



Simonside Primary School

Careers Policy

Introduction

As options for young people become more varied and complex, it is vital that school supports them to develop the knowledge and skills they will need to make informed choices about their future.

Careers education, information and advice is part of the support we offer to children. This support will help pupils to:

- Become motivated and inspired to learn
- Become self-assured, confident and optimistic about their future
- Prepare for the opportunities, responsibilities and experiences of life
- Develop the resilience required to take calculated risks, dealing with challenges, disappointments and setbacks
- Make decisions and manage their role as learners
- Put into practice the school's motto, 'Dream, believe and achieve'.

Aims

- To inspire children to think about the future, increasing aspiration for all.
- To develop and encourage a sense of ambition in what children can do beyond school.
- To develop an understanding of different opportunities and career paths.
- To develop an understanding of the differences between school and the world of work.
- To inspire children to follow and achieve their dream.
- To offer targeted support for vulnerable and disadvantaged children.
- To understand the basic skills and attitudes needed to be successful in the world of work.
- To challenge, rather than be limited by, stereotypes.
- To develop age-appropriate employment-related vocabulary.
- To provide high quality information from a variety of sources – curriculum lessons, PHSCE sessions, visits to and visitors from a variety of careers.
- To help children understand the changing world of work.
- To facilitate meaningful encounters with employers.
- To support children in developing research skills to find out about opportunities.
- To help children develop skills, attitudes and qualities which will support a successful transition to the next stage of education or world of work.

Links

UNICEF RIGHTS OF THE CHILD

School is the holder of a RRS Gold Award. The following articles are particularly relevant to careers guidance/the world of work:

Article 2 No discrimination

Article 5 Family guidance as children develop

Article 12 Respect for children's views

Article 13 Sharing thoughts freely

Article 29 Aims of education

Article 32 Protection from harmful work

Monitoring and Evaluating

School will seek opportunities for children which reflect the intentions of the 8 GADSBY BENCHMARKS which are enshrined in statutory careers guidance:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of the workplaces
7. Encounters with further and higher education
8. Personal guidance

Skills to be Developed

- Accountability
- Achieving full potential
- Aspiration
- Experience
- Entrepreneurial mind set
- Confidence
- Cooperation
- Resilience
- Self-assurance
- Self-motivation
- Being well-informed

Employer Links/Educational Links

School will develop links with businesses and other external agencies which can provide information, experiences and opportunities linked to the world of work. Links with feeder secondary schools and higher education institutions e.g. student outreach programmes will also be developed.

Aspiration

The curriculum aims to help pupils learn about the world of work through first-hand experience and engagement with employers. Pupils will expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths. These opportunities will encourage pupils to broaden their horizons, understand what they could achieve and raise aspirations for the future. By engaging with a wide range of professionals, pupils will have a clear understanding of the link between achieving well at school and entering into an interesting job and career that is not bound by social mobility and/or gender stereotypes.

Global Citizenship

Through the careers curriculum pupils will explore what it means to be part of society. They will learn which skills will help them to be independent and take control of their own learning and behaviour. The curriculum will encourage pupils to develop an awareness of the wider world and a sense of their role as a world citizen, respecting and valuing diversity. Pupils will learn to take responsibility for their actions while also teaching them to help others when they can.

Well-being

Pupils are encouraged to think about work/life balance to promote positive mental health. They are encouraged to think about different relationships and whether these have a positive or negative impact. Pupils are encouraged to help others when they can and to think about volunteering and charity work, allowing them to feel a sense of pride in helping others.

Vocabulary

CAREERS CURRICULUM				
	EYFS	KS1	LKS2	UKS2
Key Vocabulary (from 400 words a year list)	Job, work, money Role, construct, design, task, medical, transport, adult, uniform, team	Workplace, task, earn, team, teamwork Acquire, assist, participate, seek, contribute, author,	Career, skill, co-operate, communicate, contribution, spend, budget Research, authority, respond, technical, colleague, individual, voluntary, conform,	Qualification, application, interview, initiative, responsibility, bank account, savings, employer, colleague, employee, business, university, college Expert, income, select, criteria, attitude, professional, cooperate,

				incentive, prospect, military, contract, economy, finance, labour, domestic
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Explore Possibilities/Visitors to school (in-line with Curriculum Offer)

Objective	EYFS	KS1	LKS2	UKS2
Everyday jobs	Describe tasks they have carried out.	Be aware that jobs are made up of tasks.	Be able to explain which tasks make up certain jobs.	Be able to explain which tasks they would like and least like about particular jobs.
Comparing jobs	Identify jobs (which they think are similar)	Compare similarities and differences between jobs.	Explain what interests them about different jobs	Explain what interests them about a range of jobs.
Learning about jobs	Be able to explain what a visitor has told them about their job.	Think about questions they would like to ask a visitor about their job.	Explain what they have learned from listening to someone speak about their job.	Explain what they have learned from someone owning their own business.
Making the most of careers information, advice and guidance	Ask questions about jobs.	Know where to find out about different jobs.	Be aware of where to get accurate information.	Be aware of where to get accurate information from a variety of sources related to careers.
Linking school subjects to careers	Identify what they are learning.	Identify what they are learning.	Recognise that interests in certain subjects might help in thinking about a future career.	Recognise that interests in certain subjects can lead to different qualifications and careers.
Setting careers goals	Enjoy work-based role play.	Have an idea about the job they would like to do and what is involved.	Have an idea about the job they would like to do, describe what is involved and why it would suit them.	Have an idea about the job they would like to do and think about how they are planning on getting there.

Application of Skills

	EYFS	KS1	LKS2	UKS2
Jobs at home	Be aware of the different kinds of work that needs to be done at home.	Recognise the contribution they can make to jobs at home.	Explain which members of the family are responsible for particular jobs.	Explain the idea of division of labour with reference to jobs at home.
Jobs of the future	Invent imaginary jobs.	Identify new jobs that are emerging.	Identify possible new jobs that may be needed in the future.	Identify possible new jobs that may be needed in the future and explain how your skills could help in these jobs.
Exploring relationships	Participate in social play involving (imagined) workplaces.	Communicate appropriately with peers and adults.	Be aware of how employees communicate well to workers and customers.	Explain how people relate to each other in work settings.
Communication	Can take part in conversations with peers and adults and show good listening skills.	Can take part in conversations with peers and adults and show good listening skills.	Know how to make a positive impression.	Take part in an application and interview process (e.g. Prime Minister role)
Make a positive contribution	Be able to carry out a designated task.	Make a positive contribution to a group/team task.	Be able to take on different roles in a team, including that of team leader.	Work well in a team and understand the relationships between team members.
Helping others	Be aware when they have done something to help others.	Be aware of what volunteers can do and how they can volunteer (apply to school tasks).	Be aware of the role of charities and their intent/motivation.	Recognise what charities do and how they could contribute.
Show initiative and enterprise	Identify what they need for certain tasks.	Identify what they need for certain tasks and work out how to get them.	Show you can use your initiative and be enterprising (school tasks).	Show you can use your initiative and be enterprising (school tasks).

To contact the Careers Lead, please contact Emma Hills on 0191 2860776.