



Careers & Work Related Experiences (CWRE) Policy

Polisi Gyrfaoedd a Phrofiadau sy'n
Gysylltiedig â Gwaith

| | |
|-------------------------|------------------------------|
| School / Ysgol: | Rhyl High School |
| Responsible / Cyfrifol: | Headteacher / Governing Body |
| Last Reviewed : | 3 July 2025 |
| Review Date : | 3 July 2026 |

"Being the best we can be"
"Be brave, risk being exceptional!"



This Policy is a:

Please indicate (✓)

Statutory policy :

This is a model policy that has been developed by Denbighshire Education and Children's Services with schools and partners which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.

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Statutory policy :

This is a model policy that has been created without any formal consultation which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.

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Non-statutory policy :

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This Policy relates to:

Please indicate (✓)

| | |
|------------------------------|--------------------------|
| Rhyl High School (Secondary) | <input type="checkbox"/> |
| All Schools (please name) | <input type="checkbox"/> |
| Other (please name) | <input type="checkbox"/> |

Headteachers Signature:

Mr P. Collins

Date:

Chair of Governors Signature:

Mr M. Harris

Date:

Careers and Work Related Experiences (CWRE) Policy – at Rhyl High School

Purpose of the policy

This policy outlines the Rhyl High School's commitment to providing pupils with meaningful careers and work-related education opportunities. It ensures pupils develop skills, knowledge, and experience to transition successfully into the workforce or further education options locally, nationally and internationally.

School vision

Rhyl High School's vision for CWRE is to "create confident, ambitious, enterprising and creative learners" through providing experiences and opportunities for pupils to develop transferable skills for the world of work. To support and enable pupils to develop these skills Rhyl High School will embed CWRE across the curriculum in both Key Stages, and will provide the information and advice to enable learners to realise their potential to allow them to make decisions about their future pathway.

The *statutory* guidance outlines six aims of inspirational 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
6. Welsh in the workplace – learners appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important

Aims of CWRE at Rhyl High School

Along with the six aims above Rhyl High School's CWRE programme aims to support our learners to:

- Nurture confident learners who are caring and supportive young citizens, able to bridge the gap between their current learning to the outside, and to their futures
- Equip everyone to confidently take the next steps into their own journeys
- Increase general awareness to the changing career opportunities, and other opportunities in further and higher education, the world of work, current labour market information, apprenticeship schemes and self-employment.
- Be able to start planning their career, make informed choices and manage their own career development, based on their individual needs, skills and lifestyle expectations
- Encourage lifelong learning, self-evaluation and improvement – improve self-awareness and understand their own developmental needs

At Rhyl High School we strive to help learners to begin to appreciate the importance of using skills integral to the four purposes within careers and work-related experiences. As a school we encourage learners' evolving perception of their potential contribution to the future world of work. This learning will progress to enable them to appreciate how their contributions can benefit not only themselves but also the future prosperity of their communities, Wales and the wider world.

Creativity and innovation

Through being actively engaged in real-life examples from the world of work, learners can develop their confidence to be more curious and inquisitive. This enables learners to begin to consider, investigate and generate novel solutions to problems, which can provide opportunities 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 begin to develop their critical thinking and problem-solving skills, CWRE contexts can be used to encourage risk-taking. 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 should 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 on future generations.

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. As learners progress, they should increasingly reflect on their effectiveness during and after careers and work-related experiences, enabling them to identify strengths and areas for further training and development. Developing an enquiring mindset encourages learners to be open to acquiring new skills. This can support learners in becoming more adaptable which will enable them to access further opportunities in the world of work.

Planning and organising

Experiencing these skills in authentic contexts can help develop learners' decision-making and reflective-thinking skills. CWRE allows learners to demonstrate their planning and organising skills, such as implementing ideas, setting goals, time management and monitoring and reflecting on results. Learners can be encouraged to become increasingly independent, which will support them in taking greater responsibility for their development in work and study. Planning and organising skills are highly valued by employers, and learners need to be supported to understand the relevance of these skills so that they can achieve their ambitions.

Cross-curricular skills

Rhyl High School will help learners to begin to appreciate the importance of using their cross-curricular skills within careers and work-related experiences.

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, for example, when considering 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. Learners need to develop confidence in applying their numeracy skills, for example, when using and interpreting data and understand the importance of managing money in work and life. Learners, as they progress with their numeracy skills, should have opportunities to apply knowledge within different CWRE contexts.

Digital Competence

Increasingly, the world of work requires the ability to use digital technology in a wide range of situations. With an ever-evolving and international world of work, learners need to develop their digital confidence and capability, which will enhance their communication skills, as well as be able to access CWRE opportunities and analyse information from beyond their own locality.

A learner's digital footprint can be long-lasting and affect their career prospects, both positively and negatively. Learners should be encouraged to question the validity and accuracy of the information found on digital platforms when considering their life choices.

Roles and responsibilities for the implementation and embedding of CWRE at Rhyl High School

All staff are expected to contribute to CWRE delivery through their roles as tutors, subject teachers and support staff.

Role of the teacher – It is the responsibility of the class teacher to explore, plan and deliver authentic, relevant and appropriate CWRE opportunities to provide real-world learning and experiences that support learners in developing their skills and applying their knowledge and understanding with the subject area. It is their responsibility to include the opportunities in their plans, lessons and resources. As a form teacher they will discuss Work experience with them, support them in finding a placement and guide them in how to prepare for the placement. As a form teacher they can also highlight to the Head of Year any pupils they feel may be at risk of not having a destination after leaving school. The schools link at Careers Wales can be contacted to support with visits and internal and external experiences. This could be to recognise the relevance of learning in the area to careers, work and life, know the value of qualifications in the subject area, explore work tasks, roles and workplaces associated with occupations in the area or to use examples from careers and the world of work as a resource and context for learning in the area.

Role of the Head of department – All areas help to prepare young people for their careers and future life, they all contribute to the development of learner's career knowledge and skills and how learning in the department area will continue to be used throughout life. It is the responsibility of the Head of department to support their staff to develop CWRE within their lessons. It is the HoDs responsibility to include CWRE opportunities and expectations in the HoD overviews which will then be adapted by teaching staff. It is the HoDs responsibility to ensure there is a spread of CWRE across the department and Key stages. It is the HoDs responsibility to ensure that they are championing CWRE in their area, ensuring CWRE is an item on the agenda in departmental meetings and evaluating the CWRE teaching of their subject and the planning of lessons.

Role of the pastoral lead/Head of Year – the responsibility of the Head of Year will vary depending on the year group linked to.

Role of the SLT lead for careers – the SLT member with responsibility for CWRE is Mrs Lindsay Lloyd. They oversee the development of a coherent and effective CWRE programme for all learners with clear progression outcomes throughout the learning continuum. They ensure resource allocation for CWRE, including for professional learning whilst facilitating wide stakeholder involvement, including staff, learners, parents and carers, employers, Careers Wales and the wider community. They will also work closely with relevant staff including ALNCO to identify the guidance needs of all our pupils with special educational needs, looked after children and/or disabilities.

Role of the Careers advisor – in Rhyl High School we have a professionally trained career advisor (Tom Gibson-Jones). Careers Wales offer all learners in Key Stage 4 support which will be differentiated to meet their individual need, during this time they will focus on broadening horizons,

raising awareness of the skills required in the modern labour market, development of skills for career planning both short and long term, and support at key transition points for pupils who need it. The careers advisor will also be available during year 9, 10 and 11 parents evening to offer support and guidance to the learners and their parents/carer. The four categories used to identify the learners are:

Universal support – offer of a guidance interview and additional support based on the Careers Advisors professional judgement

Career check support – one to one support for those young people identified from career check as in need of guidance and coaching support

Targeted support for those young people who individual characteristics can lead them not being in education, Employment or Training post compulsory education

Additional Learning Needs Support – one to one support for those young people identified as having additional learning needs (ALN).

Role of the governing body - can offering their own experiences of careers and work as a learning resource and provide feedback on the school's provision. They make sure the arrangements are in place for the school to meet the statutory requirements for the delivery of CWRE. A member of the governing body will be a link to the school for CWRE and take a strategic interest in careers and encourage employer engagement.

Role of the parents/carers - can contribute to CWRE in a variety of ways including by providing feedback on the school's provision and offering their own experiences of careers and work as a learning resource

Opportunities

Effective CWRE is comprised of age and developmentally appropriate careers education embedded across the areas of learning and experience (Areas). It is supported by a wide range of relevant work-related learning experiences and environments. To help ensure that learners are engaged in CWRE, schools or settings should have regard to a range of factors such as learners' age, knowledge and additional learning needs. At Rhyl High School we look at offering a range of opportunities as shown below:

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| Year 7 | English – Units linked to the travel industry and Police force Science - British science week Textiles – Museum visits – research into designers |
| Year 8 | English – Resources give pupils insight into the leisure, hospitality and tourism industry Science - British science week Textiles – Museum visits – research into designers MFL – Mandarin assistant |
| Year 9 | English – Resources give pupils insight into journalism, food and tourism industry Science - British science week/ Rhyl Llandrillo visit Textiles – Museum visits – research into designers MFL – Mandarin assistant, Careers Wales talks, Business language champions, Workshop with Worldspan History - Visit from ex pupil – talk of careers in law Food Technology – Tasty careers challenge WWAL – applying for a job, CV writing, job research |
| Year 10 | English – Resources give pupils insight into journalism, zoology and automobile industry Science - British science week/Mentor programme with Bangor Uni |

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| | Textiles – Museum visits – research into designers Welsh – Careers Wales sessions and assemblies MFL – Mandarin assistant, Careers Wales talks, Business language champions, Workshop with Worldspan History - Visit from ex pupil – talk of careers in law Food Technology – Navy cooking competition, chef demonstrations, visits to hospitality settings Childcare – Future Doctors event, Future Nurses event, careers section of NEA Media – Careers Wales guest speakers and workshops Travel – Travel agents visit WBQ – Enterprise challenge |
| Year 11 | English – Resources give pupils insight into charity, leisure and tourism industry Science - British science week/Mentor programme with Bangor Uni Textiles – Museum visits – research into designers Product Design – Visit to Rhyl Sixth/College to explore careers Welsh – Careers Wales sessions and assemblies MFL – Mandarin assistant, Careers Wales talks, Business language champions, Workshop with Worldspan History - Visit from ex pupil – talk of careers in law Food Technology – Navy cooking competition, chef demonstrations, visits to hospitality settings Childcare – Future Doctors event, Future Nurses event, careers section of NEA Media – Careers Wales guest speakers and workshops Travel – Travel agents visit Head of Year – College trips, assemblies, A level murder mystery event, Engineering event |

Work Experience at Rhyl High School

As part of Key Stage 4 learners at Rhyl High School complete a 5 day work placement. Pupils are offered support and guidance to find their work placement, there is a designated year 11 mentor in post to support those who request, parents/carers and pupils are given a database of placements that have been used previously or they can find a placement of their choosing. Dream safety is used as an external company to vet all placements prior the pupils starting the placement to ensure the placement is suitable and there is insurance in place. The work experience opportunity help pupils understand the different industries and roles, it enhances communication, teamwork and problem solving skills. It helps develop time management and professionalism whilst providing a hands on experience in a real work environment

Work Related Education Qualification

During Key stage 4 pupils work to complete and pass an Agored Work Related Education Qualification that is equivalent to 96 points (2B grades at GCSE). The qualification consists of a range of units including Interpersonal skills, Developing personal confidence and self-awareness, Time management, Career Exploration, Applying for a Job, Creating a tailored CV, Interview skills, Planning and Preparation for Work Experience and Work Experience. Through completing this qualification it helps pupils understand different career paths and industries, Prepares them for the expectations of the workplace and encourages informed career decisions based on real-world insights. It Inspires them to think creatively about their future careers, including self-employment whilst giving pupils an advantage in job applications with relevant knowledge and experience.

Other links to support CWRE in Rhyl High School

As a school we will work with a range of people and organisations to high quality CWRE provision including:

- Alumni – Former pupils present assemblies to all year groups, they can be powerful role models across the curriculum showing current learners what is possible for them too.
- Apprenticeship providers – Engaging with apprenticeship providers will help to raise awareness of locally available progression pathways across all Areas.
- 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