

## Employability and Enterprise Policy

### Rationale

At St Edmund's Catholic Academy, learners are prepared to develop:

- Sound work-related and enterprise skills,
- a good awareness of financial matters both on a personal and social level
- an understanding of basic economics and workings of business

All of which are done within a framework of **moral development** and in the context of our Catholic Ethos of Service and the **Common Good**

#### **The outcome:**

Upon leaving St Edmund's Academy all learners are fully prepared to take their proper position in Life which may be reflected in destinations such as: Higher Education, Apprenticeships, Internships or work

A society in which vocation and job are separated for most people, gradually creates an economy that is often devoid of spirit, one that frequently fills our pocketbooks at the cost of emptying our souls.

**Sam Keen**

## General Overview of the Employability and enterprise provision At St Edmund's

Provision at St Edmund's follows the following strands:

- **Employability and enterprise experience in the Curriculum**
  - Each curriculum area incorporates an activity/ activities through which students might demonstrate practical skills for a working life; for example: The Young Enterprise scheme. **(an audit from each CA to be made available)**
  - Trips to places of employment so as to inspire learners to develop skills for that area of work connected to that particular subject (understanding what employers want)

"The reason a lot of people do not recognize opportunity is because it usually goes around wearing overalls looking like hard work."

**Thomas A. Edison**

▪ **Experience and Inspiration – Links with Industry and Further Education**

- Availing students opportunities to attend careers' Convention and Fairs for Year 9, 10 and 12 (at key transition points)
- Bringing in guest speakers to assemblies and Personal Development Days
- Planning and monitoring Work Experience
- Plan visits to Universities and college Open Days at key transition points, for example during Y 11 and 12

▪ **Careers and Financial Development**

- Effective use of the **Careers spiral programme** which is 200 minutes each year (See detailed Spiral Scheme of work Year 7 -11)
- Effective use of Financial Development Programme: 200 minutes for each year (see detailed spiral scheme of work for Years 7-11)

▪ **Enrichment and Service:**

- As a fundamental aspect of the Catholic ethos of the Academy and in accordance with the Social Teaching of the Church's principles of Solidarity, Participation and /responsibility for the Common Good:

The Academy:

- Provides opportunities for volunteering
- Provides a programme of Contribution to Catholic Life and community through the Core RE programme in Y12 (50 Minutes per week)
- Facilitates enrichment activities in the 6<sup>th</sup> Form, some of which may be paid work
- Facilitates a comprehensive programme of charity events, mainly during Lent and

“What does love look like? It has the hands to help others. It has the feet to hasten to the poor and needy. It has eyes to see misery and want. It has the ears to hear the sighs and sorrows of men. That is what love looks like.”

**Saint Augustine**

Advent, but also scattered throughout the academic year.

## ▪ Guidance and options

- The Academy ensures that all students from Y9 – 13 are given guidance that is clear, comprehensive, appropriate to their level (transition point) and in keeping with the academy ethos, on optional available to them so that they can fulfil their potential. This consists in:
  - Face-to-face interview with the Careers Advisor
  - Provision of up-to-date information about apprenticeships and other vocational routes
  - Provision clear guidance on further education routes
  - Provision by Curriculum Areas, promotional information on how the subject can contribute to career formation (e.g. through transferable skills through promotional flyers and Assemblies. **(Audit to be done)**)
  - Specific targeting of more vulnerable learners by giving them more bespoke/differentiated guidance and early intervention in terms of options and educational routes

## ● Vocational and Moral development

- On the cusp of their Y9 options, the Academy avails students the opportunity to reflect on the concept of Vocation so that they can think more on how they can best serve God and others through the talents they have and the educational skills they have acquired and will acquire.

“All labour that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence.”

**Martin Luther King, Jr.**

## ● Recording Monitoring and Evaluation

- The Academy monitors and evaluates this programme through a series of learning walks,

VoL, Audits, DFE Destination Measures annual RAP and Strategy Meetings

- Learners are given the opportunity to record and map their vocational development over time through the use of EE + PVD Passport (employability and Enterprise + Personal and Vocational Development)

