University of Birmingham School

PLAD Policy

September 2018

University of Birmingham School
Personal Learning and Development Policy

| Review Frequency	Annually		Review date	
Governing Committee Responsible	Pastoral Liaison	**Approved** (date)	**Next Due**	June 2016
Governor Approval (date)	23 July 2015		**Website**	
Staff Responsible	M Roden/R Tigue		**Date Produced**	16 June 2015

At the University of Birmingham School we refer to **Pupils** (who are in Years 7-11 and aged 11-16) and **Students** (who are in Years 12/13 and aged 17-18)

1   Introduction

1.1   The Personal Learning and Development (PLAD) programme is one of the most distinctive and important aspects of the University of Birmingham School.

1.2   Alongside our intention to deliver a curriculum leading to the achievement of qualifications valued by employers and higher education, the School will deliver a cohesive, and carefully structured programme of both taught and 'caught' personal development.

1.3   We want our pupils (ages 11-16) and students (ages 17-18) to utilise the many opportunities the School will provide to develop their subject knowledge and transferable skills but also, as importantly if not more, to learn to become better people not just become better in exams. Our graduates should have the confidence to go on and deal with the tests of life in an educational system that seems to emphasise an accountability-driven 'life of tests'.

1.4   Graduates of the University of Birmingham School will, we hope, go on to lead happy and fulfilled lives as responsible and flourishing local, national and global citizens who will strive to 'make a difference' to the lives of others – the real value of a high quality education.

2   The Personal Learning and Development Programme (PLAD)
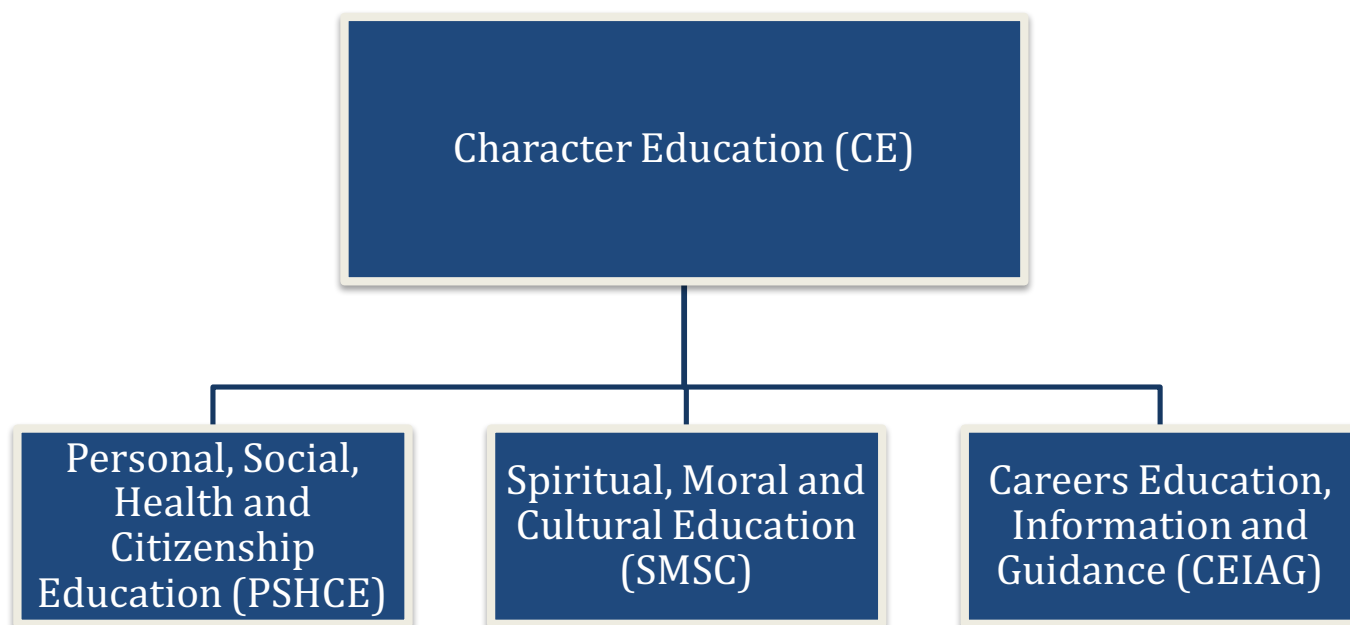
2.1   At the start of each day our young people will spend time with their Form Tutor, Year Group and College Peers as they are encouraged to learn, enjoy, reflect, explore and be intellectually and morally challenged by the range of topics and variety of approaches which feature in the programme delivered.

2.2   Each week between 8.30 and 9.05 am they will have three sessions in their Form Tutor group of the taught Personal Learning and Development Programme, one Year Group Assembly and one (vertical group) College Assembly (designed and led by Sixth Form

Students, supported by the Form Tutors – all pupils/students in each Form are in the same College).

2.3   The three tutor-led sessions will be used to deliver a taught programme of Character Education which will integrate the content of PSHCE, CEIAG, British Values and, where relevant, SMSC.

2.4   Opportunities to integrate the delivery of PLAD will be exploited in the carefully planned programme of Year/College Assemblies and **throughout** the taught curriculum.

2.5   The compulsory enrichment programme delivered by teaching staff (supported by professional service colleagues, University staff, undergraduates, postgraduates and business partners) will provide an immense breath of opportunity to:

a)   learn new skills, be part of and lead a team;

b)   to learn to experience both victory and defeat in our inter-College competitions;

c)   challenge the pupils and students to acquire new and strengthen other virtues (these are the traits that sustain a well- rounded life and a thriving society).

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 am - 9.05 am	PLAD	College Assembly	PLAD	Year Group Assembly	PLAD
9.10 am – 10.10 am	**Period 1**	**Period 1**	**Period 1**	**Period 1**	**Period 1**
10.10 am – 10.30 am	Break	Break	Break	Break	Break
10.30 am – 11.30 am	**Period 2**	**Period 2**	**Period 2**	**Period 2**	**Period 2**
11.30 am – 12.30 pm	**Period 3**	**Period 3**	**Period 3**	**Period 3**	**Period 3**
12.30 pm – 1.30 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.30 pm – 2.30 pm	**Enrichment 1**	**Period 4**	**Enrichment 2**	**Period 4**	**Enrichment 5**
2.30 pm – 3.30 pm	**Period 4**	**Period 5**	**Enrichment 3**	**Period 5**	**Period 4**
3.30 pm – 4.30 pm	**Period 5**	**Period 6**	**Enrichment 4**	**Period 6**	**Period 5**
4.30 pm – 6.00 pm	Independent Study/Extra-Curricular Activities	Independent Study/Extra-Curricular Activities	Independent Study/Extra-Curricular Activities	Independent Study/Extra-Curricular Activities	Independent Study/Extra-Curricular Activities

2.6   The extended School day will also provide further optional extra-curricular lunchtime and after school opportunities for clubs and societies, creative, musical and sporting activities.

2.7   Year Group and College Assemblies will help to develop inter-form and inter-year group mixing thus facilitating community cohesion.

2.8   Break and lunchtimes will also be used to develop social skills as the whole community sit and eat together in the wonderful central atrium.

2.9   Senior Students will have the opportunity to undertake subject and pastoral mentoring, to lead College Assemblies and they will all be expected to undertake break and lunchtime supervisory duties.

2.10   After School finishes specialist facilities of the Library and Computer Rooms will be available to ensure **all** pupils and students can undertake preparation, revision and independent study and will not be disadvantaged by home circumstances.

2.11   Visitors and specialist professionals will be used to enhance the curriculum.

2.12   The School day and week have been designed to provide maximum flexibility whilst minimising 'loss' of teaching time.

2.13   The curriculum is designed to meet the needs of all young people regardless of race, sexuality, gender, religion, ability, family background and emotional needs.

2.14   The Senior Vice-Principal (Director of Character Education) will coordinate PSHCE, CEIAG and SMSC and prepare a scheme of learning in liaison with the Vice-Principal (Director of Teaching and Learning) who will work with Subject Leaders to integrate this, where appropriate, into subject schemes of learning.

2.15   Teachers who deliver the PLAD programme will receive appropriate INSET and CPD to support their teaching of this programme.

2.16   At the University of Birmingham School all staff (through the School's Performance Development process) and pupils/students will be expected to engage in personal learning and development

3   Teaching and Learning

3.1   Personal learning and development takes place every minute of a young person's life, in their interaction with parents, teachers, other adults and peers.

3.2   The School PLAD curriculum will, we hope, make a significant contribution to that process.

3.3   We aim to help pupils clarify their thinking and to formulate strategies for dealing with identified tasks.

3.4   Teaching and learning styles should have, as their foundation, the following principles:

   a)   Students are encouraged to take responsibility for their learning in order to develop self-confidence and judgment.

   b)   Above all they should be given the opportunity to examine their own attitudes and beliefs without feeling that we wish them to adopt a certain attitude or belief.

   c)   Opportunities must be created for all students to achieve; this achievement must be recognised and rewarded.

   d)   Pupils/Students must understand that everyone's contributions, including their own, deserve attention. It is our responsibility as teachers to create an atmosphere of trust and support.

3.5   A range of teaching strategies is needed to provide a breadth of learning opportunities.

3.6   These include an emphasis on active learning, knowledge, skills and understanding by working together, making decisions, taking responsibility and reflecting on experiences.

3.7　Students will have the opportunity to work in a variety of group situations.

4　Character Education

4.1　Character Education is the general term used for all explicit and implicit educational activities that help young people develop positive personal strengths-- what are called '**virtues'**. A character, therefore, consists of a set of virtues that we possess, and these virtues in turn, produce specific moral emotions in us, inform our motivations for doing things, and guide our conduct. Character Education is more than just a subject. It needs to be nurtured and practised.

4.2　It has a place in the culture and functions of families, classrooms, and our School.

4.3　Character Education is about helping students to grasp what is ethically important in situations, and to act for the right reasons. Students need to decide wisely the kind of person they wish to become.

4.4　In this process, the ultimate aim of Character Education is the development of **good sense**, or what is called **practical wisdom** - the capacity to choose intelligently between alternatives. This capacity involves knowing how to choose the right course of action in difficult situations, and it arises gradually out of the experience of making choices and the growth of ethical insight.

4.5　Because students spend so much time in schools, our School will intend to provide the opportunities and support for the students to build their character.

4.6　Character Education, therefore, will involve everyone - parents, teachers, students, and members of the wider community.

4.7　It is an integral part of our School ethos and helps to give the school an 'educational distinctiveness'.

4.8　Our staff will model and teach good character through emphasis on universal virtues that we all share, including honesty, integrity, truthfulness, care, and fairness among others.

4.9　Through Character Education we will endeavor to teach students to make wise decisions and to act on them.

4.10　Above all, character needs time to develop through a sustained process of teaching, example, learning, and practice.

4.11　Character Education is, we believe, a child's right, and we believe the School and our families are, and should be, concerned about cultivating it in our children.

4.12　The University of Birmingham School will seek to develop, in collaboration with our pupils and students, a shared set of moral, civic and performance virtues (see examples below) that will underpin our School community in action.

Moral Virtues:	Civic Virtues:	Performance Virtues:
• Compassion • Empathy • Honesty • Humility • Loyalty • Sensitivity • Responsibility • Generosity.	• Service • Citizenship • Volunteering	• Ambition • Creativity • Curiosity • Determination • Resilience • Self-reliance • Reliability • Self-discipline.

4.13 These shared virtues and behaviours will be at the heart of everything that the staff and students at the School do.

4.14 They provide a supporting, but also challenging, framework within which all can work.

5 Personal, Social, Health and Citizenship Education

5.1 The School curriculum, which includes the National Curriculum, provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

5.2 The National Curriculum itself is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications.

5.3 The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

5.4 These cannot be achieved without the provision of Personal, Social, Health and Citizenship Education (PSHCE).

5.5 Our PSHCE programme does meet the stated aim of equipping pupils with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions.

5.6 To this end, our programme builds on the statutory and non-statutory content of the new National Curriculum, including:
   a) Drugs Education;
   b) Financial Education;
   c) Sex and Relationship Education;
   d) The importance of physical activity and diet for a healthy lifestyle.

5.7 The National Healthy Schools standard (NHSS) supports the effective implementation of the framework.

5.8 **The Importance of Personal Wellbeing:**

a) Personal wellbeing helps young people to embrace change, feel positive about who they are and enjoy healthy, safe responsible and fulfilled lives.

b) Through active learning opportunities, students recognise and manage risk, taking increased responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

c) As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

d) As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

e) PSHCE is an essential part of the personal learning and development and the academic curriculum and together we view them as the responsibility of all staff in both their academic and pastoral roles.

f) PSHCE will respond to the needs of the pupil in the context of their wider community, concerning their personal, social, health, citizenship and economic welfare and their plans for post 16 opportunities.

g) We will promote equal opportunities and provide education for life in a diverse society.

h) There are increased opportunities to extend students' knowledge and understanding of different cultures and lifestyles at the University of Birmingham School, to value the diversity of backgrounds and experiences, and to promote the importance of good citizens in society. The PSHCE programme will play its part in grasping these opportunities.

5.9 Aims of PSHCE

a) To prepare students to understand and appreciate the social, cultural, economic and industrial aspects of the world and help them play a constructive part as competent, informed, thoughtful and responsible citizens.

b) To help pupils to be aware of the feelings, values and attitudes of themselves and others.

c) To help students to be aware of their own strengths, weaknesses and aptitudes and to value themselves.

d) To give pupils a substantial knowledge of their bodies and of their physical growth and development.

e) To give pupils the opportunity to discuss and examine the moral choices open to them in a wide variety of contexts.

f) To give students access to the knowledge and skills with which they can make informed decisions about their future.

g) To develop the confidence and ability to examine their own beliefs in relation to those of others and to express them appropriately.

h) To help pupils adapt to change both in themselves and others.

i) To help pupils to acquire the skills to relate effectively to others and to be valuable members of the groups in which they live and work.

6 Spiritual, Moral, Social and Cultural Education

6.1 The spiritual, moral, social and cultural development of our pupils and students is an important aspect of our work.

6.2 **Spirituality is concerned with:**

  a) Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.

  b) A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities, especially in relation to music and drama.

  c) Feelings of transcendence – the opportunity for students to discuss phemonena that are not immediately explicable and to talk about the possibility of existence beyond the physical world.

  d) A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.

  e) Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

  f) Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

  g) Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

6.3 We therefore aim to promote **spirituality** through:

  a) The values and attitudes the School identifies, upholds and fosters;

  b) The contribution made by the whole curriculum;

  c) Religious Education, acts of collective worship and other assemblies;

  d) Enrichment and extra-curricular activity, and;

  e) The general ethos and climate of our School and community.

6.4 Moral development refers to the knowledge, understanding, intentions, attitudes and behaviour of our pupils and students in relation to what is right and wrong".

6.5 This involves making clear to our students that the will to behave morally, as a point of principle, is fundamental to both moral development and the School's ethos.

6.6 In this sense, moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

6.7 We therefore aim to promote **moral development** through:

  a) the quality of relationships in the School;

  b) the standards of behaviour of all members of the community (pupils. students, teachers, professional services staff, governors, parents and visitors);

  c) the quality of pupil, student and adult leadership;

  d) the values the School sets and exhibits through its structures;

e) the taught and 'caught' curriculum.

6.8 Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

6.9 We therefore aim to promote **social development** through:
   a) co-operation and partnership;
   b) classroom organisation and management;
   c) the grouping of students;
   d) providing opportunities for leadership, service and responsibility;
   e) enrichment and extra-curricular activity;
   f) the development of citizenship.

6.10 Cultural development is about the understanding of our own cultural identity.

6.11 More than this, however, it is also about understanding other groups in a particular society and of other societies beyond their own.

6.12 Our pupils and students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

6.13 We therefore aim to promote **cultural development** though:
   a) an explanation of the influences that have shaped our culture;
   b) the extension of our cultural horizons, through the influences of other cultures;
   c) therefore extending cultural horizons beyond the immediate and the local;
   d) past cultural features which influence and shape the present;
   e) a study of the present values and customs of our nation and of other nations cultures and societies, and;
   f) developing in our community the respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

6.14 Clearly in all the above, the ethos of the University of Birmingham School will make an important contribution through our emphasis on:
   a) challenging, supporting and valuing each individual in our community;
   b) the importance of respectful, courteous and positive relationships;
   c) providing the highest quality of teaching and learning by recruiting well qualified staff who are dedicated to continuous professional development of their knowledge and skills;
   d) exploiting the unrivalled physical and intellectual resources of the University of Birmingham to support our mission to transform the life chances and experiences of all members of the University of Birmingham community of learners;
   e) providing as wide a range of enrichment and extra-curricular activities as possible as we seek to 'unlock the talent' of our pupils and students to develop a lifelong love of …… culture, sport, literature or ……..whatever they have enjoyed doing ….. !
   f) celebrating success and reacting positively to failure;
   g) our relentless pursuit of excellence in all that we do in order to secure the very best educational outcomes (personal development and qualifications) for each and every one of our 'graduates'.

6.15 Across the whole School day we will encourage our pupils and students to:
   a) Discuss matters of personal concern;

b) Develop positive relationships with adults and peers;

c) Develop a sense of belonging to a community;

d) Be challenged by exploring beliefs and values while deepening their own faith or beliefs (is it the School's job to encourage pupils to deepen their own beliefs? – not begin pedantic here but there are some beliefs which pupils will bring which may run counter to we teach.);

e) Discuss religious and philosophical questions;

f) Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives;

g) Experience what is aesthetically challenging and pleasing, and;

h) Experience silence and reflection

7 Careers Education, Information, Advice and Guidance

7.1 Careers education and guidance programmes play a major part in helping young people choose 14-19 pathways that suit their interests and abilities and are right for them, and help them plan and manage their careers effectively in a changing global world of learning and work.

7.2 From September 2013 the Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information advice and guidance.

7.3 Schools are free to make arrangements for careers guidance which best suit the needs of their students, engaging where appropriate with independent providers.

7.4 We are developing for implementation in Year 12 for September 2015 our arrangements for providing impartial (which is independent and external to the school) careers advice and guidance by utilising the expertise in the Employability and Careers Service at the University of Birmingham (see below).

7.5 The University of Birmingham School is committed to providing all students in Years 7-13 with a planned programme of activities. The programme is delivered through a combination of methods:

a) including the PLAD programme;

b) through the taught curriculum;

c) through accessing guest speakers;

d) delivering specialist events (e.g. higher education and careers fair, STEM Careers Day, UCAS Evening and the Student Finance Parents' Roadshow).

e) through Year Group and College assemblies;

f) parent/carer information evenings, and;

g) employer visits etc

h) offering access to professional work based qualifications such as COSHH, Food Hygiene etc

7.6 These will be designed to help pupils and students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

7.7 **Objectives**:
a) To ensure that pupils and students develop the skills and attitudes necessary for success in adult and working life.
b) To make pupils and students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
c) To equip pupils and students with the necessary decision-making skills to manage those same transitions
d) To develop in pupils and students an awareness of the wide variety of education, training and careers opportunities both locally and nationally
e) To encourage pupils and students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey
f) To foster links between the school, local businesses and further/ higher education establishments
g) To enable all pupils and students to experience the world of work and develop transferable skills
h) To ensure that wherever possible, all young people leave the school to enter employment, further education or training.

7.8 **Implementation**:
The school guarantees impartial and independent advice in the following ways:
a) access for all pupils and students and staff to the U-Explore careers exploration website (or similar);
b) promoting the National Careers Service Website and Helpline;
c) access to a wide variety of external speakers offering independent sources of information including;
d) a number of local and national employers;
e) representatives from professional bodies and organisations;
f) higher education establishments;
g) past pupils and students, who are a valuable resource;

7.9 All staff have a part to play in the implementation of this policy through their role as form tutors and as subject specialists.

7.10 **Information and Resources**:
Careers information and resources will be located in the Careers section of the library, which contains up-to-date, impartial information presented in a variety of media. It will updated on a regular basis by the Librarian and Enrichment Manager. College and University prospectuses will be current, visual displays and VLE and School website content are kept up to date.

7.11 Partnerships
a) The CEIAG programme will be greatly enhanced through links with a number of partners who help us make the students' learning up to date and relevant. This involvement will include the provision of work experience placements, careers talks, workplace visits and mock interviews.

b) Links will be established with the local FE College together with various training providers supporting apprenticeships for those pupils who will in the future be best placed to consider that as alternative to further or higher education.

c) We will clearly have extremely close links with our 'parent' University along with other prestigious universities (including Oxford and Cambridge).

d) Parental involvement will be encouraged at all stages. The University of Birmingham School recognises that parents and carers remain the biggest influencers on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us (e.g. Y9 with Key Stage 4 option decisions, with work experience placements, Y11 with 16+ choices and Y12 with UCAS applications). Parents will also have the opportunity to speak to the Senior Vice-Principal and Pastoral Leaders by phone, by appointment or at any Year 7 to 13 parent consultation event.

7.12 **Work Experience**

a) The objective of work experience will be to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills.

b) Where possible, students should seek a placement in an environment which is linked to a career which they are considering for their own future.

c) All pupils and students will be expected to undertake a placement in Year 11 and be encouraged to do so in Year 12.

d) It is ultimately the student's responsibility to ensure that they have secured a placement (before the deadline given by the Work Experience Coordinator), however support in finding a placement will be offered by the school primarily through access to the University of Birmingham Employability Service partner network

e) The programme will be launched at an information evening for students and parents held early in the Autumn Term of Year 11. Prior to the placement students will participate in a number of preparation activities including CV, letter writing and telephone skills, and each student will undergo a mock interview with an external business partner.

f) A Work Experience briefing will be held for all Year 11 in the week prior to their placements to ensure that all students understand how to approach their placement, and the procedures to follow if there are any problems with the placement. Necessary and relevant health and safety information will also be covered.

g) Each Year 11 student will be visited or telephoned during their placement by a member of staff. On return to school there will be a work experience conference where the pupils/students are given the opportunity to reflect upon and share their experiences with their peer group, staff, University and Business Partners.

h) Students will not be permitted to undertake placements outside of England and Wales, since the Health and Safety regulations outside of this area are not comparable to England and Wales, and so the school cannot ensure that students are working in a safe environment.

i) Students may not request holiday from the school in order to undertake a work placement outside of England and Wales; in this circumstance the student should arrange the placement in their own time.

j) When a placement is requested outside of Birmingham/West Midlands the School will request that the Health and Safety checks are undertaken by the appropriate area. Where additional costs are incurred by requesting Health and Safety checks from an out-of-area agency, the School will have to pass that cost on to parents and carers. However parents and carers will be kept fully informed should this look likely to be the case.

7.13 Safeguarding

a) In order to ensure that pupils and students are safe during work experience placements, the School will check that the organisation offering the placement hold valid 'Employers' Liability Insurance' (ELI) for the time of the placement.

b) In addition, the school will also ensure that the placement meets national Health and Safety regulations by employing a the Birmingham Business Education Partnership to undertake checks on the School's behalf.

c) Any placement which does not hold ELI and which has not been Health and Safety checked for the period of the placement will not be approved for work experience, and the pupil/student seeking the placement will be advised to find an alternative.

d) In addition, the School cannot support placements with sole traders or single employees.

7.14 School University Links

a) The University of Birmingham School has close links with the renowned and successful 'Employability and Careers Network' at the University of Birmingham.

b) The Head of Service has developed what we believe will be a sector leading CEIAG programme of learning for the School (see Year 12 scheme of learning below).

c) Our intention is to make this available via our 'virtual learning environment' to all other Schools in due course.

d) The School will exploit the specialist professional independent advice and guidance both for our students and staff as we endeavour to ensure they have the knowledge, understanding and skills required to research and make wise choices (e.g. GCSE, AS/A Level, degree, employment and vocational training.

e) The School will integrate CEIAG throughout the curriculum, the enrichment programme and in all year groups.

f) We will endeavour to provide the best possible School-based and University-led independent support together with work experience and mock interviews opportunities from the University business partners.

g) The Employability and Careers Service will provide independent career interviews with Years 11-13.

PERSONAL DEVELOPMENT	
Service area	**Delivery partners**
Volunteering	▪ Regional agencies ▪ The Guild
Community Development	▪ (Capgemini) ▪ Employers ▪ Regional agencies
Student Enterprise / Social Enterprise	▪ Social Enterprise partners
Personal skills development: ▪ Leadership ▪ Teamwork ▪ Effective communication ▪ Global citizen	▪ Academics ▪ Alumni ▪ Employer partners ▪ Students (incl Internationals)
Personal Development Planner ▪ Self-reflection ▪ Recording achievements	▪ Jubilee Centre ▪ Capgemini (Co-development of IT system)
Options beyond 18	Employer sponsors Training providers UCAS
Aims ▪ Character development opportunities ▪ Addressing Global citizenship ▪ Personal awareness / effectiveness ▪ Preparation for making informed decisions	

EMPLOYMENT	
Service area	**Delivery partners**
Career Choice Apprenticeships	Careers Service Training providers
Industry speakers / presentations	▪ Employer partners ▪ Alumni
Industry / Sector visits (Treks)	Employer partners
Alumni engagement (role models) Routes into the professions HE STEM ambassadors	Alumni Alumni and employer partners
Employment related skills e.g. ▪ Commercial awareness ▪ Negotiation ▪ Networking	▪ Careers Service ▪ Employers ▪ Alumni
Job Search e.g. ▪ LMI ▪ CVs ▪ Application Forms ▪ Interviews	▪ Careers Service ▪ Employers ▪ Alumni
Aims ▪ Objective employment choice ▪ Understanding of employment options ▪ Developing skills and capabilities to obtain and manage employment	

FURTHER STUDY	
Service area	**Delivery partners**
Course Choice	▪ Careers Service ▪ Students
HE / FE application processes	▪ UCAS ▪ Admissions ▪ Students
HE / FE visits	HE / FE
Student Mentors / Advisers (by discipline)	Student Engagement Team (SET)
Personal Statement / Interview support	▪ Careers Service ▪ Admissions ▪ SET
Clearing support	▪ Careers Service ▪ Academics ▪ Admissions
Aims ▪ Objective course choice ▪ Awareness of resultant career paths ▪ Competence in application process ▪ Preparedness for university experience	

Intra-curricular:
All academic programmes to provide contextualised opportunities to develop career capabilities e.g. team work, projects, presentations, communications

8 Monitoring, Review and Evaluation

8.1 A PLAD report will be submitted to the Principal on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to provision.

8.2 This policy will be reviewed annually as part of the whole-school self-evaluation process and by the governors when any additions or amendments are made.

8.3 Parents are welcome to give feedback on any aspect of the PLAD programme to a member of the Senior Leadership Team, one of whom will be in attendance at all parent consultation events.

8.4 The PLAD Programme is led and monitored by the Senior Vice-Principal as part of her responsibility as Director of Character Education.

8.5 It is a key aspect of the School's educational provision and, as such, will be prominent in all individual, team (subject and pastoral) and School self-evaluation systems.

8.6 Parents will be kept informed of the PLAD programme of activities as described in our Communications Policy.

8.7 The Chair of the Governors' Pastoral Liaison Committee is responsible for oversight of the PLAD programme.

8.8 Arrangements will be in place for parents who wish their children to be exempt from aspects of PLAD and a summary policy is available on request for Sex and relationship Education.
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