



YSGOL GYMUNEDOL  
**PORTH**  
COMMUNITY SCHOOL

## Careers Education Policy

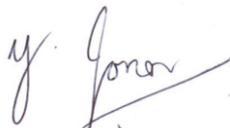
Date Created: December 2018

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Chair of Governors – David Brookes

Signed:   
Date: 12.03.19

Headteacher – Yvonne Jones

  
Signed:  
Date: 12.03.19

## Introduction

The school readily agrees to implement the Welsh Government Framework for Careers and the World of Work. The school recognises that pupils need to be prepared thoroughly in readiness for the world of work. The development of the individual has a high profile within the school, and to this end a comprehensive careers programme is an integral part of the school curriculum. The development of careers in our school is both formal and informal and permeates the whole curriculum. Formal careers education begins in Year 9 but the foundations are laid in the PSE programme in Years 7 and 8.

## Aims

Careers Education and Guidance should help pupils to:

- Know themselves better
- Be aware of education training and career opportunities.
- Make choices about future education, training and career opportunities.
- Manage transition to new roles and situations.
- Be aware of the importance of equal opportunities.

These aims will help promote the following five strands in pupil development :-

- 1. Self** Knowledge of personal qualities, attitudes, values, abilities, strengths, limitations and potential needs.
- 2. Roles** Position and expectation in relation to family, community and employment.
- 3. Work** Application of productive effort, including paid employment, and unpaid employment at home and in the community.
- 4. Career** Sequence of roles undertaken through working life and the personal success, rewards and enjoyment it brings.
- 5. Transition** Development of qualities and skills which enable pupils to adjust to and cope with change. e.g. self reliance, adaptability, decision making and problem solving.

## Objectives

Career Education and Guidance should:-

- Promote self awareness, enabling pupils to assess their own level of ability, their specific strengths and weaknesses, likes and dislikes.
- Support the process of career and educational planning.
- Highlight the importance of Positive Achievement
- Enable pupils to make and implement subject course choices at 13+
- Prepare pupils for choices in education, training and employment post 16.
- Introduce the concept of lifelong learning.
- Develop job search, application and interview skills.
- Improve pupils knowledge of opportunities in employment and training, focusing on trends in local, national and European labour markets.
- Enable pupils to gain an insight into the world of work and work experience.
- Develop research skills
- Promote the concept of equal opportunities.

## **Roles and responsibilities**

- Governors
- Senior Leadership Team
- Careers Co-ordinator
- Tutors
- Careers Adviser
- Parents
- Employers

### **Governors**

Under the Education Reform Act the Governing body has responsibility for all curriculum related matters. Careers education and guidance is one of the cross-curriculum themes identified in the National Curriculum. It is an essential part of every pupil's experience. Governors will therefore:

- appoint a governor to act as the careers link governor for the School of Skills and World Studies which includes careers
- be aware of the importance of careers education and guidance for all pupils and to the institution as a whole
- ensure the formation of an institutional policy
- support this policy by releasing and directing resources
- be pro-active in developing and facilitating external links
- promote the involvement of parents in the careers education and guidance process
- promote the involvement of employers and the local community in the careers education and guidance process
- be involved in the development and monitoring of success criteria

### **Senior Leadership Team**

Careers Education and Guidance is seen as a whole school issue. Senior Leaders are therefore charged with:

- determine, through wide consultation, a policy and strategies for implementation including the promotion of equal opportunities in all aspects
- ensure a high status for careers education and guidance
- identify and give responsibility to a member of staff and provide clear line management
- ensure adequate resources:
  - financial
  - staff time
  - staff training and development
  - information
  - for browsing and interviewing
  - for effective collaboration with the special educational needs department
- set careers education and guidance into the wider context of national and local developments such as National Education and Training Targets set by the Welsh assembly and local labour market information
- promote the effective involvement of parents in the process promote the effective involvement of employers and the local community
- develop and promote external links and Partnership work.
- provide a framework for data gathering and for monitoring and evaluation
- ensure that the recording of achievement and action planning process is an integral part of institutional activity

## Careers Co-ordinator

The implementation and management of the school's careers education and guidance policy is a key task. The careers co-ordinator is therefore be able to

- have a whole school responsibility for continuity
- have an influencing role in terms of curriculum development
- produce programmes/schemes of work
- work with the special educational needs department to ensure effective teaching of all pupils
- act as a team leader/facilitator
- be a resource manager
- be a main point of contact for pupils and tutors
- identify staff development needs, plan and, where appropriate, deliver a programme
- maintain an up-to-date, readily accessible information base for staff, pupils and parents
- see careers education and guidance in the wider context of other work related curriculum activities liase with, and maintain an information flow between themselves and
  - the senior management team
  - staff colleagues
  - governors
  - parents
  - Careers Wales
  - further and higher education
  - employers and the local community
- monitor and evaluate the effectiveness of the programme and its delivery
- contribute to the transition plans created for each pupil in their statement of special educational needs

## Form Tutors

Tutors and teachers have a key influencing role with their pupils and should be aware of the importance of this relationship. They should therefore

- be seen as a member of the careers team and make a full contribution to the institution's careers education and guidance programme
- provide individual support and encouragement to pupils
- be aware of, and use, lines of referral
- have access to, and be able to use, accurate, up to date information
- be contributors to the individual action planning process
- be able to make cross-curriculum links
- promote equal opportunities
- act as a contact point with parents

## Careers Adviser

The Careers Service is one of the primary links between the school and the world beyond. Productive relationships between careers co-ordinators and careers adviser are established since the careers adviser is

- a member of the school careers team
- able to make a positive contribution to the planning and delivery of the careers education and guidance programme through a Service Level Agreement (SLA)
- seen as a provider of impartial information, advice and guidance
- seen as a provider of current information on trends and opportunities with
  - local employers
  - training providers
  - other educational institutions
- able to set careers education and guidance into the wider context of national and local developments such as National Education and Training Targets, set by the Welsh assembly and local labour market information
- seen as a supporter of, and contributor to, staff development programmes
- seen as a contributor to the individual action planning process
- seen as a point of contact for parents and governors
- a contributor to the monitoring and evaluation process

## Parents

The school will provide opportunities which enable parents to play full part in the careers education and guidance process by

- providing full access to careers information, resources and expertise
- contributing parental knowledge of individual pupils as part of a consultative process
- supporting the recording achievement and individual action planning process
- encouraging them to contribute as an employee/employer and sharing knowledge and experience
- involvement through their role as a parent governor
- providing opportunities to support and encourage the pupil to consider future options through, for example, parent consultations/careers events

## Employers

Links with employers and other external links must be fully integrated into the curriculum to ensure that an effective contribution is made to the learning process. Working with schools and colleges, employers and other agencies should be encouraged to

- clearly understand the contribution which they can make
- nominate a contact person
- provide briefing for those involved in contacts with the school
- identify and communicate the company's own needs and expectations
- be aware of curriculum developments, qualifications and pupil progression routes
- commit themselves to local positive achievement initiatives
- have a national as well as an overview of opportunities and training within their industry