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<b>A Jones</b>				<b>Mar 17</b>

Work-related learning is defined as ‘planned activity that uses the context of work to develop knowledge, skills and understanding useful in work. It means learning about work and the skills for work. It is done through the experience **of** work, through learning **about** work and learning about the skills **for** work.’

- Learning through work is achieved by providing opportunities for students to learn from direct experiences of work including developing employability skills (for example through work experience or part-time jobs, a variety of enterprise activities in schools, or learning through vocational context in subjects)
- Learning about work will be achieved by providing opportunities for students to develop knowledge and understanding of employment, employers and enterprise (through, for example, vocational courses and careers education, information, advice and guidance)
- Learning for work will be achieved by developing the key skills for enterprise and employability (for example, through problem-solving activities, work simulations, and mock interviews)

The underlying aims of work-related learning are to:

- develop the employability skills of young people and to ensure every student has some experience of WRL at the appropriate point in their education
- provide young people with the opportunity to ‘learn by doing’ and to learn from experts
- raise standards of achievement of students including competency in key skills
- increase the commitment to learning, motivation and self-confidence of students
- encourage young people to stay in education
- enable young people to develop career awareness and the ability to benefit from impartial and informed information, advice and guidance
- support young people’s ability to apply knowledge, understanding and skills
- improve young people’s understanding of the economy, enterprise, finance and the structure of business organisations, and how they work
- encourage positive attitudes to lifelong learning

This three-strand approach (through, about and for work) highlights that it is not skills and knowledge that are unique to work-related learning, but the context in which they are developed. Direct experience of the world of work (through a variety of activities) should be at the heart of work-related provision.

#### **Our vision**

To enable all students to have an equal opportunity to access work-related learning through a range of different learning media

In achieving this vision we intend to:

- Raise standards of achievement and provide students with the opportunity of planned activities by using the context of work
- Increase the commitment to learning, motivation and self-confidence of students
- Improve the retention of students in learning after the end of compulsory education

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- Encourage positive attitudes to lifelong learning
- Develop career awareness and the ability to benefit from impartial and informed guidance (CEIAG)
- Support active citizenship
- Develop key skills and many other broader attitudes and qualities
- Develop the ability of students to consciously apply knowledge, understanding and skills
- Improve students' understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work
- Increase students' knowledge and understanding of the 'opportunities, responsibilities and experience of adult life'

### Specific aims

- To enable students to recognise, develop and apply their skills for enterprise and employability
- To enable students to use their experience of work, including work experience, to extend their understanding of work
- To enable students to learn about the way business enterprises operate, working roles and conditions and rights and responsibilities in the work place
- To enable students to develop an awareness of the extent and diversity of local and national employment opportunities
- To enable students to relate to their own levels of achievement, attributes and abilities and to be able to make informed choices based on their understanding of alternative provision
- To enable students to undertake tasks and activities set within the context of work
- To enable students to gain experience of different working practices and environments
- To enable students to have the opportunity of experiencing ideas, challenges and applications from the world of business

### Provision

## The Typical Offer

### Deyes High School

		Termly Theme					
Year		Visitor Economy	Superport	Knowledge Economy	Low Carbon	Next Steps	
CEIAG Embedded within SMSC	7	When I was in Year 7...			Recycle Inspectors	Careers Visit to Industry	Careers Quiz
	8	When I grow up..... Community Spirit – Enterprise Initiative		Whose Line is it Anyway?			Careers Quiz
Year Groups allocated Term of Careers – <i>Make me Employable</i>	9	Careers Convention	Careers visit to industry	Careers in Health <i>Make me Employable</i>		Apprenticeship Week Activities	Guided Choices
	10		Careers visit to Industry		Motivational Assembly		Enigma Day – Big Bang Event
	11		Mock Interviews Work Experience (1 week) <i>Make me Employable</i>				Exam Preparation – Why bother? Destination Directions Support
CEIAG Embedded within Citizenship	12	Careers Convention	Community Spirit (Volunteering)		Managing Personal Finances	Mock Interviews	Introduction to HE UCAS Fayre
	13		UCAS Support				Not Going to Uni Support
			Extended Work Placement				

### Whole School Activities

- Careers Ambassadors
- Lunch@Deyes
- Guest speakers (Assembly and Curriculum)
- Meet the Professionals
- Employer Thank You event
- Support for Enigma (other years)
- Careers Surgeries (staff)
- Support for Applications (FE, HE, Apprenticeship, Employment)

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## The Typical Offer

### Studio@Deyes

Each half term has been “themed” to reflect the industry growth areas in the LCR as indicated after consultation with the LEP. The theme will also enable each and every area of the school to focus their attention upon a specific industry area each half term, facilitating integration of this into curriculum and enrichment as well as bespoke Careers events. Assemblies, wall displays, visiting speakers at lunch and breakfast (see below) will all be themed to the industry area although the range of activities will remain diverse, addressing the CEIAG agenda in full.

		Half - Termly Theme					IAG	
		1	2	3	4	5 & 6		
		Visitor Economy	Superport	Knowledge Economy	Low Carbon	Next Steps		
Year Groups	10	Careers visit to Industry	Managing Personal Finances	<i>Make me Employable (Careers Education SOW)</i>		Managing Personal Finances	All students will have access to independent and impartial IAG on a 1:1 basis -	
	11	<i>Make me Employable (Careers Education SOW)</i>		Careers Visit To Industry	Managing Personal Finances	Exam Preparation – Why bother?		Destination Directions Support
	12	Community Spirit (Volunteering)		Managing Personal Finances	Careers Visit to Industry	Introduction to HE		UCAS Fayre
	13	UCAS Support	Destination Directions Support	Careers Visit to Industry	Exam Preparation – Why bother?	Not Going to Uni Support		
Parents	Work Experience Awareness Evening	Adult Careers Service	Meet the Employer	Adult Careers Service	Preparation for leaving school	Adult Careers Service		
		Careers Convention		Preparation for Work Experience Prog		Apprenticeship Awareness Week Activities		

**Careers Convention:** Available to all years and parents this will give students access to a wide range of FE/HE organisations, apprenticeship providers and employers.

**Preparation for Employment:** This programme will be followed by all students prior to them taking up their work experience placement. Supported by employers who are offering placements, the students will follow a full application and recruitment process including; identification of a placement, understanding a person specification, CV and Application form completion, mock interviews, health & safety at work and the Work Placement Log Book (uses and value).

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**Make Me Employable:** A Careers Education related scheme of work which has been prepared to reflect the needs of each individual year group.

Community Spirit replaces “Make me Employable” in Year 12. Gives students an opportunity to design and deliver a community facing enterprise which will give them an insight into starting up and running a social enterprise business.

**Careers Visits to Industry:** Whole year group visits to a single or number of employers in the target industry. This will focus on job awareness, preparation for employment and progression routes into that industry.

**Managing Personal Finance:** Concentrating on an important and often over-looked aspect of CEIAG which encourages students to take responsibility for their own financial management now and in the future.

A range of whole school activities which will support and enhance the core offer outlined above including:

### **Whole School Activities**

- Careers Ambassadors (students in each year group who will assist in communicating information about upcoming events and will feed-back demand from students)
- Lunch@Studio/Breakfast@Studio (employer drop in events/workshops)
- Guest speakers
- Meet the Professionals (Parents, students and staff)
- Employer Thank You event
- Careers Surgeries (staff Awareness)
- Support for Applications (FE,HE,Apprenticeship,Employment)

### **Entitlement**

Entitlement will be ensured through:

- Students at Key Stage 4 being entitled to access work-related learning. This will include a planned programme of preparation and then debriefing for any work experience placement.

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- Providing opportunities to learn about work through a curriculum that delivers a mixture of core subjects that are compulsory to all students and an open selection options programme that offers a range of vocational GCSEs, BTECs and other related choices.
- Providing opportunities to learn for work by offering a cohesive SMSC programme plus a discreet CEIAG programme that is also supported by a number of external agencies and employers.

### Assessment

The Lydiate Learning Trust will assess the learning of students by:

- Recording of achievement of work experience through students' Work Experience Log.
- Teacher/tutor review of each student's performance, attainment and achievements
- Student self-assessment through personal review, work experience log and evaluation, peer group review and questionnaires
- The results of external examinations set by various external examining bodies
- The production and marking of student coursework in the vocational GCSE/BTEC subjects and Diplomas
- Feedback from evaluation of the range of CEIAG activities offered

### Management and Organisation of Work Related Learning

1. The relevant Senior Leaders for the Key Stages are responsible for the overall management of Work Related Learning
2. The Director of Careers and Employer Engagement is responsible for the management of Work Related Learning and Careers
3. The Work Related Learning Manager, is responsible for the co-ordination and implementation of Work Related Learning, the programme of activities and liaison with business to ensure its success

### The person responsible for the overall management of Work Related Learning should;

- Provide overall direction and leadership to the Work Related Learning Manager linking into the Senior Teams and the aims and objectives of the schools within the Trust.
- Package Work Related Learning as part of the overall careers education package and work closely with the Work Related Learning Manager to ensure a consistent approach
- Liaise with the Senior Leadership Teams
- Promote activities and events to Senior staff at relevant meetings

### The person responsible for the implementation of Work Related Learning should;

- Work closely with the relevant Senior Leaders in combination with the relevant pastoral leads to ensure a consistent approach to Work Related Learning
- Promote the opportunities available to students during assemblies, form time visits and other relevant meetings
- Liaise with employers to ensure a successful programme of activities including industry awareness events, mock interviews and work experience

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- Build relationships with employers to help support future events and extend the Trust's wider community
- Be approachable and fair with students taking part in Work Related Learning activities
- Source new opportunities to enhance the student's Work Related Learning journey

### **Pastoral Teams**

Pastoral staff will form an integral part of the Work Related Learning team. Through effective delivery of consistent careers/work related learning themes in designated pastoral time and within PSHCE we will raise student awareness of careers and their motivation to achieve. Having this consistent approach together with high visibility from the Work Related Learning Manager will enable us to contribute towards the vision and develop the overall effectiveness of the schools within the Trust.

### **Staff training**

The Lydiate Learning Trust will make available opportunities for continuing professional development through:

- In-service training during staff development days and twilight sessions for all staff involved in the delivery of work-related learning
- Enabling identified staff to access courses made available by external specialist providers
- Regular meetings between individual staff and subject leaders
- Meetings with members of different organisations responsible for developing work-related learning
- Links established with local business
- Collaborative working and sharing good practice with other schools and LEAs

### **Business links**

Essential business links will be developed, coordinated and maintained

- Through the work of the Director of Careers and Employer Engagement
- By working closely with the Liverpool and Sefton Chambers of Commerce
- By engaging the services of a Work Related Learning in Schools Industry Specialist

### **Access to the impartial guidance**

All students at Lydiate Learning Trust will have access to impartial information and guidance about options and programmes through

- The Key Stage 3/4 option selection process
- KS5 enrolment
- Careers advice provided by the Careers@Deyes team
- The school's equal opportunities policy to be reflected in WRL
- Learning mentors provided for targeted students and alternative support, if required
- Open access to the Careers team

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- SENCO to work closely with the Careers@Deyes team to ensure statemented/bilingual students have access to appropriate guidance

### Monitoring and evaluation

Work-related learning at The Lydiate Learning Trust will be monitored and evaluated by:

- CEIAG annual report to the senior management team and governors
- A review as part of the process of developing the School Improvement Plan
- Feedback on evaluation of the range of employability/WRL activities undertaken by students at the school
- Information for parents/carers of provision, available at Parents'/Carers' Evenings, etc.

### The benefits of work-related learning

Work-related learning benefits young people by:

- Enriching their education and giving them a greater understanding of the 'world of work' which lies ahead of them and the world around them
- Helping them to develop the employability skills that employers want such as teamwork, problem-solving and communication skills, together with numeracy, literacy and ICT skills and practical skills
- Helping them to think through their learning options and career choices
- Enabling them to challenge stereotyping and make full use of the choice and diversity of the industry sectors
- Increasing the possibility that they might be recruited in the future by employers they come into contact with – there have been numerous cases of young people accepting job offers from employers they met through work-related learning.

Work-related learning benefits schools and colleges by:

- Helping to increase levels of attainment and participation rates
- Helping them bring the curriculum to life by showing how subjects are applied and valued in the workplace
- Enhancing the learning experiences and the opportunities they provide for their students
- Making links between different subjects within the curriculum.

Work-related learning benefits teachers, tutors, trainers, mentors and others who are directly involved in delivering it by:

- Improving learner outcomes
- Helping them to connect the subjects they teach to the world of work
- Contributing to their professional development and management skills

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