

# Careers Policy



## Moreland Primary School

## MORELAND PRIMARY SCHOOL CAREERS POLICY



<b>DATE APPROVED</b>	
<b>REVIEW DATE</b>	Sept 2024

### Federation Mission Statement:

**“Reaching higher than I dreamed,  
Becoming the person I can really be,  
Doing the best that I can  
for the world and for me.”**

### Introduction

Careers education, information, advice and guidance (CEIAG) is a developing part of the support we offer to students at Moreland Primary School and Children’s Centre. It is a key part of our “Learning for Life” vision alongside our: personal, social, health education curriculum, emotional literacy programme, growth mind set, Moreland Magnificent 8 and Global Citizenship curriculum

Our effective careers support will help pupils:

- in the short term to become self-assured, confident and optimistic about their futures – becoming motivated and inspired to learn;
- feel inspired and develop a sense of aspiration for their future “reaching higher than I dreamed”;
- develop the resilience to take calculated risks, dealing appropriately with disappointments, set-backs and challenges;
- to prepare young people for the opportunities, responsibilities and experiences of life;

- to help them to make decisions and manage transitions as learners and workers.

As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme is designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what students, parents/carers, staff and Governors can expect from the careers programme.

Our aims are:

- To inspire children to think of the future, increasing aspiration for all
- To develop and encourage a sense of ambition towards a future career
- To understand the basic skills and attitudes needed to be successful in the world of work
- To provide high quality information from a wide variety of sources –curriculum lessons, growth mind set, PHSE lessons, global citizenship lessons, Dream Catcher and Inspirational People Assemblies, career sessions and visitors from a variety of careers, through visits to work places, Islington World of Work activities, enterprise opportunities and social action projects.
- To challenge all forms of stereotype (by background, gender or diversity groups) and preconceptions.
- To develop self-evaluation skills and make plans for the future
- To ensure that when children transfer to secondary school they are ready for the next stage in their education, being equipped with the necessary skills and knowledge, thus preparing them for the world of work which lies ahead.
- To understand employment-related vocabulary

Our careers offer has been developed and takes into account the Gatsby Foundation research and guidance benchmarks issued from the Department of Education on Careers. These benchmarks are:

Benchmark 1: A Stable Careers Programme

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the Needs of Each Pupil

Benchmark 4: Linking Curriculum Learning to Careers

Benchmark 5: Encounters with Employers and Employees

Benchmark 6: Experiences of Workplaces

Benchmark 7: Encounters with Further and Higher Education

Benchmark 8: Personal Guidance

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students

- supporting positive transitions
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work/ next stage of education
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

### **Student's entitlement:**

All students are entitled to be fully involved in an effective CEIAG programme. All year groups will cover careers objective through the personal, social, health education curriculum, curriculum lessons, growth mind set, emotional literacy lessons, Dream Catcher Assemblies, links with businesses and universities, the Global citizenship curriculum and enterprise activities.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time here, students will:

- access up-to-date and unbiased information on future learning and training, careers and labour market information
- receive support to develop the self-awareness and career management skills needed for their future
- a curriculum that covers options after school, and the whole school look at the world of work, the job market and the skills needed for the future through the curriculum topics
- a meaningful encounter with a representative from the world of work; this could be through work experience, World of Work activities, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff and their peers
- to be asked their views about the information they have received to ensure that the service continues to meet the needs of the students.

## Careers education and skills

The content of the taught careers education programme is based around the six learning areas outlined in the CDI Careers Framework.

### The six learning areas



### Skills to be developed:

Resilience; responsibility; accountability; aspirational; cooperation; self-motivation; confidence; self-assurance; self-assessment; well-informed; experience; entrepreneurial mind set; achieving full potential.

### World of Work

Students of all year groups have the chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. This includes a range of activities including Dream Catcher Assemblies, employer input in lessons, visits from alumni working in a range of sectors, careers talks, visits to work places and projects with local businesses and organisations.

### Transition to Secondary School

In upper Key Stage 2 children are supported to be ready for the transition to secondary school. This involves the school working closely with local secondary schools and families. Families are supported to choose and apply for secondary school including support for selective school applications e.g. 11+. Workshops, transition meetings, visits from former students, visits to local secondary schools and focused nurture support ensure children are ready for the next stage of learning.

### Management and staffing

The Deputy Head teacher is responsible for taking a strategic lead and direction for careers work in the school. The school also works alongside Secondary feeder schools, colleges and local universities. All teachers are responsible for delivering aspects of the careers programme through the curriculum.