



Ashbury Meadow Primary School Careers Guidance Policy

Governor responsible for careers Guidance: Munkit Choy

School careers lead: L Thomas

Written: March 2021 by L Thomas

**This policy was reviewed and updated in March 2024 by
L Thomas**

Review date: March 2025

Agreed by governing body: 28.3.24

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', which was last updated in October 2018. The main aims of careers provision at Ashbury Meadow Primary School are to:

- Prepare pupils for life post-education.
- 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 by giving them a wealth of knowledge about future opportunities to aspire to.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

Legal framework

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

- DfE 'Careers guidance and access for education and training providers' 2018
- 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

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 approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- 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 the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 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 Headteacher is responsible for:

- Managing the provision of careers information.
- Liaising with other professionals to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Establishing, maintaining and developing links with employers, where possible.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Using the Gatsby Benchmarks of:
 - o Addressing the needs of each pupil
 - o Linking learning to careers
 - o Encouraging encounters with employers and employees
 - o Personal Guidance
 - o Encounters with further and higher education to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks, as appropriate to a primary school.
- Publishing a policy statement on our website.
- Organising workshops for pupils and actively promoting the careers service in-house, presentation days, assemblies.
- 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.

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.

Addressing the needs of pupils

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. This will be done by linking all areas of the curriculum to examples of jobs linked to their learning, to enable pupils to know what they can aspire to.

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.

The school will invite a range of employers and guest speakers from a range of organisations, including secondary and further education, to provide awareness of the variety of offers and pathways for later life. We try to ensure that children are given a wide range of experiences but these include: police officers, fire officers, medical professionals, vets, sports coaches, dancers/ gymnasts, politicians, builders, members of the armed services and workers from the hospitality and entertainment industries. The school will ensure that visitors act as role models to inspire pupils and encourage aspirational aims.

Surveys will be conducted to find out 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. Primary Futures and other careers websites are used to find and arrange visitors to school virtually or in person.

Curriculum

Careers education is part of our Personal Development Curriculum and is managed by our personal development team.

The school will teach all pupils the necessary life skills needed to enable them to develop into young adults able to contribute to society.

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. This starts in EYFS where in Nursery & Reception, learning is continually linked to jobs related to topics where appropriate, and talk about aspirations and what they want to do when they grow up as part of transition. All curriculum planning is linked to potential careers to enable pupils to know what there is for them to aspire to. Career links are built on in Key Stages 1 and 2 in curriculum themes up to year 6, where for example, pupils link skills learnt in geography to potential careers.

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, as appropriate. For example, the Ahead partnership, who have linked us with Avanti North to develop a careers programme based around Piccadilly Train Station and the wealth of career opportunities it provides.

The school will provide events to support career choices and aspirations. These encounters will include:

- Business games and enterprise competitions, work with STEM ambassadors
- Job fairs are organised for Upper Key 2 in the style of 'what's my line?' whereby pupils guess the careers of the visitors participating who describe their roles
- Regular careers assemblies, with different jobs being represented via online interviews with farmers, vets, hospital workers etc..
- Organising visits to secondary schools and universities, organising visitors eg: female engineers to challenge stereotyping
- Regular visitors to school, planned to support curriculum learning, not one-off events.

This policy is linked to:

Equality Policy

SEND policy

Teaching and learning policy

PSHE

Access Policy Statement

Who should providers contact to discuss events and options?

Our safeguarding and visitors policies sets out the rules for organisations seeking to access the school. Providers should initially send an email to the school office.

What are the rules for granting and refusing access requests?

We will grant access requests that meet the following criteria:

- Organisations promoting STEM careers.
- Organisations that support the wider curriculum through activities in school.

We will refuse any access request that:

- Require the school to pay fees.
- Offer biased information in favour of one organisation.
 - Provide information that does not satisfy our safeguarding policies.

What can providers expect once a request has been accepted?

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils. We will make the school hall, classrooms and private meeting rooms or zoom meetings available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and plasmas, available to providers. All providers will be expected to adhere to our safeguarding policy and visitors to school policy, and relevant risk assessments.

Can providers leave prospectuses for pupils to read?

Providers are welcome to leave a copy of their prospectus and other relevant literature, as long as it is age appropriate.