



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

Careers Policy



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' Opening Doors To The Future ' ' Agor drysau i'r dyfodol'

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‘Opening doors to the future’.

Our Mission Statement

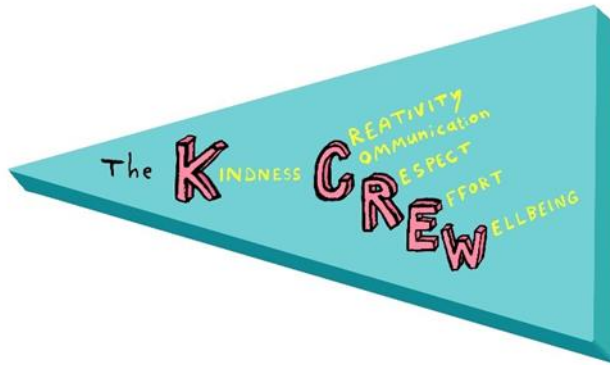
In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other’s successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.

Aims

- To develop pupils’ communication skills
- To use technology to impact positively upon quality of life
- To develop pupils’ independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community





We Value

- Kindness
- Communication
- Creativity
- Respect
- Effort
- Well-being



Our vision and values have been UN Convention on the Rights of the Child guide, to create a safe and inspiring place where children are respected and their Our vision and values also Complement of Learning’ which underpin Curriculum for Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become:

developed using the (UNCRC) as our to learn and thrive, talents nurtured. the ‘Four Purposes Wales. The Four

<p>Ambitious Capable Learners</p> <p>Ambitious Anwen</p> 	<p>Healthy Confident Individuals</p> <p>Healthy Hedd</p> 	<p>Enterprising Creative Contributors</p> <p>Creative Cai</p> 	<p>Ethical Informed Citizens</p> <p>World Ready Wynn</p> 
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AIMS

Greenfield School strives to promote the educational, moral, spiritual and social development of all pupils and to prepare them for life beyond school through a broad, balanced, relevant and coherent curriculum. Careers and Work Related Experiences is about the relationships between young people, their learning and the world of work, allowing them to see the value of education, skills and accreditation.

The Careers Education and Guidance curriculum is subject to external moderation and accreditation by national award bodies. Careers Quality Mark was achieved in March 2020 and will be reviewed in March 2023.

OBJECTIVES

- To deliver high quality, accredited Programme of Study validated by recognised awarding bodies such as Edexcel and OCR etc.
- To recognise and record achievements and seek to offer external accreditation at KS 4 and Post 16 for all students.
- To regularly monitor and evaluate accredited courses and seek to extend the opportunities for accreditation of the KS4 and Post 16 curriculum.
- To offer the students opportunities to experience a wide range of experiences and activities.
- To ensure that all students receive effective preparation for transition to adult life via appropriate Link / Transition Programmes with future placements. This may include day services, college and work providers.
- To facilitate access to and inclusion in the World of Work and FE opportunities wherever possible with Taster and Link courses at Merthyr College.
- To encourage and develop the concept of the “lifelong learning” being drawn from a wide range of opportunities and experiences, regardless of the learning pathway that a student chooses to follow.
- To ensure CWRE is taught as a cross-cutting theme from ages 3-19
- To agree partnerships with external employers so that pupil’s gain hands on experience in authentic contexts.

From the age of 3, CWRE should inspire learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life
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TEACHING AND LEARNING

- The CEG co-ordinator is responsible for the planning, co-ordination and monitoring of the curriculum.
- All staff are required to deliver the careers curriculum as detailed in the curriculum policy. (age 3-19).
- Edexcel Personal Progress, skills for work and independence all contain units relating to Careers and the World of Work and community involvement.
- The style of delivery will ensure access for all pupils regardless of ability or gender.
- All pupils will benefit from a range of opportunities relating to CEG and have access to appropriate programmes and support.
- Pupils will have the opportunity to participate in mini- enterprise/Young Enterprise and entrepreneurial activities where possible.
- Partnership Agreement with Careers Wales.
- Local industry and business links.

- Students are encouraged to take an active part in assessment and planning for the future. This is incorporated into the transition plans and PCP paperwork as part of the annual review.
- From year 10 pupils will, where appropriate, have the opportunity to participate in a work experience placement either in house or in the local community. This will depend on the individual plan for the pupil and future destinations.
- Develop links with the 14-19 network.
- CWRE will be taught as a cross-cutting theme within Curriculum for Wales and will be driven by the Four Purposes.
- CWRE should be incorporated into all six AOLES.

Contextualising skills through CWRE

Schools and settings should help learners to begin to appreciate the importance of using [skills integral to the four purposes](#) within careers and work-related experiences. They should encourage learners' evolving perception of their potential contribution to the future world of work. This learning will progress to enable them to appreciate how their contributions can benefit not only themselves but also the future prosperity of their communities, Wales and the wider world.

[Skills integral to the four purposes](#)

Creativity and innovation

Through being actively engaged in real-life examples from the world of work, learners can develop their confidence to be more curious and inquisitive. This enables learners to begin to consider, investigate and generate novel solutions to problems, which can provide opportunities 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 begin to develop their critical thinking and problem-solving skills, CWRE contexts can be used to encourage risk-taking. 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 should 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 on [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. As learners progress, they should increasingly 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 an enquiring mindset encourages learners to be open to acquiring new skills. This can support learners in becoming more adaptable which will enable them to access further opportunities in the world of work.

Planning and organising

Experiencing these skills in authentic contexts can help develop learners' decision-making and reflective-thinking skills. CWRE allows learners to demonstrate their planning and organising skills, such as implementing ideas, setting goals, time management and monitoring and reflecting on results. Learners can be encouraged to become increasingly independent, which will support them in taking greater responsibility for their development in work and study. Planning and organising skills are highly valued by employers, and learners need to be supported to understand the relevance of these skills so that they can achieve their ambitions.

Cross-curricular skills

Schools and settings should help learners to begin to appreciate the importance of using their cross-curricular skills within careers and work-related experiences.

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, for example, when considering 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. Learners need to develop confidence in applying their numeracy skills, for example, when using and interpreting data and understand the importance of managing money in work and life. Learners, as they progress with their numeracy skills, should have opportunities to apply knowledge within different CWRE contexts.

Digital Competence

Increasingly, the world of work requires the ability to use digital technology in a wide range of situations. With an ever-evolving and international world of work, learners need to develop their digital confidence and capability, which will enhance their communication skills, as well as be able to access CWRE opportunities and analyse information from beyond their own locality.

A learner's *digital footprint* can be long-lasting and affect their career prospects, both positively and negatively. Learners should be encouraged to question the validity and accuracy of the information found on digital platforms when considering their life choices.

CWRE and CWW

Greenfield School has a Service Level Agreement with Careers Wales West, this facilitates:-

- Visits by the Careers Advisor for pupils with SEN to meet parents, interview students, discuss options and attend (Year 9 upwards) 14+ and other relevant Educational Review meetings
- Risk assessments of work placements to be checked through CWW database.

STAFF DEVELOPMENT

- In house training delivered by staff as appropriate.
- Networking with colleagues from other schools, colleges and centres.

EQUAL OPPORTUNITIES

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration in the planning and delivery of lessons and activities. Provision should be made to enable the use of switches, IT communication aids etc. and the deployment of and support given by staff

HEALTH AND SAFETY

It is the responsibility of all staff and where appropriate, pupils to be aware of Health and Safety issues in relation to CEG. Positive attitudes should be developed towards personal safety and that of others when using equipment. (EBP to carry out risk assessments at work placements.) Any issues arising should be brought to the attention of the Headteacher / Health and Safety Officer and a risk assessment carried out.

MONITORING, EVALUATION AND DEVELOPMENT

- Accredited courses will be monitored evaluated and developed during time allocated for planning and evaluation.
- Staff involved in delivering the accredited courses will network with colleagues in other schools and colleges by attending moderation meetings and courses arranged by the appropriate awarding bodies.
- Accreditation will be achieved by internal and external moderation.
- Individual progress and attainment in Health and Wellbeing/ Humanities from Connecting Steps and Building Blocks.
- Tracking against the Four Purposes using Connecting Steps and Building Blocks.
- Achievement File promotes ongoing review, planning and development as part of lifelong learning.
- Employers to show progression and development of skills.