



# THE TOWERS

## CAREERS EDUCATION, ENTERPRISE AND WORK RELATED LEARNING POLICY

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Approved by:	SLT – 6 December 2018
Ownership:	Senior Teacher
Next Review:	December 2019

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**Legal Status** This policy has been prepared with reference to:

- Careers guidance and access for education and training providers - 2018
- Education Act 1996
- Children Act 2004
- The Equality Act 2010
- Early Years Foundation Stage 2017
- Prevent Strategy 2015
- Children and Families Act 2014
- SEN and Disability Code of Practice, 0-25 years (SEND Code 2018)

This policy works alongside:

- Equality Act (2010) & Single Equality Scheme
- Accessibility Policy
- Special Educational Needs and Gifted, Talented & Interested Policy
- Curriculum Policy

### **Policy Statement - Aims and purposes of careers education and guidance**

A 'career' refers to a person's lifelong experiences of work. Individuals construct and interpret their careers in the context of their lives as a whole. At The Towers we believe that Careers Education is a major aspect of every pupil's learning experience and aim to inspire our pupils to be aspirational in their thoughts about future careers.

A key element of 'career' is the sense that individuals make of their working lives. Helping young people to tell their own story goes way beyond conventional notions of careers work as being about finding jobs for school leavers.

'Careers education and guidance' (CEG) combines curriculum-, information- and guidance-focused activities to help young people plan and build their own careers. It embraces the following ideas:

- young people need encouragement to become career-minded
- positive self-esteem is the key to making progress in learning and work

- individuals need to take responsibility for their own careers
- individuals define career success for themselves
- forging a career is an act of creative self-expression
- on-going learning is the key to lifelong career development
- everyone needs to be a career 'entrepreneur'
- 'careership' is linked to citizenship through the expectation that people's work should have social value and that everyone has a duty to promote equality of opportunity and respect for diversity

### **Content**

During Key Stage 3, pupils strengthen their emerging adult identity. This involves feeling positive about themselves, believing that they can have a career and pursuing realistically high aspirations. They begin to use goal-setting and action planning to manage their progress and achievement. They learn to cope with future transitions by reflecting on how they handled the transition from primary to secondary school. They also learn about the challenges and opportunities of different life-roles, especially those associated with families, relationships, citizenship and working life. They investigate controversial issues in careers and work in order to clarify their own strengths, ideas and values. They extend their knowledge and understanding of work activities, using information and research skills to investigate particular occupations and organisations, which interest them.

They also make progress in finding out how they learn best and how to manage their own learning. They investigate and choose particular subjects, courses and qualifications to aim for at key stage 4 and beyond. They acquire a range of skills associated with choices and decision-making, including realistic self-appraisal, matching themselves to opportunities, using guidance, self-advocacy, negotiation and maintaining a flexible outlook.

During key stage 4 pupils apply and further develop the skills which will help them to manage their experiences of learning and work and building up resilience. They assess and further develop their occupational interests, employability skills and work values. They use work-related learning activities to clarify their own career thinking and to find out about the opportunities, responsibilities and experiences of adult working life. They explore problems and situations, which may arise at work and how to deal with them. They develop the skills needed to research, plan, make and evaluate decisions and transitions relating to their post-16 options. They use self-presentation and self-marketing skills to improve the quality of their applications

### **Practice**

Careers Education is acknowledged and implemented throughout the entire senior school in a manner, which encourages all pupils to recognise it as an integral part of their learning.

Years 7, 8 and 9 are introduced to the concept of Careers through an emphasis on self-development, career exploration and career management, delivered through a variety of specialised worksheets, which are used by staff during Careers sessions and PHSE lessons. During Year 9 a session on making decisions for options is undertaken accompanied by a series of information sessions on choices of options for Years 10 and 11.

From Year 10 onwards Careers Education, Enterprise and Work Related Learning lessons are provided within the school timetable to help pupils explore real issues that may be faced as adults. This is achieved by using the Be Real game, which is a life/work exploration programme that teaches pupils that a person's career is a holistic and continuous process of decision-making. By allowing pupils to experience a simulation of adult life and work, the programme puts careers, enterprise and work related learning into a context, which makes it relevant. In addition to this, pupils are encouraged to participate in the running of an enterprise business – the school's Fairtrade Tuck Shop. This is run as a

co-operative where all participants take part in challenge activities and have the opportunity to attend the Young Co-operatives Conference.

A sixth form convention is held annually in September to which local schools and colleges are invited. This enables our Year 10 and 11 pupils to see a variety of post-16 provision, meet with their staff and students and discuss appropriate issues. Year 10 also have a 'Work Related Learning Day' where people from a variety of professions are invited to present a snapshot of their working life and the girls are given opportunities to explore the different career pathways they could follow. Year 10 also partake in Morrisby Online which is an online careers assessment and guidance package which focuses not only on a student's interests, motivations and the subjects they are studying, but more importantly on their strengths and potential. This is followed up in Year 11 with a general careers interview and the option of a mock interview prior to visiting the sixth form of their choice. Year 11 also have the opportunity to benefit from a period of work experience, with appropriate preparation and plenary sessions, on completion of the GCSE exams.

In addition to the Careers co-ordinator and named staff who deliver specific elements of the Careers programme, all members of staff are encouraged to facilitate this aspect of education within their subject areas whenever possible. The Careers Library is a dedicated room, which houses careers material, sixth form prospectuses, television and computer terminals. The school's computer network has a software program called Kudos which helps young people aged 13-19 plan their future by matching them to careers and suggesting individual jobs and areas of work which they may wish to explore further. In order to ensure that these resources are used with maximum efficiency, the library is open each lunchtime, with senior careers librarians and staff in attendance. Pupils may access the materials at other times by arrangement.