period of time	3					
	Responding to community facilities	3					
	Finding out about using community facilities	3					
	Travel within the community: going places	3					
Home Management	Planning and preparing a simple meal	3					
	Planning and preparing food for an event	3					
	Using shopping facilities	3					
	Selecting and using cooking equipment	3					
	Participating in carrying out household tasks	3					
	Preparing drinks and snacks	3					
	Developing independent living skills: looking after your own home	2					

ICT	Using ICT to record and edit information	3					
	Interacting purposefully with ICT	3					
	Obtaining information from an ICT-based source	3					
	Using creative software	3					
	Identifying and using ICT equipment	3					
	Responding to ICT enabled equipment	3					
Numeracy	Recognising time through regular events	3					
	Early mathematics: measure	2					
	Early mathematics: developing number skills	2					
	Early mathematics: sequencing and sorting	3					
	Understanding what money is used for	3					
Personal Skills	Rights and responsibilities: everybody matters	3					
	Developing self-awareness: all about me	3					
	Taking part in daily routines	3					
	Using interpersonal skills to contribute to positive relationships	2					
	Developing independent living skills: having your say	3					
	Developing independent living skills: keeping safe	2					
	Dealing with problems	4					
	Emotional wellbeing	2					
	Healthy living	2					
World of Work	Developing skills for the workplace: following instructions	2					
	Recognising work areas in the wider community	3					
	Participating in a mini-enterprise project	4					
	Recognising centre staff and the jobs they do	3					
	Preparation for work	2					

KEY	
	Ongoing through teacher planning
	Unit Complete

	Employability
????????	If specialist teacher timetabled with class



Each class or house group was involved in some form of Enterprise during the mornings where usual lessons were suspended.

Each group is given a loan to buy their materials and packaging and were expected to make a profit. They then pay back the loan and the group can decide collaboratively what to spend their profits on.

Market research is undertaken, questionnaires are devised to check if products are likely to sell. Then adverts and emails are created to market their products. Each group ensured collection of money and delivery of goods is conducted in a safe way.

We find students like to be involved in the decision making process and gain in confidence as they manufacturing line develops. There is a great sense of achievement as the orders come in and the goods are sold.