



Hornsea Burton and Skipsea Primary Schools

Careers Policy

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Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

The main aims of careers provision at name of school are to:

- Become self-assured, confident and optimistic about their futures –becoming motivated and aspirational learners who are inspired.
- Develop the resilience to take calculated risks, dealing appropriately with disappointments, setbacks and challenges.
- Prepare young people for the opportunities, responsibilities and experiences of life
- Help them to make decisions and manage transitions as learners and workers.
- Develop knowledge and skills to make informed choices to prepare pupils for life post-education and develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people to find out about careers and develop skills to raise aspirations, enabling them to be valuable citizens in society.
- Instil a healthy attitude towards work.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- [DfE \(2023\) 'Careers guidance and access for education and training providers'](#)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Data Protection Policy
- Volunteers Policy

2. Introduction

Careers education, information, advice and guidance (CEIAG) has been used to develop the careers support we offer to students at Hornsea Burton and Skipsea Primary (HBSFed) Primary school. Alongside our commitment to: personal, social, health education (PSHE), growth mind set, learning powers, Achievement for all initiatives.

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.
- Develop the resilience to take calculated risks, dealing appropriately with disappointments, setbacks 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 and aspiration drivers.

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.

3. Aims

Our aims are to:

- To aspire 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/learning power sessions, Jigsaw PHSE lessons, specific career sessions and visitors from a variety of careers

- 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 increase knowledge of post 11 and post 16
- To understand employment-related vocabulary

At HBSFed we follow the principles of the Gatsby Benchmarks. 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.

4. Student's entitlement & experience:

All students are entitled to be fully involved in an effective CEIAG programme. All year groups will cover career's objective through the PSHE programme (Jigsaw), growth mind set, learning powers and Achievement for All initiatives. 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
- career lessons covering options after school, the world of work, the job market and the skills needed for the future
- practice skills needed within the world of work such as writing CVs, applying for in-school roles, writing and seeking references,
- have opportunities to develop and practice skills such as resilience; responsibility; accountability; aspirational; cooperation; self-motivation; confidence; self-assurance; self-assessment; experience; entrepreneurial mind set; achieving full potential.
- a meaningful encounter with a representative from the world of work; this could be through work experience, World of Work Week/Careers week 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.

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

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life. The school will not present HE more favourably compared to FE or other technical routes, nor will it disproportionately promote its own sixth form over other options.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities

5. Careers programme

The content of the taught career's education programme is based around the learning outcomes outlined in the CDI Careers Framework which meets the requirements of the eight Gatsby Benchmarks. (see Appendix I). Skills to be taught and developed are as follows: Resilience; responsibility; accountability; aspirational; cooperation; self-motivation; confidence; self-assurance; self-assessment; well-informed; experience; entrepreneurial mind set; achieving full potential.

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable career programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Encounters with further and higher education
- Personal guidance

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender, and diversity groups, and those with SEND, can consider the widest possible range of careers. To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

6. Roles and responsibilities

The governing board is responsible for:

- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about careers opportunities.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of pupils.

- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the headteacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the SENDCo, PSHE leader and other subject leaders to plan careers education in the curriculum and ensure it is tailored to individual needs.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Supporting teachers to deliver careers education and providing initial information and advice.
- Monitoring teaching and learning in careers education.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Organising workshops for pupils and actively promoting the careers curriculum, presentation days, assemblies and parents' evenings.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

7. World of Work Week/ Careers Week

Each year, the school's World of Work Week/ Careers Week gives students of all year groups 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. The week includes a range of activities including speakers in assemblies, employer input in lessons, visits from alumni working in a range of sectors, careers talks and a careers fair.

8. Management and staffing

Initially the Head teacher will take strategic lead to implement the careers curriculum within the school. The school works closely alongside Secondary feeder schools with whom we are federated, as well as colleges and local universities and a close involvement of the Primary futures service. Staff have been introduced to the curriculum programme in Spring 2022 through a staff meeting. The curriculum will be developed through the year. Training will be carried out through 2022-2023. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the career's leader will be published on the school website once appointed. A careers adviser from HSLC will support the careers leader.

9. Employer links

Links with employers, businesses and other external agencies continue to grow through:

- parent contacts; Primary Futures contact.
- links with local secondary, college and university
- building on local community connections.
- as well as through the support of the Local Authority Career Advisors.

Covid guidance from the LA and Public Health will be followed when arranging visitors to come into school.

10. Pupils with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance. Surveys will be conducted to find out all individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

11. Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, World of Work week/ Careers Week activities, etc
- gathering informal feedback from external partners and from parents
- lesson observations of careers lessons

The governing board, in conjunction with the headteacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing a careers curriculum. The headteacher will make any necessary changes to this policy and will communicate these to all members of staff.

The next review date for this policy is September 2024.

KS2 Learning outcomes

	Learning outcome statement
1	describe what you are like, what you are good at and what you enjoy doing
2	talk positively about what you would like to do
3	identify what you like about learning from careers and work-related activities and experiences
4	be aware of different ways of looking at people's careers and how they develop
5	be aware that people feel differently about the kinds of work they do
6	describe a local business, how it is run and the products and/or services it provides
7	describe the main types of employment in your area now and in the past
8	be aware that you have the same rights to opportunities in learning and work as other people
9	know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited
10	be aware of the help that is there for you and how to make good use of it
11	identify key qualities and skills that employers are looking for
12	show that you can be enterprising
13	show that you can make sensible decisions about saving, spending and giving
14	make good use of information about secondary school options for you
15	know how to make important plans and decisions carefully
16	know how to make a good impression when you apply to do things
17	know how to handle transitions that are challenging