

# St Francis Horndale CE Primary School



## Careers Education Policy

### Our Vision

*Let your light shine bright!*

*#inspiredtoshinebright*

We aim for all our children to achieve their full potential and to thrive in the modern world. We encourage confident and independent global citizens who have a love of learning. This is underpinned by the teaching of Christian values. These enable children to cultivate compassion, integrity, and respect, fostering their overall development and character formation.

Matthew 5: 14-16 provides us with our school vision that helps us live out the school foundation of educating children living in poverty. Matthew teaches us the need for self-worth, self-confidence and resilience to find and then shine our lights bright. By shining we support the academic and personal development of ourselves and our wider school family.

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Approved by: Governing Body

## Introduction

At St Francis Horndale CE Primary, we aim to provide effective careers support to prepare our children for the many opportunities and experiences that life offers. As future options become more complex and varied, it is essential that we help our children build the knowledge, skills, and attributes they need to make informed career choices.

Our engaging curriculum connects what children learn to the world around them, introducing them to different career possibilities from Nursery age. By integrating careers education into our lessons, we ensure that children understand the wide range of opportunities they can pursue after leaving school. We encourage them to think about their futures and how they can make a positive difference in their communities. At our school, guided by the vision of 'Shine your light bright,' we are dedicated to helping children explore the many career options available to them. We strive to assist children in understanding how their unique skills and qualities can influence their future choices in education and work. Although Careers Education and guidance are not required for Primary Schools, our policy is based on the guidance provided by the Department for Education (DfE) regarding Careers guidance and access for education and training providers.

This policy aligns with the Education Act 1997, the Education and Skills Act 2008, and the School Information (England) Regulations 2008. By following this guidance, we aim to equip our children with the insights they need to make informed decisions about their futures and support their transition into secondary education and beyond.

Our careers education has taken account the expectations and guidance outlined in the Gatsby Benchmarks (appendix 1) which address the following criteria:

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

We also act in line with the 'Baker Clause', ensuring we are impartial and will not show bias towards any route, be that academic or technical.

## Aims

The main aims of careers education at St Francis Horndale CE Primary School are to:

- prepare children 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 children to chase and achieve their dreams;
- offer targeted support for vulnerable and disadvantaged young people;
- instil a healthy attitude towards work.

## Implementation – how we deliver careers education

The school will integrate careers education and guidance across the curriculum, with all teachers and subject leaders actively supporting career development within their teaching and subject leadership roles.

We will do this through:

- Embedding related careers into our curriculum;
- Linking careers to our everyday lessons;
- Career encounters in assemblies;
- Inspiration for Aspiration days;
- Conducting surveys to find out individual pupils' aspirations;
- Signposting children and parents towards opportunities which link to their aspirations;
- Visits from a range of companies / industries / professionals / universities;
- Exploring the qualities needed to pursue a career.

The results of the surveys will help to create tailored careers education and experience, aligned with children's aspirations and abilities. The school is committed to ensuring that visitors serve as role models who inspire children and encourage them to set aspirational goals. Our careers education will inform children about the diverse opportunities available, motivating them to aim high and make choices that reflect their potential. At St Francis Horndale, we aim to challenge stereotypes through our career initiatives, ensuring that a wide range of both female and male roles are suitably represented in our offerings.

## Inclusion – curriculum for all Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching about next steps in their education and potential careers.

## Special Educational Needs and Disabilities

The majority of children with SEND will follow the same careers programme, that meets the Gatsby Benchmarks, as their classmates, with adjustments and additional support as needed. Our careers lead may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

## Resources

There are a number of resources and websites available to support the teaching of careers in primary school. The Career Development Framework Handbook for primary schools which can be found on [www.thecdi.net](http://www.thecdi.net) gives examples of learning outcomes, curriculum activities and resources for Early Years, Key Stage 1 and Key Stage 2. We also work with NERAP (North East Raising Aspiration Partnership) to raise aspirations and careers understanding through our curriculum.

## Community links

We strive to make links within the community through our biannual KS2 careers week and Believe and Achieve Day.

## Roles and Responsibilities

### **The Governing Body will:**

- make sure that details of our school's careers programme as it evolves and the name of the careers leader are published on the school's website;
- make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

### **The Headteacher will:**

- support the careers programme;
- support the careers leader in developing their strategic careers plan;
- network with employers, education and training providers, and other careers organisations.

### **The Subject Leader will:**

- take responsibility for developing, running and reporting on the school's career programme;
- plan and manage careers activities;
- support teachers to build careers education and guidance into subjects across the curriculum;
- establish and develop links with employers, education and training providers, and careers organisations.

## Appendix 1: The Gatsby Benchmarks

<b>1. A stable careers programme</b>	Trained person – role is distinct from careers adviser. published programme, evaluated, explicitly backed by SLT.
<b>2. Learning from career and labour market information</b>	By 14 all should have accessed info about career paths and labour market. Parent involvement.
<b>3. Addressing the needs of each child</b>	Programme should challenge stereotypical thinking and raise aspirations. Keep systematic records of individual advice given to each pupil. Collect data for each child on EET.
<b>4. Linking curriculum learning to careers</b>	By 14, every child opportunity to learn how STEM subjects help in wide range of careers.
<b>5. Encounters with employers and employees</b>	Every year from 11, children should participate in at least one meaningful encounter with an employer.
<b>6. Experiences of workplaces</b>	By 16, every child should have had at least one experience of a workplace. By 18, they should have had one further experience.
<b>7. Encounters with further and higher education</b>	By 16, every child meaningful encounter with providers of the full range of learning opportunities including 6 forms, colleges, universities and apprenticeships. th By 18, all children considering university should have at least 2 visits to universities.
<b>8. Personal guidance</b>	By 16, one careers interview. By 18, further interview.