



Communicate, Persevere & Achieve

Policy for WRL and vocational studies

young person's career is their pathway through learning and work.

All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave.

In January 2018 The Department of Education provided The Careers guidance and access for education and training providers – Statutory guidance from governing bodies, school leavers and school staff. This legislation guidance refers to the Education Act 1997 and the Educational and Skills Act 2008.

The main points are;

- The aim is to make sure that all young people get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- School should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their provision.
- The Benchmarks define all the elements of an excellent careers programme. These are to be fully met by 2020.
- Co-ordinated support and an appropriately skilled and experienced leader in school are important to meet the Benchmarks.
- The Careers and Enterprise Company (CEC) will provide external support to schools.
- The Strategy sets out that every school needs a Careers leader who has the energy and commitment, and backing from their senior leadership team, to deliver the Careers programme across all eight Gatsby Benchmarks.
- Careers guidance will continue to be considered during Ofsted inspections. This is set out in the Ofsted's Common inspection Framework. A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations.

We believe that every child should leave school prepared for life in modern Britain. In addition to supporting academic rigour with excellent teaching, Charlton Park Academy provides opportunities for each student to develop the values, skills and behaviours they need to get on in life.

Every student at Charlton Park Academy has an Education Health Care Plan and we individualise each student experience of Work-related learning and careers.

We provide a rich selection of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. Our school also provides high quality, independent careers guidance which is crucial to helping pupils emerge from school more fully rounded and ready for the world of work.

We know that young people want and need to be well-informed when making subject and career decisions. Our young people are supported at an early age to identify suitable educational routes within which we help them develop skills the employers want to match the needs of local businesses.

Objectives

To achieve this aim, we work with a range of businesses and services in the community to secure both independent careers guidance and set up opportunities for work experience in real settings in students' own community that inspire and motivate them to fulfil their potential.

Our work to engage with providers in the community enables us to offer a range of opportunities across a broad and ambitious range of careers: real-life contacts with the world of work have opened up horizons and possibilities for our young people.

We have developed a strategy for our careers guidance that reflects our school ethos and promotes opportunity for all students:

At an early age, students' learning is related to career opportunities – all lessons and schemes of work have learning mapping to careers. We have identified where cross-curricular careers education occurs within whole school mapping.

These are built around Core Aims of future aspirations, planning for eventual employment for all. At this age, students continue to access a knowledge-based, curriculum where appropriate. In order to prepare students for adult life, there will be an increased focus on the world of work, with complementary work experience in place that is suitable for the student. Students will begin to access work experience wherever appropriate, and our students on Supported routes are taking part in weekly land-based work experience which are vocational skills, working to maintain and complete projects which included woodwork and horticulture.

In year 12 skills-based work experiences are provided which promotes life & work skills for our students. At this stage, we support students at work placements and they will spend an increased amount of time in this Programmes, with the aim of, where appropriate, supported internship when they leave CPA through college and RBG, supported internship and traineeship models as they prepare to leave our school at the age of 19 and transition to the adult world.

We have built strong links with our community employers who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make these opportunities a reality.

- Safeguarding and Health & safety visits and assessments are in place before any firm engagement.

We understand that contact with real employers, who are enthusiastic and passionate about their own careers, not only inspires pupils but also challenges pre-conceived ideas about jobs.

Having the opportunity to talk to people in those jobs and visit workplaces helps to build knowledge and understanding of the full range of careers available in a particular sector so that choices made at school are based on a clear view of the current labour market and how opportunities may change in the future. Our students identified needs are shared with employers, so they know what and what not to do so transition is a success.

We understand that, for some of our students, there may be difficulties and it may provoke anxiety to engage with new people, so we use online tools that offer imaginative and engaging ways to encourage young people to think about the opportunities available to them.

To enhance our provision in relation to impartial careers education, advice and guidance, we also provide access to an independent careers' advisors.

We consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for men or women.

We continue to monitor the progress of our students that leave us at 19 and are proud of their achievements. We look forward to receiving and sharing positive news about our alumni.

By having access to news from our inspirational role models, we aim to instil the values of resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success.

We work with all involved around the young people to develop a smoother pathway between education and work. This can include multi-disciplinary teams, families, educational establishments, employers, and our pupils.

Transition

We support students and families at visits to colleges and which can help pupils and families make informed decisions, helping them to progress successfully at key transition points.

We discuss next stage starting at year 11 annual reviews and support parents and students with the next step.

We arrange for each student and parent to meet with our Careers Practitioner (SEND) who will help with applications and transport.

Parent liaison officer will support parents to visit colleges and we place on our website coffee mornings and virtual tours.

We provide access to course information, open days, and careers fairs to inform the decision-making process. We make sure pupils, and their families can find out more about the range of options available by giving other providers the opportunity to engage with pupils

on school premises, to inform them directly about what they offer. Schools should ensure that the individual needs of all pupils are considered.

Skills Developed

- Determination - Commitment to get something done. Individuals with determination exhibit willpower to accomplish what they set out to do. Also called "tenacity." Spirit, courage, willpower, and single-mindedness
- Self-motivation-The ability to pursue what you think is right or necessary to do despite temptations to quit. Self-command, persistence, and resolve.
- Grit -An individual's self-commitment to overcome obstacles to achieve long-term goals. The ability to keep pursuing your dream despite challenges and defeats. Perseverance, resilience, and backbone.
- Problem Solving - The ability to find solutions to difficult or complex issues. The process of working through the details of a challenge or crisis--often under pressure--to reach a solution.
- Problem Solving - Working with others to address a challenge. Individuals using their skills in harmony with others to complete a task. Effective teamwork involves trust among team members. Collaboration and cooperation.
- Communication - The ability to accurately convey information about what you are thinking, any questions you may have and what you feel needs to be accomplished to others. Both verbal (and spoken) and written communication skills are important.
- Comfort Engaging with Strangers - The ability to interact in a friendly and effective way with people you don't know. The ability to seem welcoming and easy to talk to, even with people who are different in age, appearance, or background.
- Computer literacy - The ability to use computers for basic tasks, such as developing documents, sending emails, and searching the internet for information.

- Financial Literacy - Understanding how individuals and businesses earn money and what they spend money on. Understanding important financial terms. Learning how to create a budget.
- Personal Capabilities - Abilities an individual develops that helps him/her succeed. Personal capabilities are developed by a combination of observation, training and hands-on trial and error.
- Personal Support Systems - Relationships and resources that help individuals succeed. Support relationships are often with "mentors" (experienced individuals who help you learn and succeed). Support resources include both information sources (like the LA Star Jobs website) and the opportunity to experience new things (like an internship).
- Mentor - A person who coaches and supports an entrepreneur ...or a student studying to become an entrepreneur. Mentors have "been there, done that," so they are a great source of experienced advice to an entrepreneur or a student.