

SHIREMOOR PRIMARY SCHOOL CAREERS STRATEGY POLICY



Careers Strategy: Shiremoor Primary School

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 developing essential skills to ensure that children enter further education and the world of work with transferable, 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:

1. A stable careers and personal development programme. 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.

Shiremoor Primary School has a structured career programme for children beginning with Personal Development Week each term. During Personal Development Week, children have the chance to focus on different careers and industries. They develop aspirations through exposure to different job types and roles. They develop essential skills through our use of the Skills Builder programme, which we have been awarded a Bronze award for integrating this into our curriculum. Classes also have visitors from their industries, online interviews and, where possible, workplace visits. Furthermore, we continue to develop a working relationship with the North East LEP (Local Enterprise Partnership) where we have submitted case studied and worked under a trial of benchmarks to deliver a robust careers provision.

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.

As part of PSHCE and Personal Development Week, children will learn about the labour market gaining knowledge of the types of jobs available in their area and how this might impact their choice of career. This is also a big focus during STEM Week. Parents receive overview planning around career industries being studied and receive tweets about learning. In the North East we have a diverse and changing economy so we keep up to date with labour market information to educate children in local available careers and those that are continuing to develop in the area. Four key areas for future development are energy, technology,

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	<p>agriculture and transport. In an effort to support this development, we are building links with local secondary schools and universities.</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 careers programme should embed equality and diversity considerations throughout.</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 encouraged to develop their own, individual aspirations and also to consider what they will need to do to be able to reach them. Children in KS2 are expected to have a potential career/career pathway in mind for when they leave education, with a focus on the skills they would need to develop and or use to excel in that career.</p>
<p>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.</p>	<p>At the end of topics (history, geography and science subjects), we examine career roles that each strand of learning may lead towards. This is done to broaden children's knowledge and aspirations. We have aspirational STEM based programmes such as Lego programming, which appears in both our curriculum and as an after school club with a competition element. Furthermore, we have a program based around the construction and racing of an eco-friendly go-cart. Additionally, as DT is a career pathway for many of our children's aspirations, we are building opportunities to explore DT at a secondary level by organising visits to local school's DT department. We have also been involved in a 3d printing trial, where children have designed and produced functional products to sell on in a mini enterprise. Within 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.</p>
<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>During Personal Development Week, children have opportunities to meet visitors from a varied background. These visits include discussion and workshops with both volunteer parents and those from specific workforce areas such as engineering, journalism, education and STEM. Through our links with the Skills Builder programme we have been able to engage in online workplaces explorations which included interviews with professionals from the tourism and services industry. During our personal development week we are engaged in visits with Primary Enterprise world who provide</p>

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	<p>lessons based on desirable career specific skills and who deliver workshops catered to specific curriculum areas. At other times in the year, we have from companies visitors such as Warburton's, RNLI, local life guards, sporting champions and local MPs.</p>
<p>6 Experiences of workplaces. Every student should have first-hand experiences of the workplace.</p>	<p>We endeavour to ensure that by the time children leave us at the end of Year 6, they will all have visited a workplace such as the safety works programme and local industry. We also ensure that they see school as a workplace for a range of adults.</p>
<p>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.</p>	<p>We have strong links with Northumbria University and are keen to increase our working relationship so that older children can attend the university. We are further developing links with local secondary schools to gain an insight into career pathways through skill and curriculum choices, attending career festivals at Longbenton High School. Currently, our children have visits by many students each year. We also have visits from international students, who our school council have an opportunity to interview and who give children a further exploration of education and politics.</p>
<p>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.</p>	<p>All children, as part of Personal Development Week, discuss their aspirations and this is going to feature as part of our report card each year so that children can share their goals with parents. Currently, our children have visits by many prior students each year and we are building a programme of in school visits, online interviews and off site visits to career festivals to gain insight and guidance.</p>
<p>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.</p> <ul style="list-style-type: none"> • 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. 	

