



Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

UNICEF Rights of The Child

Article: 23 (every child had a right to specialist education)

Purpose/Rationale

All young people have a right to work and the status this brings. All students at North Ridge have access to a range of activities to help them choose 14-19 pathways that are right for them. Students learn best through experience therefore employer engagement and work experience are essential for students to develop their skills.

Overview

North Ridge High School has a service level agreement with Career connect to provide impartial careers education, advice and guidance to young people at the point of transition.

The careers adviser differentiates her sessions to ensure that pupils needs are met.

Aims

Students will have access to CEIAG and work related learning to enable them to:

- Develop a realistic awareness of their abilities and strengths
- Develop a range of life skills to promote independence
- Develop their ability to make informed decisions and choices
- Develop the ability with support as required to plan a realistic and challenging career path
- Develop knowledge skills and understanding related to work
- Understand themselves and develop their capabilities (self-development)
- Investigate careers and opportunities (career exploration)
- Implement their career plans (career management)
- Achieve employability skills by enhanced understanding of specific occupations;
- Learn about the world of work to prepare for the transition from education and training to work;



Teaching & learning

Students at North Ridge High School learn about careers in KS3 in PHSCE. All students will have a minimum of one employer engagement per year in a practical setting either in school or in the employers' work place.

In Key stage 4 all students will have a work experience placement for a minimum of five occasions to learn about a specific job role.

In key stage 5 students have an individual work related learning programme to include voluntary work, sports leader role, an administrative role, catering and retail according to their interests. Students in key stage 4 and 5 have a career action plan which is written by the careers adviser taking into account students hopes and aspirations.

Planning

Planning will be in line with school policy and take a target focussed approach to learning.

Assessment, Recording and Reporting

KS3:

- Records of Achievement showing work experience

KS4:

- Accreditation
- Work experience placements and diaries showing self-assessment.

KS5:

- Learning logs for work placement
- Classroom monitor assessment tool
- Unit award scheme (UAS)
- ASDAN PSD, Employability or Personal Progress accreditation

Staff Development

CEIAG co-ordinator to attend available training.

Careers adviser to update on changes to guidance as required.

Resources

Work placements in various locations and job roles.

Monitoring and evaluation

The Head teacher, Deputy Head, Assistant Heads, the Work Related Learning Co-ordinator, Assessment Co-ordinator monitors WRL having identified priorities, the SMT and WRL Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors:

Date of review: