



Pendle Community High School & College

Careers and Vocational Education Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of careers education / vocational education. The policy draws together the DFE statutory careers guidance and access for education and training providers (updated Sept 2022), National Curriculum guidelines and statutory requirements for KS 3 and KS 4 for Citizenship and PSHE which includes British Values. 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 Learning for Citizenship, RSE and PSHE which sets out in detail what our learners in Key Stages 3 and 4, of different ability ranges will be taught and the Post 16 Study programmes 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.

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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 school network. A copy of this policy is also available to parents via the school website. The careers programme and information is available via links on the website for employers, parents and pupils / students.

Overview and Aims (Intent)

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

The careers programme will:

- Ensure that pupils / students develop the skills and attitudes necessary for success in adult and working life – all key stages
- Make pupils / students aware of the range of opportunities which are available to them in continued education and training at 16+ and 18+ and routes to employment – all key stages
- Equip pupils / students with the necessary decision-making skills to manage those same transitions - all key stages

- Encourage pupils / students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and aspirational choices throughout their school and college journey - all key stages
- Actively foster links between the school / college, local businesses, Supported Internship Providers, and Further Education establishments – KS 4 and 5
- Actively facilitate pupils / students to experience the world of work and develop transferable skills - KS 4 and 5
- Ensure that wherever possible, all young people leave the school / college to enter employment, further education or training - KS 4 and 5
- Maintain a culture of high aspirations for all pupils / students regardless of disadvantage – all key stages
- Actively promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all pupils / students who require any extra assistance and guidance to reach their potential, receive it - all key stages

The Careers and Vocational Educational policy at Pendle Community High School and College has been designed, where relevant, to follow and meet the needs of the National Curriculum Programmes of Study, the DFE statutory careers guidance and access for education and training providers, as well as supporting the 4 key components of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

Careers Programme summary (Implementation)

KS3 & KS4 Activities	Autumn	Spring	Summer
Year 7	Living in the wider world - Money	Healthy lifestyles - people who help us with physical and mental health	Keeping Safe and the services that help us
Year 8 and 9 2 year rolling programme	Local FE colleges, local care providers and Transition Team stalls at parents evening Developing Trust - Building new relationships, developing trust and honesty - giving and receiving feedback.	Healthy lifestyles -people who help us with physical and mental health	Exploring jobs and careers

Year 10/11 2 year rolling programme	Supported / independent learners Health & safety in the workplace Developing skills in relation to career planning Working with others in the workplace Local FE colleges, local care providers, and Transition Team, stalls at parents evening	Supported / independent learners Exploring job opps. Improving own confidence Applying for jobs Following instructions Working with others in the workplace Personal development	Supported / independent learners Careers week inc STEM activities Exploring job opportunities / Improving own confidence Applying for jobs Working in a team Personal development
<i>Every year from Year 7, pupils should participate in at least one meaningful encounter with an employer</i>			
See Scheme of learning	Jobs Jobs Jobs – Money		
KS5 P16 Activities	Autumn	Spring	Summer
Year 12 Year 13 Year 14	Planning for personal development Visits from and to Employers Work experience FE providers visit Local FE colleges, local care providers and Transition Team, stalls at parents evening	Visits from and to local employers Application process Interview practice CV workshops Work experience	Visits from and to local employers CV workshops Work experience
Year 14 *	Applying for college / Supported Internship / jobs		N & C Transition project

*Any leaver regardless of yr group.		
See post 16 Study Programme offer and mapping	<p><i>Every year, alongside their study programme, students in Post 16 will participate in at least two meaningful encounters with an employer.</i></p> <p><i>A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p>	

Meeting the needs of all pupils

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within Careers and Vocational Education e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

In KS3 and KS4 Careers, Vocational education is taught through the Citizenship and PSHE curriculum. During lessons staff make explicit links to potential jobs / careers where relevant. There are planned opportunities within each subject to embed careers education and all subject leads incorporate these into the schemes of learning. All community and educational visits use an element of the visit to explore potential job roles and skills needed (I spy employees and employers)

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. In year 9, a comprehensive Transition Plan is created with pupils (linked to the Preparing for Adulthood Agenda), which is reviewed and updated at each EHCP Review until the pupil leaves.

In post 16 students follow a Study Programme and accreditation / qualifications based around the 'Preparing for Adulthood' agenda.

Independent learners - these students follow a planned study programme focussed on helping them achieve qualifications, (Entry level 2 and above), and to prepare for employment and adult life. Functional skills qualifications are studied in literacy, numeracy and ICT (Entry level 2 to Level 2). Personal Development and Employability Skills qualifications are assessed by the Prince's Trust Entry Level 3 to Level 2 modules. The modules selected are bespoke to learners' needs and incorporate a balance of the four Preparing for Adulthood themes. In addition, the students will complete suitable work placements internal 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 modules relating to 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.

Careers / Vocational Education affords opportunities to link to other curriculum areas such as:

Literacy	Writing letters of application, looking at job adverts, completing application forms, practice interviews and using telephones to ring employers and colleges.)
Numeracy	Work-related scenarios such as cashing up correctly, measuring items accurately, functional maths skills e.g. money, timetables etc.
Digital Literacy	Creating and delivering power point presentations, opening and sending emails, amending different word and publisher documents, using and adapting excel documents including creating equations
Cooking & Nutrition	Preparing buffets, meals for foodbank, preparing lunches for staff, The kitchen (jams, pickles etc.) Catering Qualifications Lev 1 and Lev 2
14-19 Work related op	STEM activities, mini enterprise, small animal care, D of E, Gateway, the Workshop, the Kitchen, the Arts (drama and productions)
Careers/ Voc Ed	careers involved in the primary, secondary, tertiary and quaternary sectors and matching professions to buildings
Citizenship & RSHE	Exploring a career choice that matches their own strengths, Healthy lifestyles exploring reasons why personal hygiene is important.)
RE	Exploring different cultures, beliefs and how prejudice, discrimination and bullying can affect a person in the work place.

Work Experience, work related learning and employer / work place encounters

In each key stage, pupils have planned opportunities to develop an awareness of job roles. All external visits have a focus on exploring job roles as part of that experience. During 'Careers weeks' pupils will encounter employer visits e.g. Shell, local businesses, Pendleside Hospice and employee talks from different employment roles e.g. admin, Equans, ex-students.

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. Work experience opportunities are provided internally and externally on a continuum of graduated support. These consist of serial and block work experience placement opportunities – from both internal opportunities and external providers.

Students are offered a wide range of opportunities, including where possible, their interests and based on student feedback from their encounters with employers and Future Skills Questionnaires.

Externally this may include:

- ✓ groups supported by staff members e.g., Boothman Park - housekeeping and grounds work, Towneley Park
- ✓ small groups supported by staff members e.g. The Good Life Project
- ✓ individuals / pairs supported by staff members e.g., St John's Community lunch
- ✓ where appropriate, individuals would attend work experience placements independently

Internally this may include:

- ✓ working on site with providers such as Digital Advantage on specific projects
- ✓ working on site with Lancashire Catering Group in the campus kitchen
- ✓ working on site with Equans site team
- ✓ working on site with admin, Nurses, technicians

Employer encounters are available such as

- ✓ workplace visits e.g. ASDA, Network rail,
- ✓ employer networking events e.g. the Slice is Right
- ✓ employer visits e.g. Shell, local businesses, Pendleside Hospice
- ✓ employee talks from different employment roles e.g. admin, Equans, ex students

Work related learning opportunities such as

- ✓ Catering Kitchen
- ✓ The Workshop
- ✓ our own college coffee bar / café,
- ✓ community shop / café
- ✓ mini- enterprise
- ✓ fundraising events,
- ✓ volunteering,
- ✓ community action projects
- ✓ supporting lunch clubs in school

Where possible, an individual work experience 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 enterprise competitions and internal work experience relevant to each student's abilities.

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 provides impartial and independent advice by

- having access (where appropriate) to CEIAG from a level 6 qualified Careers Advisor. This is obtained from the career's leader at Pendle Vale College.
- advice given at annual reviews from local college partners, Transition workers, LCC SEND Inclusion service, LCC Employment service.
- ex-students attending to give their opinion and advice from their experience
- promoting the National Careers Service website and helpline
- promoting of independent websites relevant to all career needs
- all staff contributing to the implementation of this policy through their role including form tutors, subject specialists and support staff.

IMPACT (measuring and assessing the impact of the careers programme)

As a pupil progresses through the school, they develop an understanding and appreciation of their career and vocational opportunities. Skills and knowledge are transferable and support pupils to do more and engage more in other curriculum areas. Teachers have high expectations and evidence of this is demonstrated in progress data and KS4 and 5 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember using appropriate vocabulary.

Pupils further develop their abilities in the 4 key components of the curriculum as well as improving writing, reading and enquiry skills. Some pupils will become more confident in analysing their own work and expressing views and opinions of the world around them. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visitors to school, educational visits and work experience which provide opportunities for further relevant and contextual learning.

Assessment, Recording and Reporting of Pupil Progress

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 Citizenship and PSHE "I can" statements recorded on the management information system Onwards and Upwards
- PIVATS Personal, social development assessments

- External assessment leading to nationally recognised accreditation at KS4 and 5
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

Teachers record progression with evidence and levels of mastery through the school's online data recording system where appropriate, which allows all teachers access to cross curricular targets from other subjects.

In addition, summative information can be found via the

- Published post 16 and post 19 destinations on our school and college website.
- End of Key Stage 4 & 5 Record of Achievements
- The Annual Review of a pupil's Education, Health & Care Plan.
- The annual End of Year Report.
- School and college use of the Compass + tool to record the planned and experienced careers activities. Individual reports are obtained from here to supplement other reports
- Skillsbuilder profiles

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.

Gatsby Benchmarks

PCHSC uses the Compass + tool to plan and evaluate activities against the 8 Gatsby benchmarks. We work closely with the Careers and Enterprise coordinator from Inspira, and our Enterprise advisor Paul Harley from Insitu (a community-focussed arts organisation, embedding art into everyday life in Pendle). We are meeting all 8 benchmarks. See latest report July 2022.

Role of the Careers Leader

The careers leader's responsibilities are to:

- ensure a high profile of careers education which is carefully planned and coordinated
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual planning cycle and expenditure evaluated as part of that process.
- ensure all formal subject areas are planning opportunities to link curriculum learning to careers
- lead further improvement in and development of the area as informed through evaluating through Compass + and colleague, pupils and parental feedback
- ensure that the Careers and Vocational Education programme has a positive effect on all

pupils with SEND

- ensure that the Careers and Vocational Education programme takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the Careers and Vocational Education programme takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the Careers and Vocational Education curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network, establish and maintain existing links with clusters or individuals with specialist expertise, employers, education and training providers and careers organisations and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in Careers and Vocational Education
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. conducting risk assessments for the subject and associated work place visits.

References

DFE (2022) Careers guidance and access for education and training providers

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Appendices:

i) Gatsby benchmarks report

Links with other documents and policies

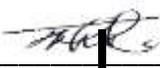
- **Schemes of Learning KS3 & KS4 curriculum topics**
- **Curriculum Policy**
- **Autism Policy**
- **Intensive Interaction Policy**
- **AAC Policy**
- **Total Communication Policy**
- **Online Safety Policy**
- **Health & Safety Policy appendix for subjects**
- **I spy employees and employers**

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies or statutory guidance relevant to the understanding of best practice within our learning community.

Policy redrafted: September 2022

Policy approved by Governors: October 2022

Review date: August 2023

Signed: _____  Date: Sept 2022

(Chair of Governors)


Signed: _____ Date: Sept 2022

(Headteacher)