

 <p><b>Rushcliffe School</b></p>	<h1><b><i>Work Related Learning Policy</i></b></h1>	
	Status: Awaiting Approval	
	Version No: 1	Date adopted by full Governors:
	Named staff Document Manager: CAROLINE TOMLINSON	Governors Sub Committee responsible: P&P + Ian Cranefield
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<i>NB Uncontrolled when printed</i>		

## **Rationale**

It is the vision of the school that all learners should “shine brightly” in all aspects of their education, and this requires a planned programme of activities to help them choose 14-19 pathways, and beyond, that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives. The school strives to introduce students to a range of learning opportunities which offer them knowledge and experience for later life. Work experience is an integral part of the KS4 programme for targeted students and for all year 12 students. It offers them an opportunity to practise key skills, learn about chosen careers and hone transferable skills learned in other areas of the curriculum. The programme allows students to tailor placements according to each individual’s needs and interests.

Work Related Learning (WRL) has a major role in the school's commitment to life-long learning. We aim to ensure that all students leave Rushcliffe with the very best preparation for adult life and all our practices are geared to this purpose. The school recognises the significant contribution that good careers education can play in raising achievement and striving towards equality of opportunity and outcome. The provision of high quality WRL will support the raising of the participation age (to 18 in 2015) by raising aspirations, providing students with practical experience and encouraging them to remain engaged in education and training. It is an integral part of programmes of study for some Year 11 students and for all Year 12s it forms part of their planned study and CEIAG.

## **The Context for the programme**

In developing the programme, we have taken the following documents into consideration:

- Section 351 of the 1996 Education Act requires schools to provide a balanced and broadly based curriculum, which prepares pupils for the opportunities, responsibilities and experience of adult life.
- DCSF Work Related Learning Guide
- DfE Post-16 work experience as a part of 16-19 study programmes
- Work Related Learning and the Law, DfES 2004
- Review of Vocational Education – the Wolf Report

- Changes to KS4 and KS5 Curriculum
- School Development Plan
- Careers Strategy document (Appendix II)
- Service Level Agreement (Safety Measures Ltd.)
- New Statutory Guidance “Careers guidance and inspiration in schools” 2015
- Better inspection for all – Ofsted Feb 2015
- School Inspection Update – Ofsted March 2015
- The ACEG framework for Careers and Work-related education – A Practical Guide – ACEG/CDI 2015

### **Commitment**

Rushcliffe School recognises the importance that WRL has as an additional part of the school’s statutory duties. Rushcliffe School follows the requirements for Careers Guidance of the Education Act 2011 (Statutory Guidance for Schools) and Securing Independent Careers Guidance – A Practical Guide for Schools (July 2012). We also strive to significantly go beyond the statutory requirements and also follow previous models of good practice regarding the provision of non-statutory Careers Education as outlined in the QCDA non-statutory guidance, Quality, choice and aspiration - a strategy for young people's IAG (DCSF) 2009, Statutory Guidance – Impartial Careers Education (2009) and the Careers Education Framework 7-19 (2010). We aim to fulfill the ACEG Framework careers learning outcomes from the career and work related education framework 2012.

There is a named governor with responsibility for WRL and CEIAG (see Appendix III).

### **Development**

This policy will be reviewed every year in discussion with teaching staff, the school’s contacts with Futures, students, parents, governors, advisory staff and other external partners.

### **Links with other policies**

The policy for WRL is closely linked to the CEIAG policy. It supports and is itself underpinned by a range of key school policies especially: Managing Pupils Positively, Equality Policy, Teaching and Learning Policy, Safeguarding and Child Protection Policy, Attendance Policy, SEND Policy and the school’s Accessibility Plan. It is also central to the school’s structures for SMSC.

### **Objectives**

#### **Learners’ needs**

The WRL programme is a means of achieving learning outcomes; it aims to improve students’ employability skills for all students and give them the knowledge they need to deal with a changing world of work. Students in certain year groups also get the opportunity to experience the world of work. There are five main areas to which the WRL programme is linked. These are:

1. Employability and Key Skills
2. Careers Education and Guidance
3. Vocational Courses

4. Personal and Social Education
5. Engagement with Employers

1. **Employability and Key Skills** – insights into skills and attitudes required by particular sectors and employers and an opportunity to develop, practice and demonstrate key skills in a work setting, in particular recognising hazards, assessing and controlling risks, working with others, ICT skills and improving own learning and performance. This content is provided through curriculum areas and through assemblies and preparation for work experience. In the Sixth Form there is a focus in Enrichment time and through the pastoral programme on improving student leaderships skills e.g. Head boy and girl, school council, helping in departments and on developing decision making skills. There is a new AdvanTAGe employability skills club and students review their own employability skills development when they receive their termly progress reviews.
2. **Careers Education and Guidance** – a better understanding of changes in the world of work and the implications these have for their own careers. This is a wide-ranging programme; see CEIAG policy.
3. **Vocational subjects** – a better understanding of vocational areas being studied, the opportunity to investigate real examples for coursework and the opportunity to gather evidence of vocational skills developed. Certain KS4 options are vocational courses. This only affects a limited number of KS4 students.
4. **Personal and social development** – development of increased maturity, with improvements in aspects such as motivation, self-confidence and interpersonal skills. This is taught through assemblies, Enrichment lessons, the tutor learning programme and the Bright Day programme.
5. **Engagement with employers** – we are building up a range of contacts with employers and other WRL opportunities for students. This covers “At Lunch” talks where representatives of different career areas talk to student, the Rushcliffe Careers Fair, when students can engage with local employers and training providers, assemblies with various presenters, National Citizen Service – which students are encouraged to do, visits to Careers Fairs, curriculum area events during which outside speakers come in to talk to or work with students. In addition, staff visit all work experience placements as far as is feasible, and engage with the providers. Curriculum areas are committed to enhancing employability skills through their teaching and engaging with employer through projects and events.

### **Entitlement**

Selected students in year 11 are targeted for a week’s work experience if they are deemed to be at risk of becoming NEET or are vulnerable in other ways. All students in year 12 will take part in a week’s work experience. Other students may be encouraged to undertake work experience and volunteering on an ad hoc basis. Students will be prepared for the process, briefed on how to find a placement, helped in finding a placement if necessary, visited whilst on placement and then take part in a de-brief and evaluation on their return to school. Both students and parents have a right to expect that all precautions will be taken to ensure that the student’s health and safety are of paramount importance during all stages of the process.

All students benefit from the engagement with employers events mentioned above. Year 10 also have an enterprise Bright Day and other year groups have opportunities during tutor time to take part in WRL or enterprise events. Students complete a work experience diary whilst on placement and use this in the debrief session.

### **Implementation**

Appendix I is the current plan for year 12 work experience implementation.

### **Management**

The Head of the Careers coordinates the WRL programme: Caroline Tomlinson is the “designated member of staff” with responsibility for WRL. The Head of Careers is responsible to the CEO of the Trent Academies Group, Phil Crompton.

### **Staffing**

The Head of Careers prepares all the documentation and materials for the work experience programme and coordinates other WRL activities. Work experience is supported by: Head of PSU/Safeguarding, Head of Year 12, Head of 16+, Head of Year 11, Key Stage 4 Pupil Premium support teacher, the Careers Adviser, Rhonda Smith and administrative support. There is an organigramme of the current structure in Appendix III.

All staff connected with the WRL programme receive training commensurate with their input and responsibility and this also applies to volunteers and school staff. Training is provided by the Careers Adviser, by Safety Measures, Caroline Tomlinson and safeguarding issues are covered by the PSU.

### ***Current Key Personnel June 2016/17***

Governor with responsibility for WRL	Ian Cranefield
Line Manager and Head of TAG trust	Phil Crompton
Head of Careers	Caroline Tomlinson (Head of Careers/Bright Futures)
Careers Advisor	Rhonda Smith
PSU/Safeguarding	Dawn Downs and Helen Carnell
Heads of Year (particularly)	Sixth Form 2016/7 – Ruth Frost 12 (2016/7 –Jack Lakin) 11 (2016/7 –Claire Richardson)
PP support	Frances Judge
16+ Administration/mentor	Reception staff/Tracy Smith/Katie Farndale-James

### **Curriculum**

The WRL curriculum includes:

- For work experience-
- Preparation for finding a placement
- Preparation for placement
- Debrief and Evaluation



## Appendix I

### **YEAR 12 WORK EXPERIENCE – PLAN OF ACTION**

- 1 W/c 6<sup>th</sup> Feb
- 2 **Nov 2016 Launch – BD lesson 1** = Prep session 1 – planning. Continue in tutor period week after launch.  
Include “transferable skills” section and put into the booklet.
- 3 **Wednesday 9<sup>th</sup> Nov. Parents’ info evening** 6.30pm
- 4 Katie - Set up text messages to parents for key dates to remind them what is required. (see below)
- 5 **Could add** tutor sessions in comp room on investigating a career so you know what to look for. Also to research possible employer providers.
- 6 **Before the end of October** - Tutors schedule 2 mentoring sessions to cover work experience as well as general progress. Priority is PP/SEN students – have a “quality control” to make sure these students are getting appropriate and challenging placements. Students contact employer to see whether there is need for an interview.
- 7 By the **end of December** the majority of student placements should have been sorted out.
- 8 **January** – Rhonda Smith to meet with students who have nothing to discuss options and get something in place.
- 9 **Final date for form in = 16<sup>th</sup> Jan**
- 10 **Preplacement visits for the vulnerable (NB if very vulnerable, placement supervisor needs to be CRB checked**
- 11 **w/c 30<sup>th</sup> Jan** - Prep session 2 – log book etc + conduct issues for placement – in enrichment if no exam is on.
- 12 **w/c 30<sup>th</sup> Jan** - Tracy - Contact all employers regarding SEN/Health issues – check with parents first
- 13 **Enrichment of week after work exp** - Debrief session in reg w/c 20<sup>th</sup> February
- 14 2/3 students do presentation to governors

## Appendix II - Strategy for Careers Education

- 1 W/c 6<sup>th</sup> Feb
- 2 **Nov 2016 Launch – BD lesson 1** = Prep session 1 – planning. Continue in tutor period week after launch.  
Include “transferable skills” section and put into the booklet.
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**APPENDIX III Management and organization of WRL – Current structure – as at June 2016**

