





CAREERS EDUCATION POLICY

Version Control	Version 1
Adoption Date	8 th May 2025
Review Date	Spring 2027

Chair of Governors		8 th May 2025
Headteacher		8 th May 2025



CONTENTS

Our Purpose, Vision and Values	3
1. Introduction	4
2. Aims	5
3. Objectives	6
4. Roles and responsibilities	7
5. Careers and work-related experiences (CWRE)	9
Appendix A.....	11



OUR PURPOSE, VISION AND VALUES

PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our learners' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our learners' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

VALUES

Be Brave	We will not be afraid to take risks and will overcome challenges by being resilient.
Be Respectful	We will be kind and value everyone in our community.
Be Optimistic	We will embrace opportunities and challenges with a 'can-do' attitude.
Be Trusting	We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.
Be Aspirational	We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
Have Fun	We will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

1. INTRODUCTION

- 1.1. The school readily agrees to implement the Welsh Government Framework for Careers and the World of Work.
- 1.2. The school recognises that pupils need to be prepared thoroughly in readiness for the world of work. The development of the individual has a high profile within the school, and to this end a comprehensive careers programme is an integral part of the school curriculum. The development of careers in our school is both formal and informal and permeates the whole curriculum. Formal careers education begins from pupil's entry to school.

2. AIMS

2.1. Careers Education and Guidance should help pupils to:

- Raise aspirations of pupils
- Know themselves better
- Be aware of education training and career opportunities
- Make choices about future education, training and career opportunities
- Manage transition to new roles and situations
- Be aware of the importance of equal opportunities.

2.2. These aims will help promote the following five strands in pupil development:

- **Self:** Knowledge of personal qualities, attitudes, values, abilities, strengths, limitations and potential needs
- **Roles:** Position and expectation in relation to family, community and employment
- **Work:** Application of productive effort, including paid employment, and unpaid employment at home and in the community
- **Career:** Sequence of roles undertaken through working life and the personal success, rewards and enjoyment it brings
- **Transition:** Development of qualities and skills which enable pupils to adjust to and cope with change. e.g. self-reliance, adaptability, decision making and problem solving.

3. OBJECTIVES

Career Education and Guidance should:

- Promote self-awareness, enabling pupils to assess their own level of ability, their specific strengths and weaknesses, likes and dislikes
- Raise aspirations to help pupils to aspire further
- Support the process of career and educational planning
- Highlight the importance of Positive Achievement
- Enable pupils to make and implement subject course choices in Year 9
- Prepare pupils for choices in education, training and employment post 16
- Introduce the concept of lifelong learning
- Develop job search, application and interview skills
- Improve pupils' knowledge of opportunities in employment and training, focusing on trends in local, national and labour markets
- Enable pupils to gain an insight into the world of work and work experience
- Develop research skills
- Promote the concept of equal opportunities.

4. ROLES AND RESPONSIBILITIES

Governors

4.1. Under the Education Reform Act the Governing body has responsibility for all curriculum related matters. Careers education and guidance is one of the cross-curriculum themes identified in the National Curriculum. It is an essential part of every pupil's experience. Governors will therefore:

- Appoint a governor to act as the careers link governor for the school
- Be aware of the importance of careers education and guidance for all pupils and to the institution as a whole
- Ensure the formation of an institutional policy
- Support this policy by releasing and directing resources
- Be pro-active in developing and facilitating external links
- Promote the involvement of parents in the CWRE/career's education and guidance process
- Promote the involvement of employers and the local community in the CWRE/career's education and guidance process
- Be involved in the development and monitoring of success criteria

Senior Leadership Team

4.2. Careers Education and Guidance is seen as a whole school approach. Senior Leaders are therefore charged with:

- Determine, through wide consultation, a policy and strategies for implementation including the promotion of equal opportunities in all aspects
- Ensure a high status for CWRE/careers education and guidance
- Identify and give responsibility to a member of staff and provide clear line management
- Ensure adequate resources:
 - Financial
 - Staff time
 - Staff training and development information
 - For browsing and interviewing
 - For effective collaboration with the special educational needs department
- Set careers education and guidance into the wider context of national and local developments
- Promote the effective involvement of parents/carers in the process promote the effective involvement of employers and the local community
- Develop and promote external links and partnership work
- Provide a framework for data gathering and for monitoring and evaluation
- Ensure that the recording of achievement and action planning process is an integral part of institutional activity.

Head of Skills for Life

4.3. The implementation and management of the school's careers education and guidance policy is a key task.

The Head of Skills for Life will:

- Have a whole school responsibility for continuity
- Have an influencing role in terms of curriculum development
- Produce programmes/learning maps
- Work with the ALN to ensure effective teaching of all pupils
- Act as a team leader/facilitator
- Be a resource manager
- Be a main point of contact for pupils and tutors
- Identify staff development needs, plan and, where appropriate, deliver a programme
- Maintain an up-to-date, readily accessible information base for staff, pupils and parents
- See careers education and guidance in the wider context of other work related curriculum activities liaise with, and maintain an information flow between themselves and
 - SLT
 - Staff colleagues
 - Governors
 - Parents
 - Careers Wales
 - Further and higher education
 - Employers and the local community
- Monitor and evaluate the effectiveness of the programme and its delivery

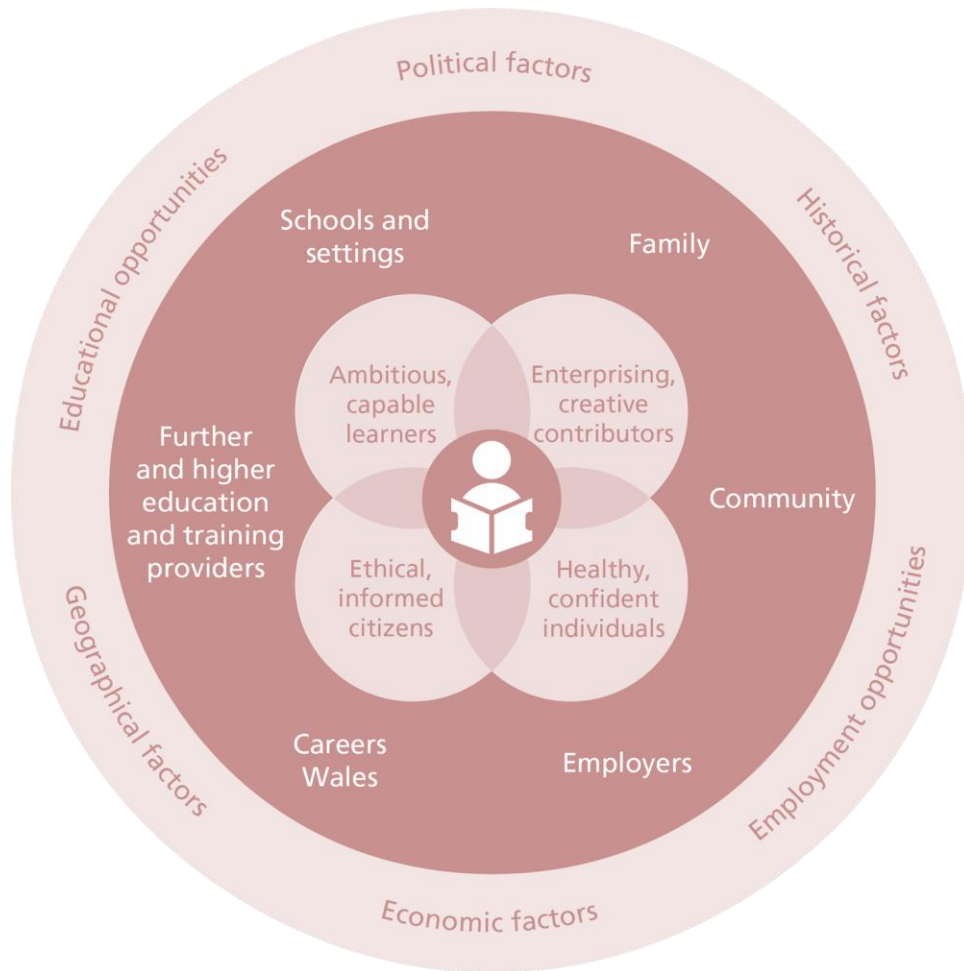
Tutors

4.4. Tutors and teachers have a key influencing role with their pupils and should be aware of the importance of this relationship. They should therefore

- Be seen as a member of the careers team and make a full contribution to the institution's careers education and guidance programme
- Provide individual support and encouragement to pupils
- Be aware of, and use, lines of referral
- Have access to, and be able to use, accurate, up to date information
- Be contributors to the individual action planning process
- Be able to make cross-curriculum links
- Promote equal opportunities
- Act as a contact point with parents/carers.

5. CAREERS AND WORK-RELATED EXPERIENCES (CWRE)

- 5.1. CWRE is fundamental to developing skills for work and life. Our curriculum incorporates opportunities for CWRE that inspires our learners to:
- Develop an understanding of the purpose of work in life, both for themselves and for society as a whole
 - Become increasingly aware of the range of opportunities available to them, broadening their horizons
 - Develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
 - Appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
 - Explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
 - Develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life
- 5.2. This helps learners to understand the relationship between their learning and the world of work. Career and work-related learning experiences will enable our learners to raise their aspirations, broaden their horizons and improve their chances of success. This is a central part of our Bro Taf Promise.
- 5.3. At Ysgol Bro Taf CWRE is age and developmentally appropriate. It is embedded across the areas of learning and experience, incorporated into tutor time in Middle and Upper School and supported by a wide range of work-related learning experiences.
- 5.4. Learners discover the facts, information and ideas in order to develop their career pathways. At Ysgol Bro Taf this includes an understanding of different education and training pathways and the changing nature and future of careers and work. For example, pupils have presentations from (and visits to) the local college, sixth form and receive information about apprenticeships. Pupils develop skills to successfully manage and make progress in their careers. This includes 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. For example in Upper School, pupils complete modules in 'Applying for a Job,' 'Writing CV's' and 'Interview Skills.' The development of career management skills will enable learners to make the best use of personal guidance, overcome barriers and take advantage of life-long learning opportunities. Learners across the age range engage in experiences such as role plays, simulations, volunteering activities, work visits, optional work placements and contacts with visitors. These experiences take place in tutorial time and in curriculum areas and are enriched with talks from external speakers in assemblies and lessons.
- 5.5. CWRE provision at Ysgol Bro Taf is enriched through our partnership with Careers Wales. Our school's Careers Advisor provides valuable support to pupils regarding option choices, applying for college/jobs, arranging work experience and holds interviews with learners to provide specific guidance and support. The school also uses a range of resources from Careers Wales and Hwb to support the delivery of CWRE.



APPENDIX A

[Cross-cutting themes for designing your curriculum - Hwb](#)