

# Careers and Work-Related Experiences Policy

<b>Reviewed</b>	October 2023	<b>Leader of Policy Review</b>	Isobella Birch
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## **CAREERS AND WORK-RELATED EXPERIENCES (CWRE) POLICY**

The REACH Coordinator, Assistant Headteacher with responsibility for Careers, Careers Wales Advisor, Governors, Teachers, Students and Parents/Carers were consulted in the formulation of the current policy.

### **RATIONALE**

This policy is a statement of our commitment to prepare learners to confidently manage their future education and career progression. We aim to provide pupils with a wide breadth of experiences, access to high quality advice and guidance, challenge any preconceptions and stereotypes, raise their aspirations, and keep them informed of the opportunities available to them.

### **AIMS AND OBJECTIVES**

The Careers and Work-Related Education provision at Hawarden High School will assist pupils to:

- Access high quality career advice and guidance which will develop a comprehensive understanding of: career opportunities, career knowledge, opportunities in further and higher education, the world of work, apprenticeship schemes and self-employment.
- Be aspirational in their future career goals and empower them with detailed understanding of the steps they need to take to achieve their career ambitions.
- Improve self-awareness and understand their own personal development needs.
- Prepare for lifelong learning, opportunities, responsibilities, and experiences of life.
- Challenge stereotypes and become ambassadors in promoting equality, diversity and social inclusion in their future life.
- Achieve personal and economic well-being in their future life through sustained employability.

We will achieve this by:

- Providing excellence in our CWRE teaching, information and advice which will be accredited through the Careers Wales quality award.
- Embracing our statutory duties for CWRE to develop ambitious capable learners.
- Providing independent and impartial careers advice.
- Ensuring equity of access to career advice and guidance.

We will measure the impact of our work by:

- Regularly seeking the views of our learners about the information, guidance and advice they have received and acting on this to make improvements where necessary.
- Regularly seeking the views of stakeholders on the delivery of CWRE.
- Using the Careers Wales quality award framework to measure progress.

### **ROLES AND RESPONSIBILITIES**

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## Careers Lead

The careers lead at Hawarden High School is Isobella Birch who can be contacted at [i.birch@hawardenhigh.flintshire.sch.uk](mailto:i.birch@hawardenhigh.flintshire.sch.uk). The careers lead will be responsible for:

- Taking responsibility for developing, running and evaluating the impact of the school's career programme;
- Planning and leading on careers activities;
- Supporting teachers, Subject Leaders and Curriculum Leaders to embed careers education and guidance across the curriculum and across each progression step through, for example, sharing resources such as Careers Discovery;
- Establishing and developing links with employers, education and training providers, and careers organisations to maintain and enhance provision;
- Working closely with relevant staff, including our SENCO, and careers advisor to identify the needs of all our pupils with special educational needs and putting enhanced provision into place;
- Working with the school's FSM lead to ensure pupils from disadvantaged backgrounds still have high levels of aspiration and are able to gain meaningful experiences through, for example, their work experience placement in year 10;
- Ensuring there are meaningful opportunities for professional learning for staff to deliver high quality CWRE.

## Careers Advisor

The school has a dedicated, professionally-trained careers advisor, Linda Palmer, who can be contacted at [linda.palmer@careerswales.gov.wales](mailto:linda.palmer@careerswales.gov.wales).

The careers advisor will:

- Work with the careers lead to plan meaningful activities and experiences throughout the year;
- Provide targeted support for groups of pupils, for example, inviting FSM and SEND pupils for their careers meeting first in year 11 to ensure they have the opportunity for ongoing support throughout the year;
- Receive data from the careers lead on which year 13 students are not planning on attending university and organise meeting with them to provide additional support in searching and applying for apprenticeships;
- Visit all year 11 form classes to introduce themselves at the beginning of the year and explain their role in supporting pupils on their career journey;
- Provide universal support to pupils by introducing them to various online platforms where they can learn about their future possibilities independently;
- Run a career matching quiz in year 9 to support pupils making choices around their future pathways.

## Careers Wales

The school and Careers Wales have a Partnership Agreement in place which is to be reviewed annually to ensure pupils benefit from the most up to date and meaningful experiences. At the Partnership Agreement meetings, the following year's activities will be planned following a review of the impact of the previous year's activities.

Current activities planned are:

- Employer input and support with year 11 CV writing.
- A Careers Fair/Carousel following trial examination results in January.

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- Employers visiting classes to discuss with pupils how their learning in school related to different careers in the real world.
- Apprenticeship talks for years 11-13 from Airbus, Tata Steel and Flintshire County Council.
- Careers activities during Enrichment week.

## **The governing body**

The governing body will:

- Appoint a member of the governing body who will take a strategic interest in the career education at Hawarden High School and encourage employer engagement.
- Provide clear advice and guidance for the school on which to base strategic careers plans that meet legal and contractual requirements.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education and that the information is provided impartially.
- Ensure a range of education, training providers and employers can access pupils throughout their school career to provide approved technical education qualifications and apprenticeships.

## **ORGANISATION AND DELIVERY OF CAREERS/WRE WITHIN THE SCHOOL**

### **Whole school**

CWRE will be delivered whole school and embedded within each curriculum area. The CWRE Coordinator will work collaboratively with the REACH coordinator and Curriculum Leaders to share resources, plan and evaluate opportunities for careers and work-related experiences. CWRE experiences provide the opportunity to bring the curriculum alive for pupils and ensure they can link their learning in the classroom to real world skills they will need in the workplace.

It will be the responsibility of Subject Leaders and Curriculum Leaders to embed CWRE into their curriculum area and learning journeys. Examples of meaningful and authentic experiences include, for example, Airbus employees delivering lessons alongside teachers with reflections on how the skills pupils are developing within that lesson relate to their career.

### **By year**

Opportunities to enhance knowledge of specific careers related practices, for example, writing CVs will be delivered through tailored lessons during REACH.

Below is a list of activities we commit to providing on an annual basis; these will also be supplemented with extra opportunities as and when they are offered by external organisations.

### **Year 13**

- Mock interviews with external providers in preparation for university/apprenticeship interviews. Learners are required to provide an updated CV or personal statement in advance of the interviews.
- Visit from an Alumni student/graduate to discuss their experiences of higher education, the pros and cons from their perspective and possible future career opportunities.
- Presentations from local employers around their apprenticeship opportunities: Airbus, Tata Steel and Flintshire County Council.
- Detailed guidance on the UCAS process.
- A careers fair hosted in school with local employers to explore local employment opportunities.

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- Opportunity to participate in the two-week work experience trip to Spain, through Meadow Training Ltd.; students gain work experience in an industry of their choosing, (subject to grant funding being obtained).
- Use of Unifrog's MOOC (Massive Open Online Course) to improve knowledge and understanding of various university courses and lecture styles.
- Career advisor interview for those not wishing to attend university to explore apprenticeship opportunities.
- For those studying law, an opportunity to visit Glyndwr to participate in a Moot Court and have an experience of a university lecture.
- Interview experience through the application for the Rotary Youth Leadership Scheme.
- Interview experience through the Hawarden Community Council Bursary scheme.

## Year 12

- Use of Unifrog to explore post-18 options and plan their career goals, up to date information on qualifications required for different careers, average salary, working hours etc.
- Regular emails directed to them regarding work experience opportunities and online events hosted by prominent employers.
- Presenting to business leaders in the Enterprise module of their Advanced Skills Baccalaureate Wales qualification. Receiving feedback from business leaders on how they can improve their delivery and presentation skills.
- Presentations from Big Ideas Wales on entrepreneurship during REACH.
- Guest speakers from a variety of universities, for example Cardiff, to give talks tailored to those applying to study medicine or dentistry.
- University guest speakers to discuss how to write a personal statement for UCAS.
- Attendance to the UCAS exhibition annually.
- Attending Bangor University for a 'Day in the life of a student'.
- Attendance to the University of Liverpool open day in the summer term, post examinations.
- Opportunity to participate in the work experience trip to Spain, through Meadow Training Ltd., for two weeks, working in an industry of their choosing, (subject to grant funding being obtained).
- Participation in a self-placed work experience week in the summer term.
- A presentation from the Head of Sixth Form to students and parents in the summer term around the UCAS process and apprenticeships.

## Year 11

- A careers fair in school post trial exam results to explore opportunities post-16.
- Regular emails, outlining opportunities available for online work experience, career discovery and employer events.
- An interview with a member of SLT or the Sixth Form team to discuss post-16 options and career direction.
- External guest speakers with advice and guidance on writing CVs during REACH.
- Presentations from Tata Steel and Airbus around their post-16 apprenticeship offers.
- A presentation during registration from the Careers Advisor explaining their role, how they can support students and what the post-16 options for learners are.
- A meeting with the Career Advisor, starting with FSM students, or those identified in strategy meetings.
- Occupational Talks are provided as part of the Careers/WRE programme in Year 11. Guest speakers from local colleges, industries and public services attend to talk to interested

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students about specific pathways. Students meet outside speakers from the world of work and are able to listen to individuals reflecting on their experiences.

- REACH lessons designed to help students build a vision of their future and begin identifying the skills required to achieve this: Types of employment for example, self-employed, zero hours contracts, financial goals, budgeting, Jobs in the future, dream job, managing your skillset.

## **Year 10**

- One week of work experience in the summer term to gain insight into their current chosen career path.
- Students are introduced to the concept of entrepreneurship during the Enterprise and Employability Challenge where business representatives and guest speakers from Big Ideas Wales talk to students about their personal experiences and successes of the business world. Students will also deliver a presentation to business representatives to enable them to receive feedback to improve their learning and progression.
- In Year 10 students undertake a 'career check' survey which is used to identify where intervention is required and support is provided accordingly. Where learners agree to share their data with school (third party provider) this is used to target emails around opportunities available, for example, Allied Health online career discovery for those wanting a career in the health sector.
- Regular emails, outlining opportunities available for online work experience, career discovery and employer events.
- Participation in the Future Doctors event for those expressing interest.
- Participation in the Army residential event for those expressing interest.
- Presentations within their subject areas from leaders in industry.
- REACH lessons designed to help students build a vision of their future and begin identifying the skills required to achieve this: Workplace expectations, rights and responsibilities, Stereotypes including gender stereotyping.

## **Year 9**

- In the process of selecting their options students access the Careers Wales website during a dedicated ICT lesson which will support them with researching information relating to option choices. Learners will also gain an understanding of job roles, mapping out career routes and improve their understanding of the world of work.
- Students complete the Careers Matching Quiz on the Careers Wales website once they have registered for an account.
- Presentations from different subject areas during options assemblies explaining how the subject relates to various careers.
- Career discovery videos from Careers Wales embedded within the curriculum to develop students understanding of how the skills they develop in lesson relate to different careers.
- Careers exploration during enrichment week.
- REACH lessons designed to help students build a vision of their future and begin identifying the skills required to achieve this: Importance of planning, career options, world of work.

## **Year 8**

- Presentations from Big Ideas Wales to develop pupils' understanding of entrepreneurship.

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- Career discovery videos from Careers Wales embedded within the curriculum to develop students' understanding of how the skills they develop in lesson relate to different careers.
- Careers exploration during enrichment week.
- REACH lessons designed to help students build a vision of their future and begin identifying the skills required to achieve this: Short, medium and long-term goals, employability skills, Money, wages and career goals and Digital footprint and the impact on your future career.

## Year 7

- Presentations from Big Ideas Wales to develop pupils' understanding of entrepreneurship.
- Career discovery videos from Careers Wales embedded within the curriculum to develop students understanding of how the skills they develop in lesson relate to different careers.
- Careers exploration during enrichment week.
- REACH lessons designed to help students build a vision of their future and begin identifying the skills required to achieve this: My dreams and goals, Key skills needed for the future, Stereotypes and examples, Becoming an adult.
- LORIC activities delivered through LEAD lessons which are designed to help pupils develop their leadership skills.

## **SKILLS AND CWRE**

### **The Four Purposes**

#### **Creativity and innovation**

Through being actively engaged in authentic experiences and examples from the world of work, learners can develop their curiosity and inquisitiveness. This enables learners to consider, investigate and generate novel solutions to problems, which provides an opportunity to develop an entrepreneurial mindset. Skills that contribute to individuals becoming creative and innovative are increasingly valued by employers across sectors, as they can support advancements and the continuous improvement of efficiency and effectiveness in industry.

#### **Critical thinking and problem-solving**

As learners develop their critical thinking and problem-solving skills, CWRE contexts can be used to encourage learners to question and evaluate their ideas and arguments about careers and working life and to implement solutions to the challenges they identify. Applying these skills to their own career pathway supports learners to better understand the correlation between risk and reward, and how this impacts on their experience of the world of work. Learners need to critically analyse a diverse range of information to shape their views and perspectives on the world of work. This will support them to understand and consider the impact of their decisions, now and for future generations.

#### **Personal effectiveness**

Learners' growing self-awareness and confidence contributes to their appreciation of their self-worth and how this relates to what they have to offer to the world of work. Employers value skills such as contributing to a team, leadership, resilience and the ability to reflect, adapt and change in different situations. Learners benefit from being able to reflect on their effectiveness during and after careers and work-related experiences, enabling them to identify strengths and areas for further training and development. Developing a positive mindset encourages learners to be open to acquiring new skills and becoming adaptable provides further opportunities in the world of work.

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## **Planning and organising**

CWRE encourages learners to think about how they plan and organise themselves, their studies, their careers and other projects. This provides a good context for the development of decision-making and reflective-thinking skills and to develop learners' capacity to implement ideas, set goals, manage their time and monitor and reflect on the results of their endeavours. Effective application of planning and organising skills is highly valued by employers across a wide range of sectors. Learners need to be supported to understand the relevance of these skills to achieve their ambitions.

## **Cross-curricular skills**

### **Literacy**

The world of work requires the ability to communicate effectively and apply literacy skills in different contexts. Developing effective communication skills enables learners to engage in careers and work-related experiences, with opportunities to consider other people's views and opinions. This will help learners understand the importance of developing positive relationships in the world of work.

### **Numeracy**

The world of work requires the ability to use numeracy effectively in everyday situations. Learners need to develop confidence in applying their numeracy skills in using and interpreting data. They will also benefit from being able to develop personal money management skills.

### **Digital competency**

The world of work requires the ability to use digital technology in a wide range of situations. The Digital Competence Framework recognises that with an ever-evolving and increasingly digital world of work, learners need to develop their digital confidence and capability, including keeping safe online. This is part of developing their communication, research and networking skills. Learners will benefit from being encouraged to question the validity and accuracy of the information found on those digital platforms that can influence their life choices. Digital skills are valued by employers and the impact of a learner's digital imprint can be long-lasting and affect their career prospects, both positively and negatively.

## **STAKEHOLDERS, PARTNERS AND BUSINESSES**

It is important to recognise that delivery of highly effective CWRE education requires a multifaceted approach and involves multiple agencies, businesses, organisations and stakeholders.

Hawarden High School is committed to:

- Working collaboratively with key stakeholders such as Careers Wales, Higher Education institutions, employers, and organisations providing online work experience opportunities.
- Reviewing our service agreement with Careers Wales annually to ensure the provision meets the needs of learners.
- Ensuring parents are informed with relevant career information and receive more detailed guidance around key transition periods: year 9 options, year 11 and post-16 opportunities, year 12/13 guidance and information on post-18 options.

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- Seizing opportunities to participate in real world careers events as they are offered to enrich pupil experiences and improve their understanding.
- Developing and maintaining links with businesses to support with the provision of work experience, employability skills, understanding of recruitment processes, roles and responsibilities associated with different careers and entrepreneurship.
- **Airbus Partnership**

Hawarden High School has been chosen to participate in the newly launched Airbus' School Partnership Programme. Through our collaboration we are committed to:

- Developing opportunities to collaborate in delivering our curriculum. Airbus employees will work alongside teachers to develop lessons highlighting the use of skills developed in school in the real world, for example, designing a runway, coding, debating the use of drones and flight planning.
- Establishing Airbus Ambassadors who will be responsible for relaying key information to their form group on upcoming events.
- Participating in the Beluga Award and the Airbus Air Explorer Challenge.

## **PROCEDURES FOR MONITORING AND EVALUATION**

Implementation of this policy will be monitored by the Headteacher, Senior Leadership Team, REACH Coordinator, and the Work-Related Education Coordinator. The views of learners are sought. Discussions take place with facilitators and with parents to inform policy development.

The following people will be consulted when the policy is reviewed

- Students
- School Council
- Parents/Guardians/Carers
- Staff
- Governors
- Careers Wales Representatives
- Outside Speakers/Agencies

The policy will be reviewed every three years.

<b>Administration Use</b>	
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Next Review Date:

October 2026