

Careers Related Learning

 Policy

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| Author | Emma Shaw |
| Date | Dec 2019 |
| Date of next review |  Dec 2021 |

**Statement of intent**

Saint Nathaniel’s Academy strives to ensure that throughout their time at Primary school, our students have many opportunities to be part of, to be exposed to and to understand the world of work. Our school has high aspirations for every child and through our ethos and curriculum, we aim to:

* help them understand the variety of jobs and career paths they can take
* let them know that gender, race and background are not barriers to their future success – equal opportunities for all
* interest and inspire children about the future
* instil in them a healthy attitude towards the world of work

As Stoke-on-Trent has a high level of youth unemployment and a higher than average take up of low paid, low skilled jobs, we want to inspire our pupils to achieve their ambitions and be the best they can be.

**Curriculum:**

Our school will work to encompass careers education and guidance into all subjects across the whole curriculum. All teachers will support the career development of young people in their role and through their teaching.

Our school will engage with local employers, businesses and professional networks, including face to face employer contact (on and off the school site) and guest speakers as appropriate.

We shall provide events to support career choices and aspirations. These will include:

* Parent meetings
* Enterprise initiatives
* Careers fairs

This broad range of experiences will motivate and inspire our students to take a continued interest in careers and future opportunities as they move onto high school.

**Roles and responsibilities**

As careers leader for the school, Mrs Emma Shaw will:

* Manage the provision of careers information
* Liaise with the Principal and Kelly Meir ( Careers project coordinator) and other local schools to implement and maintain effective careers guidance
* Plan and organise a range of careers led events
* Attend careers learning training and updates
* Deliver careers training and updates to all staff
* Liaise with the PSHE leader and other subject leaders to plan careers education in the curriculum
* Ensure all careers led learning meets the needs of all students and does not show bias or gender stereotypes

 **Monitoring, evaluating and reviewing**

Our school uses the **Gatsby Benchmark** system to ensure a quality careers programme is in place. These benchmarks include:

* Addressing the needs of each pupil
* Linking curriculum learning to careers
* Experiences of the workplace
* Encounters with further and higher education

The careers leader evaluates the development plan against the Gatsby Benchmark on an annual basis and uses this information to plan for future careers led learning opportunities and training needs.

 **Careers Programme September 2019 – July 2020**

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|  |  **Autumn Term** | **Spring Term** | **Summer term** |
| **EYFS** | Continuous PSHE provision Aspirations Day – People Who Help Us | Continuous PSHE provision MyHappyminds:Celebrate module (aspirations etc) | Continuous PSHE provision   |
| **Year 1** | Skills Builder Programme | Skills Builder ProgrammeMyHappyminds:Celebrate module (aspirations etc)Science week: Jobs in Science/STEM | Skills Builder ProgrammePSHE sessions – core theme 3: Living in the wider world* Jobs in the community
* Who keeps us safe?
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| **Year 2** | Skills Builder Programme | Skills Builder ProgrammeMyHappyminds:Celebrate module(aspirations etc)Science week: Jobs in Science/STEM | Skills Builder Programme PSHE sessions – core theme 3: Living in the wider world* Jobs in the community
* Who keeps us safe?
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| **Year 3** | Skills Builder Programme | Skills Builder ProgrammeMyHappyminds:Celebrate module (aspirations etc) Science week: Jobs in Science/STEM | Skills Builder Programme PSHE sessions – core theme 5: Living in the wider world* Ways to manage money
* What it means to be enterprising
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| **Year 4** | Skills Builder Programme | Skills Builder ProgrammeMyHappyminds:Celebrate module (aspirations etc) Science week: Jobs in Science/STEM | Skills Builder ProgrammePSHE sessions – core theme 3: Living in the wider world* Who works with the local community?
* Ways to manage money
* What it means to be enterprising
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| **Year 5**  | Skills Builder ProgrammePrimary Enterprise Challenge Day (Rymans)Careers Fair – Co-Op AcademyThe Big Assembly (STEM) | Skills Builder ProgrammeMyhappyminds: Celebrate module (aspirations etc)Science week: Jobs in Science/STEMThe Big Assembly (STEM) | Skills Builder Programme PSHE sessions – core theme 3: Living in the wider world* What it takes to set up an enterprise
* What enterprise means for work and society

Zoom Railway workshopApprenticeship workshop |
| **Year 6** | Skills Builder ProgrammePrimary Enterprise Challenge DayLocal Democracy DayDestination Rail WorkshopThe Big Assembly (STEM) | Skills Builder ProgrammeMyHappyminds: Celebrate module (aspirations etc)Science week: Jobs in Science/STEMPrimary Enterprise mentoring sessionsPrimary Enterprise FinalCareers Fayre – Co-Op AcademyThe Big Assembly (STEM) | Skills Builder Programme PSHE sessions – core theme 3: Living in the wider world* What it takes to set up an enterprise
* What enterprise means for work and society

Zoom Railway workshopSummer Fair Enterprise stallsWorkplace visits/work experienceMeeting with careers advisor Parents and Pupils careers information meetingApprenticeship workshopHigher education taster days – Keele University and Staffordshire University |

**Additional provision across the school throughout the year:**

Inspirational speakers in – career assemblies

Half termly assemblies that link to our school values through careers (eg ambition, resilience)

Links to careers made across the curriculum where appropriate and relevant (eg trips, visitors into class, research on featured careers)

During educational visits, providers to make a link to their career pathway

Rationale – why are you doing this work? National (Careers and Enterprise Company, Opportunity Area, Gatsby Benchmarks) and local initiatives (SSSLEP priority sectors, achievement in maths and English, raising aspirations). School values, vision and equal opportunities.

* Aim – what do you hope to achieve from this work?
* Staff – who is responsible and how does the whole school contribute.
* Curriculum – what do you do and when? Yearly? Termly? Themes?
* Parents and carers – how are they encouraged to contribute?
* Partners – who helps you to do this? Which employers, businesses, other schools, colleges and Universities?
* Monitoring, evaluation and review process.

Look at your feeder high schools websites – they have to have this sort of information on there. Use some ideas. You do not need as much detail, keep it succinct.