



## **Pendle Community High School & College**

### **Vocational Education**

#### **Document Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of vocational education. The policy draws together National Curriculum guidelines and statutory requirements for KS 3, KS 4 and KS 5 which includes British Values and Citizenship.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme(s) of Work for vocational education and PSHE which sets out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

**Careers Leader:** Andrea Scott

#### **Audience**

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

#### **Aims**

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

#### **Objectives**

- To ensure that students develop the skills and attitudes necessary for success in adult and working life;
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+;
- To equip students with the necessary decision-making skills to manage those same transitions;



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- To develop in students an awareness of the wide variety of education, training and careers opportunities available to them;
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school and college journey;
- To foster links between the school, local businesses and further education establishments
- To enable students to experience the world of work and develop transferable skills;
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training;
- To maintain a culture of high aspirations;
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, receive it.

### Plan

	Autumn	Spring	Summer
Year 7	<i>PSHE</i> <b><i>Living in the Wider World</i></b> <i>Money Matters, Banks, Money and its Uses.</i>	<i>PSHE</i> <b><i>Health and Well being</i></b> <i>Healthy Lifestyles</i>	<i>PSHE</i> <b><i>Health and Well being</i></b> Keeping Safe (including People who help keep us safe)
Year 8 and 9 2 year rolling program	Career interview process (year 9) as part of review	Career interview process (year 9) as part of review  <i>PSHE</i> <b><i>Living in the Wider World/ Relationships</i></b> <i>Discrimination, prejudice and equality</i>	<i>PSHE</i> <b><i>Living in the Wider World</i></b> <i>Career Education</i>



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Year 10		English - CV workshops	
Year 11	<i>PSHE Making Informed Career Choice</i>	<i>PSHE Making Informed Career Choice</i>	<i>PSHE Making Informed Career Choice</i>
	<b><i>Over the two years students will come into contact with at least 1 employer and visit at least one place of work</i></b>		
Year 12	Visit from Employer	Application process	Visit from local employer
Year 13			
Year 14	Form time applying for college/ jobs	Interview practice	CV workshops
	<b><i>Over the three years students will come into contact with at least 1 employer, participate in at least 1 work visit, at least 2 internal work experiences and 3 external work experiences.</i></b>		

### Time Allocation / Cross-Curricular Links

The subject of vocational education is taught through the PSHE curriculum in KS3 and KS4, in post 16 students follow Edexcel Personal and Social Development, preparing for work units of study. During curriculum lessons staff make explicit links to *possible* careers where relevant. During annual reviews students are encouraged to think of their possible routes into employment, so that relevant work experience can be sought to prepare them for their future adulthood.

This subject affords opportunities to link to other curriculum areas such as:

- **Literacy** (e.g. Writing letters of application, looking at job adverts, completing application forms, practice interviews and using telephones to ring employers and colleges.)
- **Numeracy** (e.g. work-related scenarios such as cashing up correctly, measuring items accurately)



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- **Digital Literacy** (e.g. Creating and delivering power point presentations, opening and sending emails, amending different word and publisher documents, using and adapting edexcel documents including creating equations)
- **PSHE** (e.g. Exploring a career choice that matches their own strengths, Healthy lifestyles exploring reasons why personal hygiene is important.)
- **RE** (e.g. Exploring different cultures, beliefs and how prejudice, discrimination and bullying can affect a person in the work place.)
- **Edexcel Personal and Social Development** (units include preparation for work; setting goals; working with others; managing social relationships)
- **Edexcel Personal Progress** (units include getting things done; everybody matters)

#### Work Experience

The objective of Work Experience in KS5 is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills. Where possible, a placement will match a student's career interest, which they are considering for their own future. During the placement, students will develop their communication skills, learn about the expectations of a workplace and possibly develop some skills which are specific to their placement role.

All students will experience KS5 enterprise competitions and internal work experience relevant to each student's abilities. The curriculum will provide learning opportunities linked to employability skills including catering, café, pizza shops, caretaking, horticulture cleaning and office skills. Students will be placed in external work experience placements on a graduated level of support from fully supported to independent in a range of settings, (for example St John's Church, Boothman Park, Refresco drinks, Flexipol, Nelson Home and C & S coaches). Further work experience placements are continually sought.

During the external work experience placements, necessary and relevant health and safety information will be covered. Students complete a Work Experience log, where they are given the opportunity to reflect upon and share their experiences with classmates and staff.



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The school guarantees impartial and independent advice via:

- Access for all students to careers advice at annual reviews;
- Promoting in the National Careers Service Website and Helpline;
- Promotion of independent websites relevant to all career needs;
- All staff have a part to play in the implementation of this policy through their role as form tutors and as subject specialists.

## **Assessment, Recording and Reporting of Pupil Progress**

### **Introduction - Monitoring Pupil Progress and Achievement**

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment at KS 3 and 4 via PSHE "I can" statements recorded on the management information system Onwards and Upwards.
- External assessment leading to nationally recognised accreditation at KS4 and 5
- The monitoring and evaluation of Individual Education Plans (IEPs) and annual review documents

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learner's Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.
- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record pupil's progress.



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## **Subject Development and Resources**

The whole school development of vocational education and purchase of resources for is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

All resources will be kept in the college group working room. Spare log books will be kept in the college staff room filing drawers.

Any additional resources required for the delivery of vocational education must first be notified to the Subject Leader before a purchase can be made.

## **Health and Safety**

The Subject Leader for vocational education has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

- All heavy boxes should be kept on the bottom two shelves in the tambour units.
- All equipment that is damaged must be reported to the Subject Leader.

### **Appendices:**

Is based on information from, Updates to careers statutory guidance for schools, reflecting policy changes announced in the Government's careers strategy published on 4 Dec 2017.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

Information from the Careers guidance - Guidance for further education colleges and sixth form colleges, February 2018 has also been used.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/679639/Careers-Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/679639/Careers-Guidance.pdf)



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Statutory guidance on the SEND duties is provided in the 0-25 Special Educational Needs and Disability Code of Practice

The Careers & Enterprise Company (CEC) will provide external support to colleges. In 2014, the Government established the CEC to provide the strategic co-ordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people (aged 12-18).

A successful careers guidance programme will also be reflected in higher numbers of learners progressing to positive destinations such as further education, employment and possibly foundation apprenticeships. We publish 16-18 (KS5) education destinations on our school and college website.

Policy redrafted: May 2018

Policy approved by Staff:

Policy approved by Governors:

Review date:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of Curriculum Committee)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Headteacher)