



Pendle Community High School & College

Vocational Education Policy – September 2021

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of vocational education/ careers 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 PSHE which sets out in detail what our learners in Key Stages 3 and 4, of different ability ranges will be taught.
- The Post 16 Curriculum Offer

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: Nicola Dean

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. Additional information is available via links on the website specifically for employers, parents / students.

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 16+ and 18+
- To equip students with the necessary decision-making skills to manage those same transitions
- 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 | <p><i>PSHE</i></p> <p>New Beginnings</p> <p><i>Exploring emotions about starting a new school, the school and people they have left behind.</i></p> <p><i>Developing confidence in finding their way around in the new school environment.</i></p> | <p><i>PSHE</i></p> <p>Healthy Eating, Physical Fitness and Mental Health</p> <p>Explore the principles of a healthy diet and the risks associated with a poor diet.</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> | <p><i>PSHE</i></p> <p>Living in the Wider World</p> <p><i>Money Matters, Banks, Money and its Uses.</i></p> |
| Year 8 and 9 2 year rolling programme | <p>Career interview process (year 9) as part of each annual EHCP review</p> <p><i>PSHE</i></p> <p>Respectful relationships</p> <p>Giving and receiving feedback To explore the positive and healthy characteristics in friendships (including online) Practical steps to take in a range of different contexts to improve or support respectful relationships</p> | <p>Career interview process (year 9) as part of annual EHCP review</p> <p><i>PSHE</i></p> <p>Healthy Eating, Physical Fitness and Mental Health</p> <p><i>The positive association between physical activity and promotion of mental wellbeing.</i></p> | <p>Career interview process (year 9) as part of annual EHCP review</p> <p><i>PSHE</i></p> <p>Living in the Wider World</p> <p><i>Career Education Working as a team Exploring job opportunities</i></p> <p>Basic First Aid</p> <p>How to make a clear and efficient call to the emergency services.</p> <p>Concepts of basic first aid for common injuries including head injuries</p> |
| Year 10 | <p><i>PSHE</i></p> <p>Agored Cymru - Work Related Education</p> | <p>English - CV workshops</p> <p><i>PSHE</i></p> <p>Agored Cymru - Work Related Education</p> | <p><i>PSHE</i></p> <p>Agored Cymru - Work Related Education</p> |
| Year 11 | <p>Exploring Job opportunities</p> | <p>Exploring Job opportunities</p> | <p>Exploring Job opportunities</p> |

| | | | |
|-------------------------------|---|--|--|
| | Pre Entry level students AQA awards – Work related learning | Exploring Job opportunities Pre Entry level students AQA awards – Work related learning | Pre Entry level students AQA awards – Work related learning |
| | <i>Over the two years students will come into contact with at least 1 employer and visit at least one place of work</i> | | |
| | Autumn | Spring | Summer |
| Year 12 Year 13 Year 14 | Planning for personal development *Visits from and to Employers *Work experience | *Visits from and to local employers Application process Interview practice CV workshops | *Visits from and to local employers CV workshops Work experience |
| Year 14 | Applying for college / jobs | *Work experience | |
| | <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> | | |
| *Delivery | Whilst we remain in the Covid 19 Pandemic, it will at times be necessary to make adaptations to how the programme is delivered such as using virtual platforms to engage in activities | | |

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 a curriculum and accreditation based around the 'Preparing for Adulthood' agenda. Independent learners work towards: functional skills in literacy, numeracy and ICT. Students complete at varying levels (Entry level 2 to level 2), Personal Development and Employability Skills qualification – Prince's Trust Entry level 3 to level 2. The modules selected are bespoke to the learners' needs and incorporate a balance of the four Preparing for Adulthood themes. In addition, the students will complete suitable work placements within and external to the college. Supported learners (below entry level 2), follow a study programme to develop independent living and life skills. This programme is for students for whom either substantial qualifications or preparation for employment are not, at this stage in their lives, a suitable option. Within the study programme, students continue to develop practical communication skills, ICT skills and mathematical skills along with bespoke modules from the four Preparing for Adulthood themes. In addition, the students access suitable work related learning activities within college and if suitable, placements external to the college. During curriculum lessons staff make explicit links to potential jobs / careers where relevant. There are opportunities within each subject to embed careers education and all subject leaders have this on their subject development / action plans for the academic year 2021 -2022. All community visits use an element of the visit to explore potential job roles. During annual EHCP 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)
- **Digital Literacy** (e.g. Creating and delivering power point presentations, opening and sending emails, amending different word and publisher documents, using and adapting excel 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.)

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 / job role 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 potentially 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 provides 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, LCC Catering group, Engie). 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.

The school guarantees impartial and independent advice

- Where appropriate, all pupils / students access CEIAG from a level 6 qualified Careers Advisor. This is obtained from the careers leader at Pendle Vale College.
- Where appropriate, students access careers advice at annual reviews from local college partners
- Inviting in ex-students to give their opinion and advice from their experience
- 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.
- The school and college use Compass + to record the planned and experienced careers activities. Individual reports are obtained from here to supplement other reports

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 in the area of vocational education

Subject Development and Resources

The whole school development of vocational / careers education and purchase of resources is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process. The subject lead for PSHE and the Teacher with TLR for Post 16 will liaise closely to organise and purchase appropriate resources.

All resources will be kept in post 16 store cupboards/ tambour units.

Any additional resources required for the delivery of vocational / careers education must first be notified to the Subject Leader for PSHE and the Teacher with TLR for Post 16 before a purchase can be made.

Health and Safety

The Subject Leader for vocational / careers education has a general responsibility for the application of the LA and School's 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.

References

The policy 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

Updated July 2021 There has been no change to careers legislation.

With the government's reforms to technical education and skills and the impact of COVID-19 on the labour market, there will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training.

To support this, the department is funding The Careers & Enterprise Company to support schools and colleges to develop careers programmes in line with their careers requirements and the Gatsby Benchmarks.

The department also funds the National Careers Service to provide free, impartial careers information, advice and guidance to students, parents, and teachers through a website, web chat service and telephone helpline.

Changes made to this guidance include: • References to the impact of the COVID-19 pandemic and how schools and colleges can adapt their careers provision.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

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) provides 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 approved by Governors: October 2021

Review: July 2022



Signed: _____ Date: _____
(Chair of Governors)



Signed: _____ Date: _____
(Headteacher)