

Careers and the World of Work Policy



*Learning together in a changing
world, creating success for all.*

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils' ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Education in Wales: Our national mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **“Education in Wales: Our national mission (2017)**. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Rationale

All pupils have equal entitlement to high quality careers education and guidance that provides them with an understanding of the world of work, helps them to explore career options and supports them in making decisions about the opportunities open to them.

Our pupils need to be equipped to take their place in a rapidly changing world of work within the global economy. Careers and the World of Work (CWW) is about the relationships between young people, their learning and the world of work, enabling them to see the value of education,

qualifications and skills. CWW is part of the basic curriculum for all 11 to 16 year olds and it is also part of the requirements of the Learning Core of Learning Pathways 14-19.

The purpose of the delivery is to understand personal achievement, gain knowledge of the world of work and it's also about making and implementing decisions.

Fundamentally, at Trinity Fields, careers education gives our pupils a realistic insight into future employment and further education.

Principles

There are effective links between Work Related Education (WRE), PSHE, the curriculum and 14-19 Learning Pathways.

We provide information and experiences through links with Careers Wales, local colleges, employers and support agencies. The CWW/WRE programme is supported and enhanced by pupil's experiences in PSE. Pupils are encouraged to develop an insight into their potential and capabilities and into the changing demands of the world of work.

Aims

Our careers and world of work provision will:

- Provide work focused experiences for pupils.
- Explore the attitudes and values required for employability and lifelong learning.
- Help pupils plan and manage their pathway through the range of opportunities in learning and work.
- Support pupils in making career choices and help them flourish in a variety of work settings.
- Motivate pupils and help them set long term goals and overcome barriers.
- Help them begin to see the relevance of their studies to their life and work.
- Develop their key skills and other skills required by employers.
- Prepare them for the challenges, choices and responsibilities of work and adult life.
- Assist pupils to make informed choices about their own continuing education and training about careers paths.
- Assist pupils in managing transition to new roles and situations.

CWW contributes to this through contacts with the world of work and by challenging stereotypes. It also provides opportunities to develop pupils' understanding of social interaction through working with others. CWW is concerned with the relationships between young people, their learning and the world of work.

We aim to encourage our pupils to value themselves and appreciate their relationship with other people, the community and the environment through Personal and Social Development. We will support pupils to develop decision making skills, helping them make realistic choices and informed decisions regarding their lives.

Pupils and their parents will be made aware of the opportunities and alternatives available in education, training and leisure and promote equality of opportunity in respect of race, gender and special needs.

Arrangements for planning

We deliver WRE from Key Stage 3 to post-16. The work is developed through pathways and PSE lessons, as well as through in-house work experience sessions; these might be planned on a weekly basis to meet pupils' individual needs and choices.

The structure of our curriculum planning processes is based upon Welsh Government guidance and our pupils' individual abilities and needs. These processes are fully explained in the "**Teaching, Learning and Curriculum** policy.

Teachers' planning in the 14-19 department ensures that the content of accredited courses follow a structured framework of activities as outlined in the curriculum specifications of the selected programmes.

14 -19 Learning Pathways

At Key Stage 4 pupils access careers lessons through the ASDAN Transition Challenge programme.

At post-16 all pupils follow a CEG/WRE programme which incorporates work related modules, accredited by ASDAN and/or AQA.

Pupils in the 14-19 department also participate in a Careers Week in the summer term and an annual Careers Wales 'What Next?' event aimed at young people with additional learning needs.

All pupils are supported to complete Person Centred Planning work. They present their work during their Annual Review meeting and express their likes, dislikes and wishes for the future. The Annual Review meetings develop communication and confidence skills required in new roles and situations that will equip our pupils for life after school.

Work experience

At Trinity Fields we value the importance of work experience. Where appropriate, post-16 pupils will either have employer based work experience, supported work experience or in-house work experience. Experience is also gained through the following strategies:

- Industrial/vocational visits
- Visiting speakers
- Enterprise activities

Work experience will be provided throughout the year on a pupil led basis. Where appropriate, pupils in Years 12 - 14 will be given the opportunity to carry out a work experience placement, organised and supported by our Job Coach.

Caffi Oren provides pupils with opportunities to develop their work-related skills. Pupils learn about food preparation and develop their catering and hospitality skills through an accredited programme. This opportunity is also offered to younger pupils in the School Curriculum department.

We offer and continue to develop an in-house work experience scheme for pupils, based upon their needs and wishes. These pupils access work placements within foundation phase classes, the school offices, as well as working alongside maintenance staff.

All pupils who complete a period of work experience will also complete the ASDAN Workright module which provides a framework to develop a range of basic transferable employability skills.

Partnerships

The school has strong and effective links with Careers Wales and the school values its partnership with many agencies that support and enhance our CEG/WRE provision. Our Careers adviser has regular input and attends all Annual Reviews. Our Business Engagement Advisor also provides support in organising 'employer talks'.

Our partnerships also include Coleg Y Cymoedd and Crosskeys College. Regular meetings are held with the colleges and pupils who are going to college when they leave us take part in transition visits throughout the Summer term to ensure a smooth transition process. Pupils also participate in vocational activities which the local college organise.

Parental involvement is seen as an integral part of our programmes, with parents and school staff taking on the role of pupil advocates in some circumstances. Wherever possible pupils are encouraged to attend all annual reviews where preparation and a Person Centred Planning approach is adopted. Pupil involvement in the process is encouraged and self-advocacy and decision making developed as far as practicable.

Our careers programme will operate at many different levels, in ways that are appropriate to the learning styles of individual pupils.

Arrangements for monitoring the delivery of the curriculum

- The headteacher in conjunction with the lead teacher for CWW are responsible for maintaining an overview of the whole curriculum. The CWW lead is responsible for monitoring the delivery of curriculum through discussion with teachers.
- The headteacher and CWW lead are also responsible for monitoring the quality of teaching and learning on a termly basis.
- The lead is required to observe lessons in CWW throughout the year.
- The CWW lead liaises with work experience employers and Careers Wales to ensure appropriate placements are being carried out.
- All CWW accredited programmes will be internally and externally verified– refer to the “**Accreditation and Internal Verification**” policy for further details.

Role of the headteacher

The headteacher will:

- Discuss future developments for CWW with the lead teacher.
- Help motivate staff to create a rich and stimulating learning environment.
- To support and encourage other professionals to develop their skills and teaching of all aspects of CWW.
- Ensure budget provision for current resources and materials.
- Ensure budget provision for staff training.

Role of the CWW lead (14-19 learning pathways team leader)

The lead for CWW will:

- Ensure that the school meets the statutory requirements for the delivery of the CWW curriculum.
- Continue the development of the Careers Mark action plan.
- Complete an annual audit of resources and make this information available to staff.
- Manage a budget for careers and place orders to keep resources up to date and in good condition.
- Liaise with the other supporting agencies.
- Read current articles and share those which are highly relevant with staff.

- Draft curriculum documentation.
- Monitor and evaluate curriculum policy implementation.
- Ensure all staff teach within a multi-modal approach.
- Liaise with supporting agencies regarding work experience placements.
- Liaise with post-19 provisions re: transition links.

The school works very closely with Careers Wales and our specialist careers advisor attends annual reviews, parents' evenings and supports class group work. A member of the senior leadership team has responsibility for the implementation of the CEG/WRE programme.

All staff are offered training for the delivery of CEG/WRE including, in-house training, access to Careers Wales teacher training initiatives and the authorities support services.

The coordinator has responsibility for the overall direction of the programme and for links with external agencies, management of funding and the coordination of transition into post-19 provision.

The coordinator will also facilitate multi-agency networks and promote parental involvement in this work. The coordinator also has responsibility for the development and monitors delivery of our Careers Education programme, work experience opportunities and the development and maintenance of the careers library and resources.

Role of the teacher

Class teachers will:

- Plan relevant CWW lessons.
- Collate evidence of CWW.
- Build CWW opportunities into daily routines and lessons.
- Provide appropriate support for careers guidance and education.
- Ensure progression when planning for each child on an individual basis.
- Ensure continuity among staff team and between classes when each child transfers.
- Make any teaching resources necessary to assist with class teaching.
- Attend suitable courses and feedback to staff.
- Request for help and advice when necessary from the lead for CWW or other colleagues and specialists.

Strategies for teaching

- Use of the local environment and educational visits to both initiate and reinforce areas of study.
- Specific skills will be directly taught.
- Pupils will be given real opportunities to perform and develop their own skills.
- Staff will foster positive interactions, taking into account any constraints compounding the two-way process, e.g. encouraging eye contact
- Appropriate time will be given to enable all pupils to achieve and reach their own potential.
- Staff will ensure language and materials are appropriate to aid understanding and promote good learning habits.
- Pupils will be encouraged to make their own choices and be involved in their own learning.
- Pupils will be given the opportunity to work as a class, in small groups, in pairs and on their own with or without adult help.
- Staff will reinforce speech and key ideas with signing, visual demonstrations and other communication aids appropriate to the individual pupil e.g. Big Macs, objects of reference etc.
- Teaching assistants will be deployed to support individuals or small groups developing skills where needs dictate.
- Teachers will provide opportunities for pupils to evaluate their own and other pupils work.

- Various stimuli will be used to enhance the teaching of CWW. These will be, where possible, age appropriate and relevant to the needs of the pupil.
- Efforts will be made to ensure pupils gain confidence and develop skills to enable them to work independently.

Refer to “Teaching, Learning and Curriculum” policy for further details.

Key skills

Teachers will provide opportunities, where appropriate for pupils to develop their key skills. These skills will be intrinsic and are specifically noted within the scheme of work and all accredited programmes.

Allocation of resources

Staff resources

Staff attend courses relevant to their personal and school needs. An attendance record is kept by our CPD co-ordinator.

Staff are our most valuable resource. The number of support staff in each class base is calculated on the total number of children, combined with the complexity of each child's learning needs.

Teaching resources

Each class is equipped with suitable materials to match the range of pupils' abilities.

Parents/carers

Parents/carers are informed in all aspects of their child's progress and future progression routes at post 14 and post 16. Parents/carers are invited to parents' evenings, annual review meetings and transition reviews.

Additional learning needs (ALN) provision

This policy document stresses the need for pupils to be able to show what they have achieved, by whatever means appropriate. There is a need to look at alternative means of providing access to the CWW curriculum, through for example, the use of computers, physical aids or the provision of additional staff. To ensure the safe handling of tools, materials and equipment, the adaptation of workspaces and equipment may need to be considered, while provision required supporting CWW related work should also be emphasised.

A range of opportunities commensurate with pupils' needs and abilities should be on offer to all pupils rather than their disability becoming the basis for limitation or restriction of experience. All pupils are individuals and as such can be seen as having special needs, gifts or talents that all have to be met in order that they realise their full potential.

Refer to “Additional Learning Needs” policy for further details.

Health and safety

It is the responsibility of all staff and whenever possible pupils, to be aware of the Health and Safety issues.

Refer to “Health and Safety” policy for further details.

Equal opportunities

All pupils will be given equal access to CWW resources and lessons regardless of gender, race or sexual orientation.

Refer to “Equalities” policy for further details.

Criteria for evaluating the success of the policy

All aspects of the provision are evaluated through various methods. The work of the department is discussed at meetings on both a formal and informal basis and changes and improvements are made as necessary.

Parents are asked during reviews, parents’ evenings and transition meetings, how they feel the CEG/WRE programme has supported their children’s needs.

Regular meetings are held between the Careers Wales adviser and the 14-19 team leader. Trinity Fields School has a partnership agreement with Careers Wales, which identifies CEG/WRE provisions.

The Senior Leadership Team monitors the effectiveness of the delivery of the CEG/WRE within the school and report back on a formal basis.

Related school policy documents

This policy should be read in junction with the following school policies/documents:

- 14-19 learning pathways
- 14-19 accreditation and internal verification
- Appeals and complaints (accreditation)
- Malpractice and maladministration
- Access to fair assessment
- Teaching, learning and curriculum
- Assessment, recording and reporting
- PSHE

Policy review

This policy will be reviewed as detailed in the school’s policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school’s policy review cycle.		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.