

Coombe Schools' Careers', Work-Related Learning and IAG Policy.

Philosophy.

The purpose of this policy is to enable all students within the Coombe Federation to achieve well-informed, ambitious and successful progression through all phases of their education at the schools as well as in their careers and further study in the future.

Definitions of terms and concepts.

'Careers' and Progression Education' enables Coombe students to develop the knowledge, understanding and skills that they need to make the most aspirational and successful choices in managing their progress and transitions in life, learning and work.

'Work related Learning' means providing Coombe students with the opportunities to develop their knowledge and insight into the world of work and enterprise, developing their skills for work and enterprise through direct experience where possible.

'Information' means providing Coombe students with the most accurate, current and objective information about personal and lifestyle issues, progression routes, choices and career opportunities. It also means informing them clearly and objectively about where to find help and advice and how to access it.

'Advice' refers to the activities that enable Coombe students to gather, understand and interpret information, applying it pertinently to their personal situation and context.

'Guidance' is the impartial and specialist support that empowers Coombe students to successfully confront barriers, resolve conflicts and make successful and aspirational future plans through an informed understanding of themselves.

How is this led at the Coombe Schools ?

These areas are primarily led by a member of the Leadership Teams at both schools to ensure coherence of philosophy and approach and to create a mutually beneficial sharing of practice, resources and expertise.

How is this delivered at the Coombe Schools ?

The delivery of these areas is through the work and operation of the whole-school communities through the following wide range of specific opportunities, events and normal teaching activities. Examples include:

- Subject teaching.
- IAG activity days.
- PSHCE Events.
- Assemblies.
- Active tutorial sessions.
- Cross-curricular learning.
- Enterprise-related activities.
- Visits to universities and conferences.
- Careers' interviews and independent, impartial guidance meetings
- Progression guidance evenings.

Entitlement at the Coombe schools.

Coombe will enable all students to:

- Experience impartial, well-informed and current information, advice and guidance about all aspects of their progression;
- Develop insight and understanding of themselves and their skills and aptitudes;
- Think reflectively, intelligently and independently about themselves when considering information, advice and guidance and be able to apply it positively and constructively to their personal context;
- Think and plan aspirationally and positively about all aspects of their progression and careers through school and beyond;
- Be knowledgeable and effective in using the wide range of resources available to them to research their progression and careers;
- Experience and learn about the world of work;
- Be knowledgeable in understanding their chosen progression route and how to make effective and successful applications.
- Develop personal employability skills and attributes;

By the end of Key Stage Three, Coombe will provide students with the opportunity to:

- describe themselves, their strengths and preferences
- articulate what they are doing to make progress, raise their achievement and improve their wellbeing
- explain how they have benefited as a learner from career and work-related learning activities and experiences
- describe different ways of looking at people's careers and how they develop
- describe the organisation and structure of different types of businesses, identifying different kinds of work and why people's satisfaction with their working lives varies
- be aware of what job and labour market information is and what it can do for them
- identify how to stand up to stereotyping and discrimination that is damaging to them and those around them
- be aware of the laws and by-laws relating to young people's permitted hours and types of employment and know how to minimise health and safety risks to themselves and those around them
- learn to identify their personal network of support including how to access the impartial careers information, advice and guidance that you need
- recognise the qualities and skills needed for employability and provide evidence for those they have demonstrated both in and out of school
- recognize when they are using the qualities and skills yhey need to be enterprising
- show that they can manage a household budget and contribute to household and school budgets.

- Look systematically at the choices and opportunities open to them when they reach a decision point.

Know how to negotiate and make plans and decisions carefully to help them get the qualifications, skills and experience they need

- Know how to prepare and present themselves when going through a selection process;
- Show that they can be positive, flexible and well-prepared at transition points in their lives.

By the end of Key Stage Four, Coombe will provide students with the opportunity to:

- recognise how they are changing, what they have to offer and what's important to them;
- be positive about themselves and the responsibility they are taking for their own progress, achievements and wellbeing;
- review and reflect upon how they have benefited as a learner from career and work-related learning activities and experiences;
- explain key ideas about careers and career development;
- explain different types of businesses, how they operate and how they measure success and explain how work is changing and how this impacts on people's satisfaction with their working lives;
- find relevant job and labour market information and know how to use it in their career planning;
- recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know their rights and responsibilities in relation to these issues;
- be aware of their responsibilities and rights as a student, trainee or employee for following safe working practices;
- learn to build and make the most of their own personal network of support including making effective use of impartial careers information and guidance;
- Show that they have acquired and developed qualities and skills to improve their employability;
- Show that they can be enterprising in the way that they learn, carry out work and plan their careers;
- Show that they can manage their own money, understand personal financial documents and know how to access financial support for further study and training;
- research their education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals;
- know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on them;
- know their rights and responsibilities in a selection process and the strategies to use to improve their chances of being chosen;
- review and reflect on previous transitions to help them improve their preparation for future moves in education, training and employment;

By the end of Key Stage Five, Coombe will provide students with the opportunity to:

- assess how they are changing and be able to match their skills, interests and values to requirements and opportunities in learning and work;
- create positive accounts of themselves emphasising the responsibility they are taking for managing their own progress, achievement and wellbeing;
- engage positively in career and work-related learning activities and assessing the benefits to them as learners;
- explain the impact of changing career processes and structures on people's experience and management of their own career development;
- understand the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work explain how what businesses do, the way they operate and the way they measure success is changing;
- draw pertinent conclusions from researching and evaluating relevant job and labour market information to support their future plans;
- reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for their behaviour and others;
- recognise different levels of risk and understand their responsibilities and rights as a student, trainee or employee for observing safe working practices;
- develop and make the most of their personal network of support and show that they are a proactive and discerning user of impartial careers information, advice and guidance;
- explain what they doing to improve their employability and to meet the expectations of employers and co-workers;
- develop and apply enterprising qualities and skills in their approach to learning, work and career planning;
- develop their personal financial capability to improve the decisions they are make that affect their everyday living, further study, training and work;
- research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to them;
- know how to make career enhancing plans and decisions;
- Know how to prepare for, perform well and learn from their participation in selection processes;
- Know how to develop and use the strategies they will need to cope with the challenge of managing their career transitions.