

ST MICHAEL'S PRIMARY SCHOOL CAREERS STRATEGY



St Michael's Primary School

Careers Strategy



Careers Strategy:

At St Michael's Primary we aim to raise aspirations of all children by ensuring that they are provided with a range of meaningful encounters with both employers and other education providers, as part of a balanced and broad curriculum with a focus on basic skills to ensure that children enter further education and the world of work with employable skills. This strategy builds on the national requirements for careers, enterprise and work related learning and tailored in line with the ethos and direction of our school. It has been drawn together with the Gatsby Benchmarks to:

- Ensure that young people make a successful school to work/HE transition including improving the employability skills of vulnerable and disadvantaged young people.
- Draw effectively on labour market intelligence to inform curriculum and future career opportunities.
- Increase links between schools, further education, employers and higher education and improve the effectiveness and sustainability of these partnerships.

Each school should:

<p>1. A stable careers programme.</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>St Michael's Primary School has a structured career programme for children beginning with Personal Development Week each year. During Personal Development Week, children have the chance to focus on different careers and industries. They think about aspirations and skills and knowledge they may need in the future. Classes also have visitors from their industries and, where possible, workplace visits.</p>
<p>2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>As part of PSHE and Personal Development Week, children will learn about the labour market. This is also a big focus during STEM Week. Parents receive overview planning around career industries being studied and also receive tweets about learning.</p>
<p>3. Addressing the needs of each student. Opportunities for advice and support need to be tailored to the needs of each student. A school's</p>	<p>All of our children, regardless of their background or needs, have the same opportunities to engage in the above career activities. Children will be</p>

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careers programme should embed equality and diversity considerations throughout.	encouraged to develop their own, individual aspirations and also to consider what they will need to do to be able to reach them.
4 Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	STEM Week is an important part of the school calendar. For each STEM activity, we consider what career path it could lead to. STEM is also taught throughout the year through science and design technology. During these lessons, children also link learning to future careers.
5 Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprises schemes. Experiences of workplaces. Every student should have first-hand experiences of the workplace.	During Personal Development Week and also STEM Week, children have opportunities to meet careers visitors, visit workplaces or look at a variety of employers and industries online. At other times of year, we often have visitors such as Warburton's, life guards, sporting champions etc.
6 Experiences of workplaces. Every student should have first-hand experiences of the workplace.	We endeavour to ensure that by the time children leave us at the end of Year 6, they will all have visited a workplace. We also ensure that they see school as a workplace for a range of adults.
7 Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	We have strong links with Northumbria University and are keen to increase our working relationship so that older children can attend the university. Currently, our children have visits by many students each year.
8 Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study of career choices are being made.	All children, as part of Personal Development Week, have discussions about their aspirations and this is also going to feature as part of our report card each year so that children can share their goals with parents.

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Our Careers Strategy is constantly evolving and responding to new demands both in terms of student needs, the labour market and what it is that employers need.

- To continue to embed Careers within the curriculum through Personal Development week, external visitors, trips and extra-curricular clubs.
- We have a particular focus on basic skills.
- We are developing a system for recording achievement, progress and careers related activities of individual students
- We are working to improve the evaluation of the effectiveness of the careers programme through tracking outcomes on progress, pupil aspirations and knowledge of possible future career choices.

Focus	Rationale	Actions	Review
<p>1. A stable careers programme.</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>To ensure all children understand the importance of education and that all stakeholders aim to ensure that children are prepared with the necessary skills for the future.</p>	<p>To continue to strengthen our structured careers programme so that is progressive across school. To successfully embed 'Personal Development' week into our curriculum with a focus on PSHE, Careers and encouraging children to develop their personal skills. To publish the full Personal Development Week agenda and activities on the school website to inform parents. To publish the careers programme on the school website to inform parents. To work with SLT/governors to observe skills development across school and evaluate successes/gaps. To ensure parental feedback ask for parent voice regarding personal</p>	<p><i>End of Autumn 1 for publishing on school website.</i></p> <p><i>Have plans for PDW for Spring 1 – confirmed by mid Autumn 2.</i></p>

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		development week lessons/child enjoyment/learning etc?	
2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	To enable all children and parents to make informed choices to lead to successful future careers.	To provide multiple opportunities/activities that encourage all children to explore different careers directly and indirectly. To expose Upper KS2 children to local basic labour market information to improve awareness of future opportunities. To provide parents with up to date labour market information and support with how they can use this (and other careers information) to help their children make decisions/raise awareness. During Personal Development Week (or specific careers teaching), send letters/tweets home to parents saying e.g. 'Year 3 are learning about the hospitality industry this week. If you would like to know more please ask your child...'	
3. Addressing the needs of each student. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should	Our careers programme is specific in that it focuses on the idea that there is life outside of our immediate area 'St Michael's' to raise awareness of jobs in the local area for our children. Pupils are	To record pupil aspirations at the end of each key stage and see how aspirations are changing as our careers programme progresses. These could then be passed up to high school/further education as	<i>How are we recording this? Google classroom?</i>

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embed equality and diversity considerations throughout.	taught to dismiss stereotypes, particularly regarding women and breaking from their traditional role as mothers only. Our girls have awareness of future careers in STEM and in the emergency services through visits and opportunities such as the Goblin Car race. Children are encouraged to attend extra-curricular clubs where personal development skills such as teamwork, resilience (as well as those more specific skills .g. cookery, football, rugby, running, fine motor) are taught. All staff offer extracurricular clubs to provide positive experiences for children, many of whom come from deprived households.	part of transition. Work with SENCO to ensure the school fully cooperates with the local authority and relevant external agencies to ensure that every child with SEND is fully and appropriately supported in relation to careers and personal development.	
4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	STEM is a growing area of employment	To ensure that careers/industry links are strongly embedded in the curriculum. To publish this careers programme on the school website to inform parents/governors. To ensure that STEM subjects have a high profile across school and that children can articulate for which career paths/industries these subjects are relevant.	

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<p>5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprises schemes. Experiences of workplaces. Every student should have first-hand experiences of the workplace.</p>	<p>Children do not always have strong employment role models or may have access to only limited types of employment and need to know that multiple opportunities exist.</p>	<p>To create links with self-employed people and entrepreneurs to raise awareness of these as future careers for pupils. To ask staff to record careers visitors/events/encounters in red pen in the briefing book so it can be tracked more easily. To look for connections with a larger range of employers particularly regarding ethnicity, self-employed/entrepreneurs, smaller companies.</p>	<p><i>Personal Development Week can be supported by Chantal's training 'Careers in Science' from STEM training.</i></p> <p><i>Potential sports coaches for local teams?</i></p> <p><i>Parents?</i></p>
<p>6. Experiences of workplaces. Every student should have first-hand experiences of the workplace.</p>	<p>Children rarely have any opportunity to visit the workplace and it will inspire them to recognise how they need to develop their skills in the future.</p>	<p>To ensure that by the time they leave school, all children have been encouraged to explore their school as a workplace through by meeting with the Headteacher to discuss the range of jobs available in school, what skills and knowledge may be needed for each and shadowing some staff in school for a brief period. To ensure that all children have at least 1 visit to a workplace planned to supplement career visitors. To add daily 'reflection time' for all classes at the end of each Personal Development day for children to reflect on what they have learned and why these skills</p>	<p><i>Discussions with HT after Y6 SATs – big focus?</i></p> <p><i>What school trips are planned to visit work places? Ks1/LKS2/UKS2</i></p>

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		are important in school/in the workplace. To ensure that teachers always link learning to future careers and add some of these to knowledge organisers or to overview planning.	
7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	St Michael's is a teaching school and frequently has strong links with local places of further education with university students in frequently to observe staff/work with pupils or provide workshops.	<p>To increase awareness of the range of future education pathways available to children through extracurricular clubs and enrichment experiences.</p> <p>To contact Gateshead/Newcastle College to form links for children to explore apprenticeship options. To explore how to ensure that EYFS children have a meaningful encounter with higher education. To improve links with school alumni as they move into further education to form stronger links with high school/sixth form colleges etc.</p>	<i>Could we arrange links to Northumbria College for vocational courses too – Kirkley Hall and Ashington/ Berwick</i>
8. Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be	Provide time at the end of each year for children to reflect on the skills and knowledge they have gained this year and link it to future careers will ensure children remain focused	To ensure that all Key Stage 2 pupils have the opportunity to have a 'career conversation'. To record pupil's career aspirations so these can be reflected on/revisited. To include a brief aspiration comment	<i>By the end of Autumn 2 for initial conversation.</i>

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available whenever significant study of career choices are being made.	on education with end goals in mind.	for Year 6 pupils' end of year reports to inform parents.	
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