

# HINCHINGBROOKE SCHOOL



## Policy Statement on ECONOMIC WELL BEING

Drawn up by: MTA  
Date: November 2008  
Date adopted by Governing Body: Ethos : 26.11.08  
Revised:

## **SECTION 1: INTRODUCTION, PRELIMINARIES AND TERMINOLOGY - THE STRANDS THAT CONTRIBUTE TO ECONOMIC WELL BEING**

- a) Every Child Matters (ECM)
- b) Careers Education Guidance (CEG)
- c) Work Related Learning (WRL)
- d) Enterprise Framework
- e) Personal Finance Education Group (PFEG)

## **SECTION 2 : AIMS AND OBJECTIVES OF ECONOMIC WELL BEING**

### **SECTION 3 : DELIVERING ECONOMIC WELL BEING WITHIN THE SCHOOL**

- a) Through the PSHEE programme – Careers, PFEG plus WRL in Yr 10 via the work experience programme
- b) Form periods – each year has different areas to cover
- c) Connexions – they have the sole responsibility for Careers guidance within the school
- d) Subject areas
- e) Careers guidance afternoons and evenings
- f) Miscellaneous – e.g. assemblies, collapsed days, touring exhibitions, yearbooks
- g) Responsibilities for Curriculum Delivery and Policy Implementation

### **SECTION 4 : RESOURCES**

Access to resources

- a) Careers Education and Guidance is resourced and supported through the Careers Library and Careers department personnel as well as by representatives of Connexions.
- b) Experience Of Work

### **SECTION 5 : APPENDICES**

- a) Every Child Matters (ECM)
- b) Careers Education Guidance (CEG)
- c) Work Related Learning (WRL)
- d) Enterprise Framework
- e) Personal Finance Education Group (PFEG)
- f) The Cambridgeshire Personal Development Project (CPDP) – under review

## **SECTION 1 : INTRODUCTION , PRELIMINARIES AND TERMINOLOGY - THE STRANDS THAT CONTRIBUTE TO ECONOMIC WELL BEING**

a) Every Child Matters (ECM)

b) Careers Education Guidance (CEG)

The two key areas are:

- i Information – school based
- ii Guidance – through the connexions service

c) Work Related Learning (WRL)

This looks at the world of employment and how people operate in the work environment

d) Enterprise Framework

This looks at how enterprise works, the element of risk and how this fits within the economy

e) Personal Finance Education Group (PFEG)

This looks at the key areas of looking after money, practical applications of money such as credit, cheques and budgeting.

Economic Well Being is one of the key strands of Government Policy and it seeks to link together the above existing different areas of Government policy within this area.

For further detail – see the appendices

## **SECTION 2 : AIMS AND OBJECTIVES OF ECONOMIC WELL BEING**

### **AIMS OF ECONOMIC WELL BEING**

To have an integrated approach to Economic Well Being in terms of fitting into all aspects of the School.

- a) To encourage students to be reflective and to help them set targets for their future development.
- b) To encourage independent thinking and to enable students to take their own responsibility for their future careers.
- c) Understanding that everyone has a 'career'.
- d) Developing the knowledge and skills to make creative and realistic plans for their transition into the 14-19 phase of learning.
- e) Learn through work.
- f) Learn about work -understanding the qualities and skills needed for employability
- g) Learn for work
- h) Exploring what it means to be enterprising.
- i) Understanding the way business and the economy operates.
- j) Knowing and understanding the nature of money, and having an insight into its functions and uses.
- k) To liaise and integrate with outside agencies eg Connexions and Businesses.

### **OBJECTIVES OF ECONOMIC WELL BEING**

- a) By providing opportunities for students to learn from direct experiences of work (for example, through work experience or part-time jobs, enterprise activities in schools and learning through vocational contexts in subjects).
- b) By providing opportunities for students to develop knowledge and understanding of work and enterprise (for example, through vocational courses and careers education).
- c) By developing skills for enterprise and employability (for example, through problem-solving activities, setting up their own business for the sports / enterprise day).
- d) By ensuring that students have the ability to complete the forms necessary for a job application (for example CVs, application forms and personal statements).
- e) By providing a student progress file which they will be encouraged to update in lessons and in their own time.
- f) By providing an Individual Learning Plan which will be developed on a group and individual level.
- g) By giving every student in Year 11 the opportunity to talk to a Connexions careers advisor before they leave school.
- h) To give students a clear understanding of basic financial areas and to be able to use these tools when they leave school ( for example – writing a cheque, opening an account, understanding direct debits/ standing orders etc).

## SECTION 3 : DELIVERING ECONOMIC WELL BEING WITHIN THE SCHOOL

### a) Through the PSHEE programme – Careers, PFEG plus WRL in Yr 10 via the work experience programme

#### Careers

This will develop the need to think about the future and to be proactive in their own Development.

#### Aims

- To encourage reflective thinking and act upon it – set targets and goals, both short term and long term.
- To encourage independent thinking and ensure that students take their own responsibility for finding out about Career development.
- Develop skills for dealing with application for jobs and coping with the outside world once they are working.
- To develop information gathering skills; the ability to use it and awareness of bias and reliability.

#### PFEG

#### Aims

- To encourage awareness of the financial world around them
- To plan ahead and think carefully about their financial futures
- To understand how basic finances work

#### Work Related Learning

This will largely be carried out in Year 10 through Work Experience (WEX) programme.

#### Key themes

- Why do WEX? And making choices.
- How to prepare for WEX? Eg applying for a place through application forms, CVs, Interviews, getting to work etc.
- What to do when on WEX? How to deal with situations?
- What have I learnt from WEX – this is combined with Tutor time.

#### More Detail and Progression routes

The Aim is to link careers guidance and support with the pupils needs in all years. The skills that are needed have to be developed in line with the students own maturity and the different needs they have at different times.

#### ILPs / Personal Statements to be delivered by the Plan-it programme

These should be started in Yr 7 and should be added to and edited throughout their school career up to and including Yr 13 [UCAS reference can be based on this].

They should reflect realistic targets on a personal, academic and future development. [They need to look at what they need to do next in order to progress].

#### Careers guidance in Yr 7

- Should reflect the theme of Who am I?
- What are my strengths and weaknesses – it is about self assessment and the starting point for ILPs, using Plan-it.
- Looking at their hopes for the future.
- Developing these ideas and using them to help inform their option decisions for Year.8.

#### Careers guidance in Yr 8

- Identifying and using a variety of different sources of information of careers information and making particular use of ICT in order to help inform their future progression in school.
- Updating their personal statement using Plan-it and reviewing targets as a result of their increased knowledge about careers

#### Careers guidance in Yr 9

- Identifying and using a variety of different sources of information of careers information and making particular use of ICT. Being particularly aware of any route they may be closing or limiting by their chosen subjects – keeping options open.
- Updating their personal statement using Plan-it and reviewing targets as a result of their increased knowledge about careers.
- Linking the above work to helping them make their option choices for Year 10.

#### Careers guidance in Yr 10

- Distinguish between objectivity and bias.
- Experience work for themselves through work experience [Learning through work].
- Using work experience to enhance or sampling their job development.
- Use their experience to focus their realistic target setting [ Targeting areas such as academic needs and achievements] for future career development.
- Updating their personal statement by using Plan-it and reviewing targets as a result of their increased knowledge about careers.

#### Careers guidance in Yr 11

- Updating their personal statement and reviewing targets as a result of their increased knowledge about careers and progress, by using Plan-it. Distinguish between objectivity and bias.
- Experience work for themselves through work experience [Learning through work].
- Using work experience to enhance or sampling their job development.
- Developing transition routes either through the Sixth Form or using alternative routes such as colleges, work, apprenticeships etc.
- Being aware of preparing for the world of work [CVs, job and college application forms, interview techniques] and the financial implications of their chosen routes in subjects.

#### Careers guidance in Yr 12/13

- Students should understand themselves and the influences on them – review their achievements, identify their skills and exploring their learning styles.
- Investigate opportunities in learning and work – research HE and different routes through using the Sixth Form careers library, software, Careers fair , working and University open days. Make and adjust plans to manage change and transition – make discriminating use of advice and guidance, prepare targeted CVs, examine financial aspects of post Sixth Form options.

**b) Form periods [Summary] – each year has different areas to cover**

Year 7

All about myself  
Sports and Enterprise day  
Making use of Plan-it

Year 8

Identifying sources of information and learning about their reliability  
Sports and Enterprise day  
Making use of Plan-it

Year 9

Individual Learning Plans  
Group and 1:1 interviews – in relation to the above  
Sports and Enterprise day  
Making use of Plan-it

Year 10

Individual Learning Plans  
Group and 1:1 interviews – in relation to the above  
Sports and Enterprise day  
Work Experience  
Making use of Plan-it

Year 11

Individual Learning Plans  
P 16 Options events  
Making use of Plan-it

Year 12

Sports and Enterprise day  
Careers event  
Making use of Plan-it

Year 13

UCAS and job applications  
Making use of Plan-it

**c) Connexions – they have the sole responsibility for Careers guidance within the school**

They provide the following:

Guidance

- Universal guidance for Individual students in Year 11 – Choices and options.
- Identify special support for potential NEET students
- Intensive support for students with severe difficulties – how do you handle the current Situation.

Information

- Careers library materials which are regularly updated.
- Information distributed to individual students eg What Next? and Where Next?
- Use of external sources such as their office in Huntingdon and Connexions website.

Partnership Agreement

The School and Connexions work together to produce a *Partnership Agreement* which is based on a code of practice known as *Careers Foundations* which encompasses:

- Careers Education
- Careers guidance
- Careers information
- Work related learning
- Recording achievement and action planning

Standards for operational practice are set out and include

- Policy
- Coordinated Management
- Partnership agreement
- Contributions from stakeholders
- Resources
- Staff development and training
- Monitoring review and evaluation

**d) Subject areas** – Many areas with subjects also help in the careers process in terms of learning about one self, target setting and personal development – this should be linked more closely with the Plan-it programme

**e) Careers guidance afternoons and evenings**

These events will mainly be directed towards providing information about students Careers Routes for Years 11 and 12.

**f) Miscellaneous**

**Enterprise** - will be run mainly through the Tutor programme in Years 7- 10. This will involve students running a stall or stalls during the Sports day. The planning and organisation will take place during lessons with the help of AS business Studies students as mentors. Year 11 students will have Enterprise run through the PD programme.

**A summary of each student's will progress through the following programme in each year group in Economic Well Being, Careers and PFEG**

Year Group	Careers – topics and content	Enterprise and personal finance - topics / content	Expectations	Aims / Objectives
7 – Pd lessons	CV writing Personal statement Development of progress file, through Plan-it Develop their research skills for the future	Managing money and budgeting. Value for money from purchasing Why save? Can I save? How are businesses organized- Business types	<b>At the end of this unit most students will:</b> Have managed the transition from junior school to secondary school Be aware of themselves Know their strengths and weaknesses in school	<b>See page 3 in policy</b>
7 – Tutorial periods	Who am I? Managing transition Option choices for Yr 8	Set up their own business and run a stall on a competitive basis for the Enterprise / sports day	Have thought about what they do now will influence what they can do in the future –to research into future possibilities Have an idea of the 4 key areas in a business –People, marketing, production and finance.	
7 – Other areas	Subjects – goal and target setting and research skills in the short / medium term, self assessment by using Plan-it ICT mini project on “All about me		Be able to plan their finances on a basic level and get value for money  <b>Some students will not have made so much progress and will:</b> Will not have managed the transition from junior school to secondary school as well as others. They may not be able explain fully why they have or have not progressed in their classroom subjects Will not be able to see their role holistically and will be merely aware of the role they played as an individual. Be able to plan their finance but not necessarily in the most effective manner  <b>Some students will have progressed further and will:</b> Be able to be more reflective and think about their choices in future years right up to adulthood. Understand what skills they have strengths or weaknesses in Start to think about what they need to find out more about for their future development. Will be able to see how essential team work is for a successful outcome in running a business in terms of the 4 key areas. Understand the importance of budgeting and plan long term and make effective use of their resources	

Year Group	Careers – topics and content	Enterprise and personal finance - topics / content	Expectations	Aims / Objectives
8 – Pd lessons	CV - updates Personal statement updates Continued development of progress file through Plan-it Develop their research skills for the future Experiencing the “Real Game”	Managing money and budgeting. Value for money from purchasing Why save? Can I save? How are businesses organized- Business types	<b>At the end of this unit most students will:</b> Develop effective research skills Understand how to allocate their income in a planned manner –matching their income with expenditure Being aware that their job choices will affect their opportunities in life	<b>See page 3 in policy</b>
8 – Tutorial periods	Assessing risks and their positive and negative consequences. Managing mistakes How and what different sources of information can I access?	Set up their own business and run a stall on a competitive basis for the Enterprise / sports day – learning from their experiences from the previous year	Develop their ideas in relation to the 4 key areas in a business –People, marketing, production and finance. Be aware of the different sectors that they can get jobs in both in a paid and voluntary capacity	
8 – Other areas	Subjects – goal and target setting and research skills in the short / medium term, self assessment  How and what different sources of information can I access?  Developing skills for future life  Developing personal learning targets within subjects and through the Plan-it programme		Develop activities that supplement their academic abilities – make themselves a more “rounded” person  <b>Some students will not have made so much progress and will:</b> Be able to research information but not necessarily in the most effective manner Be aware that their choices now may affect their opportunities later on in life Will not be able to see their role holistically and will be merely aware of the role they played as an individual. Be aware of job opportunities in different sectors  <b>Some students will have progressed further and will:</b> Be aware of bias in different sources of information and then taking this into account when making current and future decisions Be able to take control and make full use of the opportunities to them both in and out of school Understand the importance of budgeting and plan long term and make effective use of their resources Develop their extra- curricular activities to support their academic achievements Be aware that voluntary work can have as an important role in developing future opportunities and careers as paid opportunities Be able to make use of their savings / investments for future improvements in work and at home	

Year Group	Careers – topics and content	Enterprise and personal finance - topics / content	Expectations	Aims / Objectives
9 – Pd lessons	CV writing Personal statement Development of progress file through Plan-it Develop their research skills for the future	Managing money and budgeting. Value for money from purchasing Why save? Can I save? How are businesses organized- Business types	<b>At the end of this unit most students will:</b> Have managed the transition from junior school to secondary school Be aware of themselves Know their strengths and weaknesses in school	<b>See page 3 in policy</b>
9– Tutorial periods	Who am I? Managing transition Option choices for Yr 8	Set up their own business and run a stall on a competitive basis for the Enterprise / sports day	Have thought about what they do now will influence what they can do in the future –to research into future possibilities	
9 – Other areas	Subjects – goal and target setting and research skills in the short / medium term, self assessment by using Plan-it ICT mini project on “All about me		Have an idea of the 4 key areas in a business –People, marketing, production and finance. Be able to plan their finances on a basic level and get value for money  <b>Some students will not have made so much progress and will:</b> Will not have managed the transition from junior school to secondary school as well as others. They may not be able explain fully why they have or have not progressed in their classroom subjects Will not be able to see their role holistically and will be merely aware of the role they played as an individual. Be able to plan their finance but not necessarily in the most effective manner  <b>Some students will have progressed further and will:</b> Be able to be more reflective and think about their choices in future years right up to adulthood. Understand what skills they have strengths or weaknesses in Start to think about what they need to find out more about for their future development. Will be able to see how essential team work is for a successful outcome in running a business in terms of the 4 key areas. Understand the importance of budgeting and plan long term and make effective use of their resources	

Year Group	Careers – topics and content	Enterprise and personal finance - topics / content	Expectations	Aims / Objectives
10– Pd lessons	CV writing Personal statement Development of progress file through Plan-it Develop their research skills for the future	Managing money and budgeting. Value for money from purchasing Why save? Can I save? How are businesses organized- Business types	<p><b>At the end of this unit most students will:</b></p> <p>Have managed the transition from junior school to secondary school</p> <p>Be aware of themselves</p> <p>Know their strengths and weaknesses in school</p>	See page 3 in policy
10 – Tutorial periods	Who am I? Managing transition Option choices for Yr 8	Set up their own business and run a stall on a competitive basis for the Enterprise / sports day	<p>Have thought about what they do now will influence what they can do in the future –to research into future possibilities</p> <p>Have an idea of the 4 key areas in a business –People, marketing, production and finance.</p> <p>Be able to plan their finances on a basic level and get value for money</p>	
10 – Other areas	Subjects – goal and target setting and research skills in the short / medium term, self assessment by using Plan-it ICT mini project on “All about me		<p><b>Some students will not have made so much progress and will:</b></p> <p>Will not have managed the transition from junior school to secondary school as well as others.</p> <p>They may not be able explain fully why they have or have not progressed in their classroom subjects</p> <p>Will not be able to see their role holistically and will be merely aware of the role they played as an individual.</p> <p>Be able to plan their finance but not necessarily in the most effective manner</p> <p><b>Some students will have progressed further and will:</b></p> <p>Be able to be more reflective and think about their choices in future years right up to adulthood.</p> <p>Understand what skills they have strengths or weaknesses in</p> <p>Start to think about what they need to find out more about for their future development.</p> <p>Will be able to see how essential team work is for a successful outcome in running a business in terms of the 4 key areas.</p> <p>Understand the importance of budgeting and plan long term and make effective use of their resources</p>	

Year Group	Careers	Enterprise	Work related learning	Personal Finance	Expectations	Aims/ Objectives
11 – Pd lessons	CV writing Personal statement Development of progress file through Plan-it Develop their research skills for the future			Looking at Budgeting, Pensions and best accounts, the use of credit and loans	<p><b>At the end of this unit most students will:</b></p> <p>Have made their choices for P16 in an effective manner</p> <p>Understand how to make good use of their finances</p> <p>Plan for their future career development</p> <p><b>Some students will not have made so much progress and will:</b></p> <p>Have made their choices for P16 but not necessarily in the most effective way</p> <p>Have not yet made a choice and will be receiving extra guidance through the Connexions service</p> <p>Will not manage their finances effectively</p> <p>Have not thought through their careers decisions beyond their next stage.</p> <p><b>Some students will have progressed further and will:</b></p> <p>Have made well informed decisions and explored all the possible options</p> <p>Have planned their future finances and have in place schemes to help them with their financial needs</p> <p>Have developed a clear plan of their career development throughout their life.</p>	See P3 in policy
11 – Tutorial periods	Option choices in the 6 <sup>th</sup> Form, colleges and employment, using the Which Way Now magazine plus online version and the It's your choice Magazine and online version	Organising and running the Leaver's Ball	Organising and running the Leaver's Ball			
11 – Other areas	P16 Careers fair	Help with the Enterprise fair				

Year Group	Careers	Enterprise	Work related learning	Personal Finance	Expectations	Aims/ Objectives
12 – Tutorial	Advice on subject choices, exam results and progress in lessons			Guidance on area such as EMAs etc	<p><b>At the end of this unit most students will:</b></p> <p>Have chosen and worked well in their subjects</p> <p>Have supported and helped other students and staff on the enterprise fair</p>	See page 3 in policy
12– Other areas	Careers fairs	Help with running and organising the Enterprise Fair	Placements with firms through subjects	<p>Careers fairs – looking at funding future training requirements and looking after themselves.</p> <p>Being made aware of financial planning</p>	<p>Attended and made use of the Careers Fairs</p> <p><b>Some students will not have made so much progress and will:</b></p> <p>Have chosen and struggled with their subjects</p> <p>Have helped on the Enterprise Fair</p> <p>Have not made effective use of the careers fairs</p> <p><b>Some students will have progressed further and will:</b></p> <p>Have progressed extremely well in their chosen subjects</p> <p>Have made effective use of the career fairs and have made well informed decisions about the future</p>	

Year Group	Careers	Enterprise	Work related learning	Personal finance	Expectations	Aims/ Objectives
13 – Tutorial periods	UCAS guidance and development. Careers guidance for those who are not going to University and making use of the connexions service				<p><b>At the end of this unit most students will:</b></p> <p>Have made their Post 18 choices and clearly planned their future</p> <p>Will have helped others in the running of the Enterprise fair</p> <p>Will have made use of and acted upon the information gained from the Career Fairs and University open days</p> <p>Will have successfully completed their applications for employment and university</p>	See page 3 in policy
13 – Other areas	Careers fairs	Organising and running the Careers fair	Placements through subject areas	<p>Careers fairs - looking at funding future training requirements and budgeting for themselves in the future</p> <p>Being made aware of financial planning</p>	<p>Will have their finances in place for their future career developments, especially if going onto university</p> <p><b>Some students will not have made so much progress and will:</b></p> <p>Not be so clear on their choices and will be seeking further advice and guidance through Connexions</p> <p>Will have provided minimum help to others for the Enterprise Fair</p> <p>Will not have acted upon the advice given in Careers fairs and University Open days.</p> <p>Will not have their finances in good order for their future career development</p> <p><b>Some students will have progressed further and will:</b></p> <p>Have made their Post 18 choices and planned their next stages in their future careers.</p> <p>Will have helped others in the running of the Enterprise fair and been actively involved in taking on responsibilities and using their initiative</p> <p>Will have made excellent use of and acted upon the information gained from the Career Fairs and University open days</p> <p>Will have successfully completed their applications for employment and university.</p> <p>Will have their finances in excellent order in order to pursue their future careers.</p>	

The Head of Careers coordinates the work of the department with Careers Support Tutors and other relevant staff including Learning Coordinators and Tutors to cover the WRL curriculum

<b>Hinchingbrooke - A Framework for work-related learning at Key Stages 3 &amp; 4</b>	
<b>Elements of provision</b>	<b>Suggested careers activities</b>
1. Recognise, develop and apply their skills for enterprise and employability	<ul style="list-style-type: none"> <li>● work experience</li> <li>● Sports / enterprise day – running their own stall and competing for profits and awards</li> <li>● Connexions interviews</li> </ul>
2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work	<ul style="list-style-type: none"> <li>● Group work discussion of skills developed</li> <li>● work experience debrief</li> <li>● 'What's my line?'</li> <li>● personal reflective writing (English)</li> <li>● voluntary work/community service</li> <li>● Using their own work experiences outside school</li> </ul>
3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the workplace	<ul style="list-style-type: none"> <li>● business visits for Business Studies students</li> <li>● work experience</li> <li>● health and safety video/discussion</li> <li>● sports / enterprise day</li> <li>● Guest speakers in e.g. law – magistrates and barristers</li> <li>● PSHEE programme</li> </ul>
4. Develop awareness of the extent and diversity of local and national employment opportunities	<ul style="list-style-type: none"> <li>● careers event</li> <li>● Labour market information (LMI) survey/research</li> <li>● guidance interview</li> <li>● subject/course studies (geography, business studies, ICT)</li> <li>● Connexions interviews and resources</li> <li>● Connexions interviews</li> <li>● Company presentations</li> </ul>
5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives	<ul style="list-style-type: none"> <li>● preparation for guidance interview</li> <li>● occupational interest guide, eg <i>Kudos, Eclips, real game</i></li> <li>● <i>Student Progress File</i> activities</li> </ul>
6. Undertake tasks and activities set in work contexts	<ul style="list-style-type: none"> <li>● role plays</li> <li>● simulations</li> <li>● business games</li> <li>● Sports / Enterprise day</li> </ul>
7. Learn from contact with personnel from different employment sectors	<ul style="list-style-type: none"> <li>● Sports / Enterprise day</li> <li>● work experience</li> <li>● careers event</li> <li>● mentoring</li> </ul>
8. Have experience (direct or indirect) of working practices and environments	<ul style="list-style-type: none"> <li>● work experience / extended work experience</li> <li>● Step group – college placements</li> <li>● Work placements</li> <li>● Lessons such as Business and DT</li> </ul>
9. Engage with ideas, challenges and applications from the business world	<ul style="list-style-type: none"> <li>● Sports / enterprise day</li> <li>● Subject content such as Business Studies and DT</li> </ul>

## **g) Responsibilities for Curriculum Delivery and Policy Implementation**

### **Economic Well Being Staffing : 2008 - 2009**

Di Beddow	Economic Well Being Line Manager
Mike Addis	Head of Economic Well Being
Anne Crabtree	Head of PSHE
Hayley Weightman	Careers Support Tutor : 6th Form
Angie Bruce	Careers Support Tutor: Work Experience[WRL] Careers Librarian
Kate Tandy	Year 7 monitor work done through the Tutorial programme
Rebecca Amos	Year 8 monitor work done through the Tutorial programme
Alistair Dewar	Year 9 monitor work done through the Tutorial programme
Linda Hannington	Year 10 monitor work done through the Tutorial programme
Jackie Hodgson	Year 11 monitor work done through the Tutorial programme
Gill Miller	Sixth Form Guidance Manager
Tony Heath	Responsible for students who are on extended Work Experience

House Leader:	RC Hart	Student Voice Co-ordinator
House Leader:	CE Pape	Citizenship Co-ordinator
House Leader:	VG Leighton	Extra-curricular Activities Co-ordinator
House Leader:	M Jago	Charities Co-ordinator

Economic Well being involves aspects related to all 4 house leaders.

***ALL TUTORS*** - deliver some areas of the Careers Education and or Guidance programme

***PD TEAM*** - deliver Enterprise, Careers Education and Guidance in PD through Years 7-11

***LINK GOVERNOR*** Jane Winter

### Details of Individual Guidance

In accordance with government requirements, students have access to impartial guidance delivered through class and small group work and one to one interviews. These activities begin at the end of Key Stage 3 and continue through Key Stages 4 and 5.

Tutors have a monitoring role, aiding the students in:

- induction procedures
- in general organisational study skills
- in reviewing progress
- in target setting to aid progress across the whole course package

Subject teachers have an important role in:

- informing students of the opportunities within the subject
- informing students of the opportunities available as a result of pursuing the subject in terms both of knowledge and skills
- inspiring and motivating the student
- aiding him/her in monitoring and recording progress and achievement

The Head of Years role is to

- ensure that Tutors are fully prepared and resourced for the task of delivering the Tutorial part of the Careers Education programme.

### Careers related management of the Sixth Form

#### Year 12 Co-ordinator

- 11-12 Transfer:  
Liaise with Y11 Learning Co-ordinator and Careers Co-ordinator on Year 11 Careers Conference, 11-12 Parents' Evening and all transfer procedures  
Post GCSE results support
- Oversee pastoral programme in Year 12:  
Tutorial themes, Reflection and Review, Induction, Bridging The Gap, Moving On

#### Year 13 Co-ordinator

- Leaving arrangements:  
Including seeking employment, further education and higher education  
Oversee entrance procedures for HE via the UCAS system, compilation of UCAS forms, organisation of the writing of references
- Oversee the pastoral programme in Year 13:  
Tutorial themes: Applications, What if?, Consequences
- Liaise with Careers Support Tutor and Careers Co-ordinator on arrangements for Year 12 Careers Conference, HE fair and HE Parents' Evening.

#### Head Of Sixth Form

- Liaison with Year 12 and 13 Learning Co-ordinators and Careers Support Tutor regarding Conferences, Parents' Evenings and Pastoral Programmes.
- Act on behalf of CCG in arrangements relating to the HASS HE Conference

#### Sixth Form Careers Assistant

- Responsible for arranging work experience for non-vocational students
- Arranges internal Careers Conference and visit to Universities' Fayre
- Communication with students through display boards and one-to-one advice

## SECTION 4 : RESOURCES

### Access to information

a) Careers Education and Guidance is resourced and supported through the Careers Library and Careers department personnel as well as by representatives of Connexions.

Information relates directly to:

- Further and Higher Education
- Training and Employment opportunities locally, nationally and internationally
- To all interrelated issues

It can be accessed through:

- literature
- software – Kudos, EClips, Real Game, Higher Ideas, Purple Pigeon, Careers box, Jobs4U
- wider ICT
- small group work
- one to one discussion

All students receive the following supporting literature at the appropriate times:

Year 9	Where Next	Connexions Publication
	Which Way Now	Government Sponsored Publication
Year 11	It's Your Choice	Government Sponsored Connexions Publication
	Moving On	Connexions Publication
	Moving Into Education Post 16	Connexions Publication
Year 12 One Year	Moving Forward	Connexions Publication
Year 12 Two Year	Moving Ahead	Connexions Publication

The Careers Library is staffed and maintained by a Careers Information Assistant during some lunchtimes, tutorial periods and in some lessons during the day .

Events are organised throughout the year by the Careers Department which aim to broaden students' occupational knowledge, to aid decision making and to help students cope with the transition from school to adult life.

Careers advisers attend presentations to parents and Parents' Evenings at relevant times. Specific appointments can be made with careers advisers on Parents' Evenings by arrangement through the relevant Learning Coordinator.

### b) Experience Of Work

All learners have the opportunity to participate in planned and structured learning activities about the world of work at least from Year 9 as detailed in the Careers education and Guidance schemes of work delivered in tutorial or PD lessons.

This may also include:

- work related activities such as the application of industrial processes in the classroom through simulations, eg activities run in Careers events on Guidance Days;
- project work arising from real life problems set by industry and community contact, eg Sainsbury's Trust award in Year 12;
- work shadowing eg arising from 'A' level Business Studies assignments;
- periods of work experience, in particular for all students in Year 10, all students following GNVQ courses and for some students in Year 12 arising from curricular studies or to enhance applications post 18 to work, training or Higher education.

### Work Experience In Year 10

Work Experience is an entitlement to all students at some time during their last year of compulsory secondary education.

We offer all students in Year 10 the opportunity to complete a 2 week placement during the summer term.

Placements are predominantly sourced through a register provided by Connexions.

Preparation for Work Experience is completed in PD.

Tutors monitor the administration of placements under the supervision and guidance of the Careers Support Tutor (Work Experience). Wherever possible Tutors contact and visit students whilst on placement.

Students have a Work Experience diary to complete during the placement.

A debrief session is run after the placement has been completed and a review statement is prepared for inclusion in the Record of Achievement.

Employers are asked to complete a Certificate recording student's achievements during the placement, again this is stored in the Record of Achievement.

Outstanding performance on Work Experience is recognised by employers by the awarding of a Certificate of Distinction.

### Contacts And Addresses

Connexions  
4 The Meadow  
Meadow Lane  
St Ives  
CAMBS  
PE27 4LG  
01480 376000

Connexions  
Huntingdon Office  
Walden House  
Huntingdon  
CAMBS  
PE18 6NR  
01480 414207

## **SECTION 5 : APPENDICES**

### **A: Every Child Matters (ECM)**

#### The importance of economic well-being

Education for economic well-being is concerned with equipping students with the knowledge, skills and attributes to make the most of rapidly changing opportunities in learning and work. Through their learning and experiences inside and outside school students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity.

#### Key concepts

There are a number of key concepts that underpin the study of economic well-being, students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

#### Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of economic well-being should include:

- different types of work, including employment, self-employment and voluntary work
- work roles and identities
- rights and responsibilities at work
- different types of businesses
- the characteristics of employment, self-employment, unemployment and voluntary work
- attitudes and values in relation to work and enterprise
- knowledge of opportunities in learning and work skills and qualities in relation to employers' needs
- the concept of the labour market (local, national, European and global)
- levels and range of national qualifications and post-16 pathways
- knowledge of a range of economic concepts such as market, competition, price, efficiency and economic growth
- understanding of how the economy functions, including the role of business and financial services
- understanding that resources are scarce so that choices have to be made between alternative uses
- understanding of a range of financial concepts such as money, credit, wages and investment
- different sources of financial help and advice available to young people
- awareness of the issues and strategies for coping with financing a period of extended study
- how businesses use finance and how to draw up a business plan
- the role of taxation
- personal budgeting, money management and debt
- understanding of risk and reward, and how money can make money, for example through savings, investment and trade
- the finances of local and national government and the economic implications of the world as a global community
- the social and moral dilemmas about the use of money.

### **B: Careers Education Guidance (CEG)**

#### Principles underpinning Careers Education and Guidance

- Individuals are treated without prejudice and have an entitlement to Careers Education and Guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation
- Individuals have equal access to accurate, up to date and impartial information free from bias and stereotyping
- Individuals' personal aspirations are the most important factor in any activity and should be treated with respect
- Careers guidance is an integral part of the whole guidance programme
- Careers Education and Guidance underpins and runs through the whole curriculum.

## C: Work Related Learning (WRL)

### A framework for work-related learning at key stage 4

<i>Elements of provision for all students</i>	<i>Suggested minimum</i>	<i>Through this provision students can:</i>
1. Recognise, develop and apply their skills for enterprise and employability.	Students have the opportunity to develop and apply their skills in at least two work-related activities. Students have at least one opportunity to discuss the skills developed across the whole of their work-related programme.	<ul style="list-style-type: none"> <li>■ describe and demonstrate the main qualities and skills needed to enter and thrive in the working world</li> <li>■ evaluate the usefulness of a range of employability skills</li> <li>■ assess, undertake and manage risk, and make decisions in conditions of uncertainty</li> <li>■ collect relevant evidence and use it for making decisions</li> <li>■ show leadership, management, drive and self reliance when working on tasks and in teams</li> <li>■ demonstrate innovative approaches to solving problems.</li> </ul>
2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.	Students have the equivalent of at least half a day for debriefing and follow-up of work experience and/or part-time work.	<ul style="list-style-type: none"> <li>■ give an account (in any medium) of their work placement or part-time job identifying what they have learned about work</li> <li>■ apply some of the learning gained from work experience to their key stage 4 courses and their career planning</li> <li>■ analyse what motivates people for work</li> <li>■ demonstrate an understanding of the main changes happening in the world of work.</li> </ul>
3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.	Students have at least two curriculum activities that develop their understanding of business and work.	<ul style="list-style-type: none"> <li>■ outline the main types of business enterprises and the key roles within each</li> <li>■ give examples of employers' and employees' rights and responsibilities at work, particularly in relation to equality of opportunity, respect for diversity and health and safety</li> <li>■ demonstrate a basic knowledge and understanding of a range of economic concepts</li> <li>■ describe some ways that working conditions changed during the last century and give some reasons for the changes.</li> </ul>
4. Develop awareness of the extent and diversity of local and national employment opportunities.	Students undertake at least two tasks that investigate labour market information.	<ul style="list-style-type: none"> <li>■ explain the chief characteristics of employment, self-employment, unemployment and voluntary work</li> <li>■ recognise the concept of the labour market (local, national, European and global)</li> <li>■ describe the main trends in employment in their local area and relate these to their career plans.</li> </ul>

5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.	Students undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.	<ul style="list-style-type: none"> <li>■ collect and use relevant information about opportunities available to them beyond key stage 4</li> <li>■ reflect on and record achievements, abilities, interests and skills and use them to make realistic choices for progression after key stage 4</li> <li>■ access and use an interview with a careers guidance specialist to progress plans</li> <li>■ complete application procedures for work placements, part-time jobs and post-16 opportunities, including preparing a CV and adapting it for different applications</li> <li>■ present themselves well at an interview.</li> </ul>
6. Undertake tasks and activities set in work contexts.	Students use work as a context for learning within the curriculum on at least two occasions, and record evidence of their learning.	<ul style="list-style-type: none"> <li>■ explain the relevance of a curriculum subject to the world of work</li> <li>■ demonstrate understanding of work-related language and vocabulary</li> <li>■ analyse how examples of learning within the curriculum can be applied to work contexts.</li> </ul>
7. Learn from contact with personnel from different employment sectors.	Students have direct contact with a minimum of two people from different employment sectors with differing roles and working conditions.	<ul style="list-style-type: none"> <li>■ describe working practices in different employment sectors</li> <li>■ understand the career motivations and pathways taken by people in different employment sectors</li> <li>■ understand the importance to employers of attitudes, qualifications and skills.</li> </ul>
8. Have experience (direct or indirect) of working practices and environments.	Students use work practices or environments as contexts for learning in the curriculum on at least two occasions and record evidence of their learning.	<ul style="list-style-type: none"> <li>■ describe (from experience gained through work placements, visits, simulations, videos and so on) the working practices of one type of business compared with another</li> <li>■ describe (from experience gained) the work environment in one type of business compared with another</li> <li>■ describe the main hazards associated with particular types of workplace.</li> </ul>
9. Engage with ideas, challenges and applications from the business world.	Students undertake at least one business challenge, problem solving or enterprise activity.	<ul style="list-style-type: none"> <li>■ know and understand key enterprise concepts</li> <li>■ demonstrate the main enterprise skills, attitudes and qualities.</li> </ul>

## **D : Enterprise**

- Exploring what it means to be enterprising.
- Understanding the way business and the economy operates.
- Knowing and understanding the nature of money, and having an insight into its functions and uses.

Enterprise education consists of enterprise capability, supported by financial capability and economic and business understanding.

Enterprise capability is the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in one's own personal and working life. It can also be described as innovation, creativity, risk management, having a 'can-do' approach and the drive to make ideas happen.

Financial capability is the ability to manage one's own finances and to become questioning and informed consumers of financial services.

Economic and business understanding is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

- recognise, develop and apply their skills for enterprise and employability;
- use their experience of work, including work experience and part time jobs, to extend their understanding of work;
- learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place;
- develop awareness of the extent and diversity of local and national employment opportunities;
- relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives;
- undertake tasks and activities set in work contexts;
- learn from contact with personnel from different employment sectors;
- have experience (direct or indirect) of working practices and environments; and
- engage with ideas, challenges and applications from the business world.

## **E: Personal Finance Education Group**

### Financial capability

Pupils should be able to:

- manage their money
- understand risk and reward, and how money can make money, for example, through savings, investment and trade
- explain some financial terms likely to be important in their personal and working lives

Careers programmes include a unit or module on 'personal money management'.

- banking
- insurance, including national insurance
- taxation
- pay slips
- budgeting
- buying, including consumer rights and responsibilities
- spending and debt
- gambling and risk
- saving
- borrowing and credit
- financial planning for the future, including pensions
- Strongly emerging trends are forcing a re-think in the way we approach personal financial capability within careers programmes. Individuals now need to take far greater responsibility for their own career planning and financial planning.