

Careers and World of Work Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: December 2024

Approved by Governors: December 2024

Next Review Due: February 2025

1. Introduction

This Careers and World of Work Policy outlines our commitment to providing all Pupils at King Henry VIII 3- 19 school with high-quality careers education, information, advice, and guidance . The policy ensures that our Pupils, aged 3-19, are supported in developing the skills, knowledge, and aspirations required to make informed choices and prepare for the future world of work, in alignment with the Welsh Government's reforms to the curriculum and wider career pathways.

The policy reflects the principles of the Curriculum for Wales 2022 and seeks to ensure that every child and young person receives age-appropriate career learning and experiences that are progressive, inclusive, and relevant to the evolving world of work.

2. Purpose

The purpose of this policy is to:

- Provide Pupils with the opportunities to explore career pathways from an early age, allowing them to make informed decisions about their future education and careers.
- Ensure that career education, guidance, and work-related learning are integrated across the curriculum, with a focus on developing skills for life, work the knowledge and experience needed to make informed choices in a rapidly changing and dynamic workforce.
- Support Pupils' personal development, well-being, and self-awareness to ensure they can develop their own career goals and aspirations.
- Meet the statutory requirements set out in the Curriculum for Wales 2022.

3. Career Education and World of Work in the Curriculum for Wales

The Curriculum for Wales 2022 places a strong emphasis on developing Pupils as individuals who are prepared for life and work. These skills are systematically developed as pupils progress through the school.

The Curriculum for Wales is designed around the Four Purposes, which guide our school's Careers curriculum structure:

- Ambitious, capable Pupils: Our Pupils are encouraged to engage with real-world problems and learn how skills are transferable across various careers.
- Enterprising, creative contributors: Pupils participate in activities that develop entrepreneurial skills, creativity, and innovation, preparing them for the challenges of modern employment.
- Ethical, informed citizens: Career education also emphasizes the importance of sustainability, ethics, and social responsibility in the workplace.
- Healthy, confident individuals: We support Pupils to understand the connection between career choices, health, and well-being.

The Wellbeing AOLE leads on Personal and Social Development. This is a key focus in the Lower, Middle and Upper phases. Pupils are introduced to the concept of the world of work, developing skills such as communication, teamwork, and problem-solving, which are vital for career development.

In Expressive Arts, Humanities, Science and Technology, and Mathematics and Numeracy pupils explore career pathways in creative, technological, scientific, and social sectors, fostering critical thinking and adaptability. Pupils explore various industries and professions through role-play, project-based learning, and practical applications.

4. Curriculum Provision for Career Education

Lower Phase (Nursery, Reception, and Years 1 - 4):

In the Lower Phase, Pupils are introduced to the world of work through storytelling, role play, and practical experiences. Activities such as visiting local professionals, exploring occupations within the community, and learning about personal skills (e.g. collaboration) help children start to understand their potential futures in the workforce.

Middle Phase (Year 5 - 8):

As Pupils progress into the Middle Phase, they begin to explore different careers through subject-based learning in humanities, science, technology, and the arts. Pupils will engage in enterprise projects, workplace visits, and career-related discussions to deepen their understanding of the range of opportunities available to them. They are encouraged to start linking subjects to potential career choices.

Upper Phase (Years 9 – 11)

Careers education in the Upper Phase focuses on developing self-awareness, including an understanding of personal strengths, skills, and interests, while introducing pupils to a broader range of career options. Pupils participate in structured career learning sessions, work experience opportunities, and are introduced to the concept of employability skills. By the end of Year 9, Pupils are encouraged to begin making informed choices about the pathways available to them post-14.

In Years 10 and 11 Pupils focus more explicitly on career exploration, with opportunities for in-depth career guidance, work placements, and engagement with employers. They are supported in making informed choices regarding post-16 education and training, such as apprenticeships, vocational qualifications, or further academic study. The school will facilitate career fairs, employer talks, and skills workshops to further bridge the gap between education and employment.

Senior Phase (Years 12 and 13)

Senior Phase Pupils engage in tailored career advice and guidance sessions that help them plan for their future, whether that be further education, apprenticeships, or entering the workforce. Opportunities to explore higher education pathways, further training, or work placements are integral to this stage, with Pupils receiving one-to-one support from career advisors.

5. Work-Related Learning

Work-related learning is central to the development of career-ready Pupils. Our school:

- Provides Pupils with real-world learning opportunities through employer engagement, enterprise activities, work placements, and school-based projects that mirror workplace settings.

- Encourages partnerships with local businesses, community organizations, and industry professionals to support Pupils in understanding the expectations and realities of the world of work.
- Promotes work-related learning across all subject areas, particularly in areas such as mathematics, technology, and enterprise.

6. Careers Information, Advice, and Guidance

We are committed to providing comprehensive and impartial career advice and guidance throughout the school years. Our approach includes:

- Personalised support: All Pupils have access to a career advisor from the beginning of the Upper Phase onwards. This advisor will provide one-to-one consultations to help Pupils understand their options and plan for their future.
- Career resources: A wide range of career materials, resources, and online tools will be available to Pupils and their families to help with decision-making.
- Parental involvement: We engage parents and carers in career planning, ensuring they are informed and able to support their child's choices. Regular communication will occur via meetings, information evenings, and newsletters.

7. Equality of Opportunity

We are committed to ensuring that all Pupils have equal access to career opportunities, irrespective of gender, ethnicity, disability, or socio-economic background. Our curriculum is designed to challenge stereotypes, raise aspirations, and ensure that every Pupil has the resources and support they need to succeed in their chosen career path.

8. Monitoring and Evaluation

- We will regularly review and evaluate the effectiveness of our careers provision through:
 - Feedback from pupils, parents, and staff.
 - Tracking Pupils' progress and post-16 destinations.
 - Engagement with external advisors and employers to ensure our provision meets industry standards.
 - Annual audits to ensure compliance with the Curriculum for Wales requirements and to monitor the impact of career-related learning.

9. Conclusion

The Careers and World of Work Policy at King Henry VIII 3-19 School ensures that Pupils receive a well-rounded, progressive, and high-quality careers education. By integrating career learning into the curriculum and offering access to expert advice and real-world experiences, we will empower Pupils to make informed decisions about their futures, as well as prepare them to thrive in the world of work.

This policy will be reviewed regularly to ensure it remains aligned with the changing needs of the curriculum and the wider world of work.