

Milton Primary Academy

Careers-Related Learning Policy



Academy Policy Adopted	Review Frequency	Next Review Date
July 2021	Every 2 years	July 2023

Aim of the policy

The purpose of the policy is to ensure that there is a clear structure to the careers-related learning offered across the academy. This is not about offering careers advice, but about broadening horizons, raising aspirations and giving children a wide range of experiences of the world including the world of work. It is about opening doors, showing children the vast range of possibilities open to them, and helping to keep their options open for as long as possible.

Rationale

Stoke-on-Trent is one of only 12 Opportunity Areas in the country where funding is being assigned to address the issue of socio-economic mobility. Due to our deprivation indicator being higher than average, we work hard to raise aspirations and broaden the horizons for our pupils. There are national initiatives that support this work such as The Careers and Enterprise Company. We have achieved a Quality Award (graded at outstanding) that assesses our careers work against the National best practice framework - Gatsby Benchmark.

Subject Vision:

At Milton Primary Academy, we are passionate about preparing children for the future and through Compass for Life, pupils start to consider what they would like to do when they are older and map their journey to achieve their North Star (goal). In view of this, careers-related learning at Milton Primary is inspiring, explorative and motivating. We create regular opportunities for our pupils to learn about and experience potential careers. We aim to recognise their talents, gifts and interests, including how these can be applied to their future working life.

Principles of Outstanding Careers-Related Learning:

These are the 'Principles of Outstanding Careers-Related Learning at Milton Primary Academy. They were devised and agreed by the children and staff in January 2020, informed by the way we feel that careers-related learning should be taught across the Academy.

Principle 1: Children are **inspired and excited** about careers-related learning.

Principle 2: Children **explore their own interests and aspirations**, asking questions and choosing career paths based on research and experience.

Principle 3: Children learn about career opportunities available through **first-hand experience** of the fields of work.

Principle 4: Teachers **introduce children to a range of career paths** and help the children to explore how they can reach these goals.

Principle 5: Children and adults **appreciate the value of having career-related aspirations** and the learning journey needed to work towards these.

Principle 6: The progression of **subject content is planned to build on the children's knowledge of career opportunities** to allow for further exploration of lesser-known careers and fields of work.

Principle 7: Teachers enable children to access **a range of enrichment opportunities**, both within and beyond the curriculum.

Purpose

The purpose of developing links with employers include:

- Raising pupils' aspirations by promoting a better understanding of work and careers.
- Improving children's enterprise capabilities including innovation, creativity, risk-management, turning ideas into actions.
- Improving pupils' employability skills.
- Challenging stereotypes.
- Enhancing curriculum provision.
- Motivating pupils by raising awareness of the direct relevance of what they learn in school to the workplace.
- Developing pupils' personal and social skills, providing opportunities to talk and work with other adults that are not teachers.

Responsibilities

The academy will assign the role of Careers-Related Learning Coordinator to a member of staff who will oversee the action plan and liaise with the necessary people to enhance the provision. They will be responsible for leading the careers offer in the academy. Many staff will play a part; class teachers, teaching assistants, senior leaders and they will be directed by the careers-related learning coordinator.

Delivery

Throughout their academy life, pupils will receive opportunities to engage with employers through planned opportunities, including trips, complimented by our personal development curriculum, enterprise days, team building and Compass for Life programme. Visitors who come into the academy to host workshops/assemblies are asked, if they consent, questions about their careers and their career journey. to get there. In addition, parents, ex-pupils, community links such as the PCSO and school nurse, are invited in to share careers and personal achievements.

Appendix 1

Milton Primary Academy
Careers Programme

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	<p>Wider curriculum link: Who am I? Learning about our family trees; family members; and what our grown up family members do.</p> <p>Nurse visits to help the children learn more about themselves.</p> <p>Personal, Social and Emotional Development reading –When I grow up I want to be...</p> <p>Role-play area – promoting different careers – police, firefighters, small world.</p>	<p>Personal, Social and Emotional Development reading –When I grow up I want to be...</p> <p>Role-play area – promoting different careers – police, firefighters, small world.</p> <p>Early reading link: Invite librarians into school to share stories and talk about their work.</p> <p>Wider curriculum link: People who help us. Talking to the emergency services about their work.</p>	<p>Inspirational visitors (including fire fighters) to talk to the children about their work.</p> <p>Dress-up day for children to dress as - what I want to be when I am older.</p> <p>Personal, Social and Emotional Development reading –When I grow up I want to be...</p> <p>Role-play area – promoting different careers – police, firefighters, small world.</p> <p>PSHE: Discussing what I want to be when I grow up – completing pupil passport book.</p>
1	<p>Careers day – discussing what we want to be when we are older.</p> <p>Wider curriculum link: Inviting relatives into school to talk about their past.</p>	<p>Wider curriculum link: Learning about people who have been real-life superheroes in their careers both past and present. Inspirational visitors.</p>	<p>PSHE: Discussing what I want to be when I grow up – completing pupil passport book.</p> <p>Wider curriculum link: Visit to the beach. Children will learn about the important occupations of people that keep us safe at the beach.</p>



2	<p>Careers day – discussing what we want to be when we are older.</p> <p>PSHE – prepare a speech for a role and responsibility in the academy (Academy Parliament)</p>	<p>PSHE link: Looking at how we can use our talents when choosing a career.</p>	<p>PHSE: Discussing what I want to be when I grow up – completing pupil passport book.</p> <p>Wider curriculum link: visit a museum and talk to a historian about their profession.</p>
3	<p>Careers day – discussing what we want to be when we are older and how we can achieve this.</p> <p>Wider curriculum link: Visit Wedgwood pottery learning about the careers in design, clay work and engineering.</p> <p>PSHE – prepare a speech for a role and responsibility in the academy (Academy Parliament)</p>	<p>Wider curriculum link: A historian visiting school & children asking questions about their profession.</p>	<p>Wider curriculum link: Fairtrade.</p> <p>PSHE: Discussing what I want to be when I grow up and identifying my strengths and interests – completing pupil passport book.</p>
4	<p>Careers day – discussing what we want to be when we are older and sharing reasons</p> <p>PSHE – prepare a speech for a role and responsibility in the academy (Academy Parliament)</p>	<p>Wider curriculum link: Visit Liverpool Tate Museum & children can look at career opportunities in the fields of art and geography</p> <p>RE link: visiting places of worship (Faith Trail) & understanding the career opportunities in the faiths</p> <p>Stanley Head visit – working on teamwork, communication and life skills</p>	<p>PSHE: Discussing what I want to be when I grow up and identifying my strengths and interests – completing pupil passport book.</p> <p>Wider curriculum link: Timepieces visit (historians) giving children the chance to learn about career opportunities in the field of history</p>
5	<p>PSHE link: Prepare a speech for a role and responsibility in the academy (Academy Parliament)</p> <p>PSHE link: Write an application for a role and</p>	<p>Compass for Life</p> <p>Continue to consider aspirations and how we will achieve them.</p> <p>Opportunity Area Careers Project: Career Kids workshops giving children opportunity to meet and complete activities led by professionals from various fields of</p>	<p>Compass for Life</p> <p>PSHE: Discussing what I want to be when I grow up, identifying my strengths, interests and career ideas. Adjust map with a clear North Star focus – completing pupil passport book.</p>

	<p>responsibility in the academy (playground leader)</p> <p>Careers fair – children can question visitors working in various professions about their careers</p> <p>Compass for Life PSHE: Discussing what I want to be when I grow up; identifying my strengths, interests, and career ideas. Start to plan my map with a clear North Star focus – completing pupil passport book.</p>	<p>work</p> <p>Various workshops led by professionals from different careers (including journalism, planting, sports coaching & law)</p>	<p>PHSE- Residential visit to Kingswood</p> <p>Developing team-building skills, communication and life skills. Observing staff working and leading activities, opportunities to talk to staff about their roles.</p> <p>Various workshops led by professionals from different careers (including journalism, planting, sports coaching & law)</p> <p>Enterprise activity.</p>
6	<p>PSHE link: Write an application for a role and responsibility in the academy (Head Boy/Girl, Prefect)</p> <p>PSHE – prepare a speech for a role and responsibility in the academy (Academy Parliament)</p> <p>Careers fair – children can question visitors working in various professions about their careers</p> <p>Compass for Life PSHE: Discussing what I want to be when I grow up, identifying my strengths, interests and career ideas. Adjust map with a clear North Star focus – completing pupil passport book.</p>	<p>Compass for Life opportunities.</p> <p>Opportunity Area Careers Project: Engineering morning led by The Engineering Development Trust</p> <p>Various workshops led by professionals from different careers (including journalism, planting, sports coaching & law)</p>	<p>Compass for Life PSHE: Discussing what I want to be when I grow up, identifying my strengths, interests and career ideas. Adjust map with a clear North Star focus – completing pupil passport book.</p> <p>Enterprise activity.</p> <p>Various workshops led by professionals from different careers (including journalism, planting, sports coaching & law)</p> <p>Visit a University to explore further education and promote aspirations for the future.</p> <p>Transition link: Work in collaboration with a high school to promote the next step in education.</p>

