

Aberdare Community School Ysgol Gymunedol Aberdâr



Careers Policy

Date Adopted	12 th July 2023
Signature of Headteacher	<i>E. Morgan</i>
Signature of Chair of Governors	Mrs E Bryant
Date to be reviewed	July 2025

Aberdare Community School seeks to ensure that all learners increase their ambitions and seek to strive, believe and achieve. Effective careers advice is at the heart of this mission statement where all learners are encouraged and guided to become ambitions in seeking the best possible outcomes for themselves and enhance their employability when they complete their statutory and non-statutory phases of their education. All pupils at Aberdare Community School have equal access and entitlement to Careers and Work Related Experiences (CWRE) as relevant to their age and development. CWRE, as a cross-cutting theme across the whole curriculum and all AOEs, is expected to make a significant contribution to learners' achievement of the four purposes ([Developing a vision for curriculum design - Hwb \(gov.wales\)](#)) of learning and the seven wellbeing goals ([Well-being of Future Generations \(Wales\) Act 2015 – The Future Generations Commissioner for Wales](#)) of the Well-being of Future Generations (Wales) Act 2015 which constitute the shared vision for the new curriculum. The learning provision that schools make for CWRE refers to both the contribution of CWRE to learners' progress and improvement as set out in the descriptions of learning in all the AOEs of learning and experience (AOEs) and to the specific contribution of CWRE to learners' career development. It also reflects the statutory guidance for CWRE, issued by Welsh Government & Education Wales in 2022, which can be found here: [Careers and work-related experiences toolkit | Careers Wales \(gov.wales\) & Cross-cutting themes for designing your curriculum - Hwb \(gov.wales\)](#). Careers is about more than undertaking paid work which may not be possible for some learners. It includes the work they do in the home, in their leisure pursuits and in their voluntary work. It is important to help learners engage with the ideas of careers and lifelong learning and to empower them to make sense of, and take control of, their own careers and education to the best of their abilities. At Aberdare Community School learners begin to make decisions about subjects and pathways that will influence the rest of their lives. The power of CWRE to motivate and engage learners is related to their perception of the relevance and usefulness of what they are learning to their everyday lives, both now and in the future. These gains depend on learners having a positive, hopeful and optimistic view of their career possibilities and a clear idea of the direction they are moving in. Learners, at Aberdare Community School need to know how to realise their plans, and to have the understanding and skills to be adaptable, resilient and enterprising in managing unexpected change and transitions.

The Curriculum for Wales (hwb.gov.wales/curriculum-for-wales) provides a framework for CWRE. It enables learners to progress towards the four purposes. These four purposes set out the shared vision and aspiration for all learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

CWRE provides learners with meaningful frames of reference, relevant contexts, realistic examples, up-to-date resources and effective pedagogical approaches to enhance learning in each of the AOEs, which offer methods, perspectives and explanations to enhance learners' career thinking and planning.

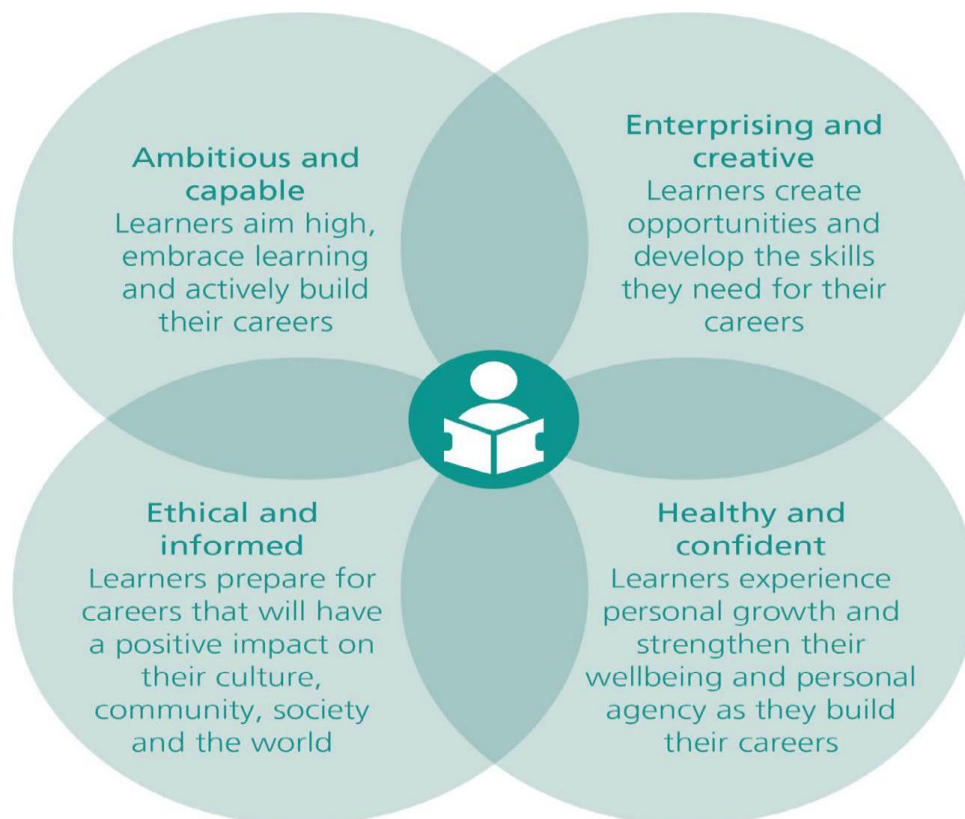
Additionally, at Aberdare Community School, CWRE, seeks to encompass and engage with the **Gatsby Benchmarks** for Careers Education, in line with RCT Education & Employment & Training Team thinking for careers education. The benchmarks are as follows:

1. A stable careers programme

2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of work places
7. Encounters with further and higher education
8. Personal guidance

Aims

At Aberdare Community School, in keeping with the expectations of the Curriculum for Wales 2022, learners develop their knowledge, skills and experiences to fulfil the four purposes of the curriculum.



At Aberdare Community School CWRE knowledge, skills and experiences are developed interdependently, and they enable learners to acquire the attitudes and values that will help them to make principled choices that have a positive impact on their own career wellbeing and the wellbeing of others in society and the environment.

Careers Education at Aberdare Community Schools also seeks to ensure that learners:

Develop career knowledge

The facts, information and ideas that learners need to understand to develop their careers. This typically includes an understanding of education and training pathways, the labour market and the changing nature and future of careers and work. Acquiring career knowledge will contribute to the personal wellbeing and health of learners.

Build career management skills

The skills that learners use to successfully manage and make progress in their careers.

These will typically include the ability to reflect, to undertake research, to make decisions and to develop resilience as well as the skills to manage their personal finances and develop transition skills such as making applications. The development of career management skills will enable learners to make the best use of personal guidance, negotiate, advocate for themselves, tackle challenges and take advantage of opportunities.

Have career and work-related experiences

Experiences are one of the most important ways in which career knowledge and career management skills are developed. They are about offering learners active, participatory and experiential learning opportunities such as role plays, simulations, volunteering activities, work visits, work placements and contacts with visitors. Career and work-related learning experiences will enable learners to raise their aspirations, broaden their horizons and improve their chances of success.

The statutory guidance for CWRE outlines five aims which provide a framework for thinking about the content and building blocks of progression in CWRE.

1 Exploring self and society

Learners develop an understanding of the purpose of work in life for themselves and society as a whole.

2 Widening horizons

Learners become increasingly aware of the range of opportunities available to them, broadening their horizons.

3 Overcoming barriers

Learners develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning.

4 Exploring opportunities

Learners explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship.

5 Developing adaptability and resilience

Learners develop resilience and the ability to be adaptable in response to challenges, choices and responsibilities of work and life.

Exploring self and society

Growing self-awareness helps learners to recognise their personal qualities, values, interests, skills and needs. Personal reflective writing enables learners to tell their own story and make sense of who they are and who they could possibly become. Religious and ethical dialogue also enables learners to explore the meaning of work and career for themselves, their families and communities and for society as a whole. Society grapples with big issues such as wellbeing, the right to decent work, fairness, inclusion, environmental protection and sustainable economic development. Learners benefit from thinking through these big issues and, as citizens, considering how they can contribute to their own wellbeing and the wellbeing of others through their career choices.

Widening horizons

Aspiration can be strengthened by providing learning opportunities that extend children's horizons for action, for example by arranging a careers fair run by parents/carers or organising

a visit to a university or local apprenticeship provider to introduce learners to possibilities that they have not considered before. Finding and using careers information requires a range of literacy and numeracy skills such as being able to locate, organise, evaluate and present information, and is a key component of making carefully considered decisions. Increasingly, digital skills are also necessary to access careers information on online and social media platforms. Through the descriptions of learning within the AOLEs, staff can raise awareness of further study and career options.

Overcoming barriers

The barriers to opportunity are related to the effects of socioeconomic deprivation, lack of social and cultural capital, stereotyping and discrimination. Schools can and do make a big difference to children's and young people's life chances. Helping learners to overcome obstacles, build positive identities and a growth mindset is a long-term, continuous endeavour designed to help them realise their ambitions. Developing a commitment to lifelong learning and self-improvement as a learner also helps to liberate learners from barriers to opportunity. School staff have an important role to play in learners' personal networks of support as teachers, tutors and sometimes coaches and mentors. They can support learners to access opportunities and the protections afforded by the Equality Act 2010. Developing personal financial capability, vital for effective career planning and decision-making, also helps to tackle barriers to opportunity.

Exploring opportunities

Exploring opportunities promotes career creativity so that learners are able to imagine their dream jobs and make realistic plans for shaping the career they would like to have. Visits, visitors, business games, role plays, design-and-make simulations and other work-related experiences (including volunteering and on-site and virtual work experiences for older learners) help learners to explore and create opportunities for themselves. 'Learning by doing' activities also help learners to become more enterprising and employable by developing skills such as measured risk-taking, leadership, problem-solving, working in a team and customer care.

Developing adaptability and resilience

Adaptability and resilience are important for managing mental and emotional health from early years onwards. Adaptability and resilience develop resourceful learners able to manage their own careers, make successful career transitions and maintain employability. The impact of globalisation, advances in technology, the climate emergency and the COVID-19 pandemic illustrate the many factors that have amplified uncertainty and volatility in the labour market. Adaptability and resilience are key to enhancing personal agency, developing self-efficacy (learners' belief in their ability to accomplish what they set out to do) and managing the challenges, choices and responsibilities of work and life. Helping learners to understand their rights and responsibilities in employment and having a say at work and participating in society are key ingredients in preparing learners for their future careers. Thematic learning, problem-based enquiries and extended projects, undertaken individually and collaboratively, enable learners to understand why adaptability and resilience are important and how to develop those skills. Alumni and other visitors can tell learners how they fit in, stay flexible, 'market' themselves when applying for opportunities and recover from setbacks.

CWRE in AOLES

Embedding CWRE in AOLES connects learning to real-world contexts and to young people's futures. The sections relating to careers and work-related experience in the Curriculum for Wales guidance provide advice on contextualising AOLES through CWRE. Further ideas and suggestions from schools will be uploaded on the Careers Wales website. CWRE provision needs to engage with each of the AOLES. All AOLES help to prepare young people for their

careers, and all AOLES are enriched by thinking about how they contribute to the development of young people's career knowledge and skills and how learning in the AOLE will continue to be used throughout life. Schools need to ensure that CWRE learning is progressive, with learners being appropriately stretched as they develop.

Embedding CWRE learning in the AOLES can help learners to:

- explore progression pathways linked to the AOLE
- recognise the relevance of learning in the AOLE to careers, work and life
- use examples from careers and the world of work as a resource and a context for learning in the AOLE
- know the value of qualifications in this AOLE
- explore work tasks, roles and workplaces associated with occupations in the AOLE
- explore the changing nature and future of work in the AOLE
- know about application processes for learning and work opportunities in the AOLE
- meet role models who work in the AOLE
- understand the importance of this AOLE to the culture, economy and society.

CWRE in skills

The sections relating to careers and work-related experience within the Curriculum for Wales recognise that the skills integral to the four purposes can have a significant impact on the effectiveness of CWRE (hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#careers-and-work-related-experiences)

- **Creativity and innovation** – Through being actively engaged in authentic experiences and examples from the world of work, learners can develop their curiosity and inquisitiveness. This enables learners to consider, investigate and generate novel solutions to problems, which provides an opportunity 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 develop their critical thinking and problem-solving skills, CWRE contexts can be used to encourage learners to question and evaluate their ideas and arguments about careers and working life and to implement solutions to the challenges they identify. 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 need to 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 for future generations (hwb.gov.wales/curriculum-for-wales/summary-of-proposed-legislation/#wider-requirements).

- **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. Learners benefit from being able to reflect on their effectiveness during and after careers and work-related experiences, enabling them to identify strengths and AOLES for further training and development. Developing a positive mindset encourages learners to be open to acquiring new skills and becoming adaptable provides further opportunities in the world of work.

- **Planning and organising** – CWRE encourages learners to think about how they plan and

organise themselves, their studies, their careers and other projects. This provides a good context for the development of decision-making and reflective-thinking skills and to develop learners' capacity to implement ideas, set goals, manage their time and monitor and reflect on the results of their endeavours. Effective application of planning and organising skills is highly valued by employers across a wide range of sectors. Learners need to be supported to understand the relevance of these skills to achieve their ambitions.

- **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, with opportunities to consider 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 in everyday situations. Learners need to develop confidence in applying their numeracy skills in using and interpreting data. They will also benefit from being able to develop personal money management skills.

- **Digital competence** – The world of work requires the ability to use digital technology in a wide range of situations. The Digital Competence Framework (hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/digital-competence-framework) recognises that with an ever-evolving and increasingly digital world of work, learners need to develop their digital confidence and capability, including keeping safe online. This is part of developing their communication, research and networking skills. Learners will benefit from being encouraged to question the validity and accuracy of the information found on those digital platforms that can influence their life choices. Digital skills are valued by employers and the impact of a learner's digital imprint can be long-lasting and affect their career prospects, both positively and negatively.

CWRE in themes

There are many synergies and interconnections between the other cross-cutting themes and CWRE.

- In relationships and sexuality education, for example, learners can investigate how to deal with bullying and harassment at work and how to develop positive relationships with work colleagues.

- In human rights education and the United Nations Convention on the Rights of the Child (UNCRC), learners can discuss ways of tackling career-limiting problems such as modern-day slavery and child labour.

- In diversity, and local, national and international contexts, learners can think about ways of tackling problems such as institutional racism and gender-based discrimination.

Additionally, at Aberdare Community School Careers Education seeks to develop and enhance amongst learners:

- an awareness of the available range of educational, vocational, leisure, training and re-training opportunities
- an awareness of the routes and levels of entry into educational, vocational, training and re-training opportunities

- an awareness of the impact of technological and economic changes on work and occupational patterns in a fast-changing world and how this might affect future employment
- the ability to manage transitions and change within and between education, training and occupations. To this end pupils should appreciate and understand the differences between school and work and the potential problems of starting work
- the ability to challenge those traditional attitudes which encourage stereotyping and prevent the promotion of equal opportunities
- to appreciate and understand where, how and from whom careers information can be obtained and the range of services offered by the various support agencies.
- to develop in pupils and parents an awareness of the requirements and routes, both academic and experiential, for certain careers and further education. This can lead to pupils setting targets and developing a purpose to their studies.
- an opportunity to participate in a Work Experience placement during Year 10. The Work Experience placement should last for one week during the Summer Term. It is also our intention that pupils should expect to be offered further experiences and opportunities post-16.
- to develop quality links between the school and local businesses and the general community
- to contribute to the Health & Wellbeing programme by developing resources concerned with money matters, i.e. salaries, savings and benefits, using spare/leisure time effectively & citizen's rights and responsibilities

Non-Specific Aims for Careers Education:

- to reinforce and develop positive attitudes and values in the pupils and thereby enhance their personal and social development, e.g. to recognise and appreciate individual values, priorities, strengths, weaknesses, interests, and abilities in oneself and others
- to develop a realisation of their own potential and prospects
- to raise awareness and understanding of ethnic and cultural differences
- to appreciate the need for a critical evaluation of aims in life and the need to constantly evaluate progress
- to appreciate the need for adequate safety precautions
- to develop self-awareness, self-confidence and the ability to work with others
- effective careers education should contribute to the acquisition of the skills needed for future career success/flexibility and in doing so will also contribute towards the reinforcement and development of the following core skills
- good reasoning skills to make informed decisions and opinions
- good literacy skills necessary to read adverts and information, complete application forms and to send letters
- good numeracy skills necessary to understand the world of finance with reference to bank accounts, wage packets/slips, building societies and finance houses, rates and taxes
- good discussion skills to facilitate good interview techniques in later life. this is achieved by encouraging constructive discussion, of all types, in the classroom
- information retrieval skills through a variety of media
- the ability to take decisions, make choices, be adaptable and apply appropriate strategies in relation to opportunities available locally, nationally and elsewhere
- to enhance the partnership between the school, the parents and the local community
- to contribute to the development of a curriculum, by collaborative planning, which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension
- to contribute to the teaching of shared values and health & wellbeing by a variety of teaching/learning styles and to provide a motivating context with an holistic and relevant approach to learning.

Aberdare Community School recognises that all pupils are entitled to experience careers and work related experiences at first hand during their compulsory education. The delivery of careers in our school is both formal and informal and permeates the whole Curriculum. Formal careers education begins in Year 7 with specific inclusion in the Health & Wellbeing programme and we believe that our school offers pupils in Key Stage 3 a firm foundation in careers skills and experience required to make the most of the KS4 specific careers education.

Equal Opportunities

CWRE plays an important role within personal effectiveness and personal development at Aberdare Community School. Every opportunity is sought to help pupils develop knowledge and understanding of themselves and others as individuals – their strengths, weaknesses, attitudes, personal qualities, ability and potential. Pupils are encouraged to make the best use of all opportunities presented to them. The school acknowledges the different needs of each pupil and endeavours to give individual guidance and counselling whenever possible and promote equal opportunities. All pupils have equal access and entitlement to CWRE regardless of their academic ability, age, sex disability or ethnic background.

Delivery and Content

CWRE as a cross cutting theme is embedded in all AOLES. CWRE is delivered via pastoral sessions, SWEET lessons and 'Health & Wellbeing Days' across year groups that are organised by RCT Employment, Education & Training Team and Careers Wales or other relevant outside provider. Where necessary these are linked to the SWEET/Health & Wellbeing curriculum on offer to the pupils.

Guidance

Aberdare Community School operates an open-door policy to guidance. Pupils are encouraged to ask for help and when pupils request advice an appointment is made with the Careers Adviser in the shortest time possible. All year nine pupils are offered interviews on a self-referral basis when they are choosing their options. The Careers adviser attends all parents evening sessions to offer support and guidance whenever possible. All year eleven pupils are entitled to a one-hour interview with Careers Wales. The Careers Adviser produces a Careers Action Plan for each individual pupil. Year 11 pupils may receive a follow up interview which is arranged if necessary. Year 12 pupils are interviewed by the Careers Advisers at the beginning of their courses in September and again in the summer term to discuss options post 17 and 18, as appropriate and necessary.

Work Experience

It is the policy of Aberdare Community School to offer the opportunity of work experience to all pupils at Key Stage 4. (Year 10 students are usually placed in June following external examinations. This provision is reviewed annually with RCT Employment, Education & Training Team, as appropriate). Work experience placements are of one week's duration. Work experience is an important part of the school's Work-Related Education programme.

Work experience offers pupils many benefits and opportunities. In particular it can help to:

- Motivate pupils to achieve higher standards in their schoolwork
- Develop and practice the use of key skills
- Develop self-confidence and initiative
- Aid career planning
- Improve work readiness skills
- Increase knowledge of careers opportunities and importance of life-long learning.

The task of finding suitable placements, visiting employers, agreeing on programmes of work,

checking on insurance and carrying out risk assessments is the responsibility of parents working with the school to arrange such placements.

Roles and Responsibilities

An Assistant Headteacher is responsible for promoting CWRE within the school; to delegate the responsibility for producing schemes of work; to identify and safeguard pupils' entitlement to CWRE; to include careers within the personal effectiveness development plan; to evaluate careers within the personal effectiveness self-evaluation framework; to review and negotiate with Careers Wales to maximise the effectiveness of the working partnership. A member of the Governing Body acts as a link Governor for the CWRE curriculum.

It is the responsibility of the CWRE Co-ordinator as part of the Senior Management Team to establish the framework for CWRE This person should ensure that the framework develops in the school; to monitor and review its effectiveness; and to report regularly to governors on the application and outcomes of the policy. They will:

- ensure the place of CWRE within the structure of the HEALTH & WELLBEING programme
- ensure the place of CWRE within the school calendar
- ensure that CWRE, including information on economic factors and enterprise education in its widest sense, are embodied in syllabuses and activities across the curriculum
- ensure that there is adequate time outside the main timetable for CWRE activities
- ensure that there is liaison with providers of Further & Higher Education and training to provide effective progression routes for pupils
- ensure that there is liaison with 'Careers Wales' for advice and guidance to young people and to make available, accessible and unbiased, advice to pupils about their future pathway
- monitor and assess the quality and effectiveness of CWRE and make appropriate reports to governors as required
- review regularly the operation of the policy and propose changes as necessary.

CWRE Co-ordinator in association with 'Careers Wales'

The CWRE Coordinator is responsible for the practical implementation of the policy including the development of WRE, for encouraging the development of CEG across the curriculum and for liaison with outside agencies and further education providers.

The CWRE Co-ordinator will:

- create the syllabus for CWRE within the HEALTH & WELLBEING programme and ensure it meets the Gatsby criteria
- map CWRE activities across the school
- be responsible for the effective delivery of Careers Education
- make arrangements for visits to places of work and work experience including arrangements that will ensure the safety of pupils
- make arrangements for the recruitment and direction of industrial mentors
- creating opportunities for pupils to prepare for, share and reflect on CWRE experiences
- ensure that a programme for enterprise education is undertaken by the enterprise co-ordinator
- develop careers resources that will give pupils information about further and higher education and training
- develop a progress file system, co-ordinated with the pastoral curriculum of the school and with HEALTH & WELLBEING which gives pupils the chance to identify their aptitudes and pathways
- train pupils in the arts of self-presentation, including the creation of personal statements, CVs and interview techniques

- monitor, evaluate, review and to report on the effectiveness of the Careers Education and Guidance programme.

Leaders of Learning

The responsibility of Leaders of Learning are:

- to liaise with the CWRE Coordinator to ensure that the scheme of work in their subject contributes, where appropriate, to the Careers Education of pupils in accordance with WG guidelines for CWRE;
- ensure that through the assessment, feedback and reporting of pupils' achievement, pupils are given a clear understanding of their strengths, talents and aptitudes so as to be able to make realistic about future training and careers.

Learning Coordinators

The responsibilities of Learning Coordinators are to:

- ensure that all pupils are given general guidance and mentoring to promote high aspirations and good work habits
- to cooperate with the CWRE Coordinator in managing CWRE
- to ensure that parents are involved in their children's choices on careers, training and future education.

Continuous Professional Development

The training needs of staff involved in the delivery of CWRE will be identified via continuous professional development interviews and the department's development plan. Teachers will access training opportunities provided by Careers Wales and other training providers as appropriate to the needs of the individual and/or department.

Resources

The Careers Office has ICT access and an adequate space for pupils to be interviewed. There is direct telephone access from the office.

Co-constructing CWRE

Quality can be improved by designing, developing and evaluating CWRE in cooperation with the learners, stakeholders and partners who stand to gain the most if the school's provision is of high quality, including the following.

- Learners – Putting learners and the learner voice at the heart of CWRE helps schools to provide content appropriate to learner development. Human rights education and the UNCRC, also a cross-cutting theme, establishes the right of children to be consulted and involved in decision-making that affects their education. Learners have a part to play in designing, implementing and evaluating CWRE.
- Alumni – Former students can be powerful role models across the curriculum showing current learners what is possible for them too.
- Link schools and colleges – 'Feeder' and 'take-up' schools and colleges and wider education partners have a reciprocal interest in creating a continuum of learning in CWRE and in sharing professional learning, for example through improvement partners and ambassadors.
- Apprenticeship providers – Engaging with apprenticeship providers will help to raise awareness of locally available progression pathways across all AOEs.
- Higher education institutions – Most higher education institutions offer a range of activities and services to support schools in strengthening the aspirations of their learners, widening participation and preparing learners for higher education, for example North and Mid Wales Reaching Wider Partnership (www.reachingwider.ac.uk/) and First Campus – South East Wales Reaching Wider Partnership (www.firstcampus.org/).

- Businesses, trade unions and professional associations – Different work-related organisations will have their own reasons for taking a stake in the quality of CWRE. It may be to encourage future recruitment and to tackle skills shortages or be part of a more general commitment to young people and the local community. They can often provide additional resources and learning experiences to enhance learning across the curriculum.
- Community and voluntary organisations and charities – The third sector can often provide resources and experiences to enhance CWRE and to encourage the next generation of young people to engage in gift work.

Working with Parents & Carers

The school recognises the important role parents have to play in supporting pupils when they make decisions about future education, employment or training opportunities. It seeks to provide information and opportunities for consultation and the involvement of parents. The school's Careers Adviser attends pupil progress evenings and is available for individual interviews. The Adviser is available to talk to parents by telephone and is prepared to make appointments to meet with parents at mutually convenient times.

Working with outside agencies

The department works very closely with Careers Wales and other outside agencies, like RCT EEET, to provide work experience, enterprise activities, work related activities, information and guidance to all pupils. Productive relationship between the school and outside agencies enables the department to keep up-to-date with new initiatives in CWRE to develop a network of experts who can enhance and enrich the school's delivery programme. It is policy that outside speakers will give objective advice to pupils and will not use the school as a forum for recruitment.

Monitoring and Evaluation

Aberdare Community School has a Service Level Agreement with Careers Wales & RCT EEET that is reviewed annually. The Assistant Headteacher and the school's Careers Adviser evaluate the current programme and plan the next one. Both work together to identify areas for development and set goals agreeing on strategies to achieve effective solutions and outcomes.

Statement of entitlement

All pupils at Aberdare Community School have equal access and entitlement to CWRE. This will help students develop the knowledge and skills that will enable them to make the best use of their capabilities in learning and work throughout life.

The CWRE programme in Key Stages 3, 4 and 5 provides the teaching, learning, information and advice to help to:

- Increase pupils' self-awareness and identify their personal development needs
- Become aware of changing career opportunities in the labour market, further and higher education and self-employment
- Develop skills in career planning that will help pupils to make choices and manage their career development including learning about the importance of life-long learning
- Make effective applications for jobs, training, further and higher education
- Prepare pupils for interviews

These skills will be accessed through:

- Pastoral sessions and Health & Wellbeing days
- Using the Careers resources including CareersWales.com

- Work Related activities e.g. work experience and enterprise
- Researching on the internet
- Group talks
- One-to-one interviews
- Recording your achievements
- Using your Progress File
- Completing Individual Learning Pathway Plans
- Speakers
- Visits to careers conventions and higher education events
- School subjects such as Engineering, Business Studies, ICT and Child Care
- Mock interviews
- Opportunities to visit open days at Universities and Colleges of Higher Education

Health and safety

The CWRE policy for 'Health & Safety' is consistent with, and so reinforces, the 'Health & Safety' policies of the School and LA, which seek to promote safe and healthy working conditions, behaviour and procedures. All those members of staff involved in the delivery of CWRE recognise their duty:

- to take care of their own 'Health & Safety' and the 'Health & Safety' of others who may be affected by their actions
- to be familiar with this policy and that of the School
- to co-operate with the School Management in promoting 'Health & Safety'

Arrangements for Reviewing the Policy

The policy was agreed by the Governors on _____ and will be reviewed

