

'Careers Journey- Through Primary to Secondary'



Careers Vision



Students leave school resilient, confident and well rounded individuals with the knowledge to make informed future choice. Driven to success by clear goals, they are outward facing members of society making positive contributions.

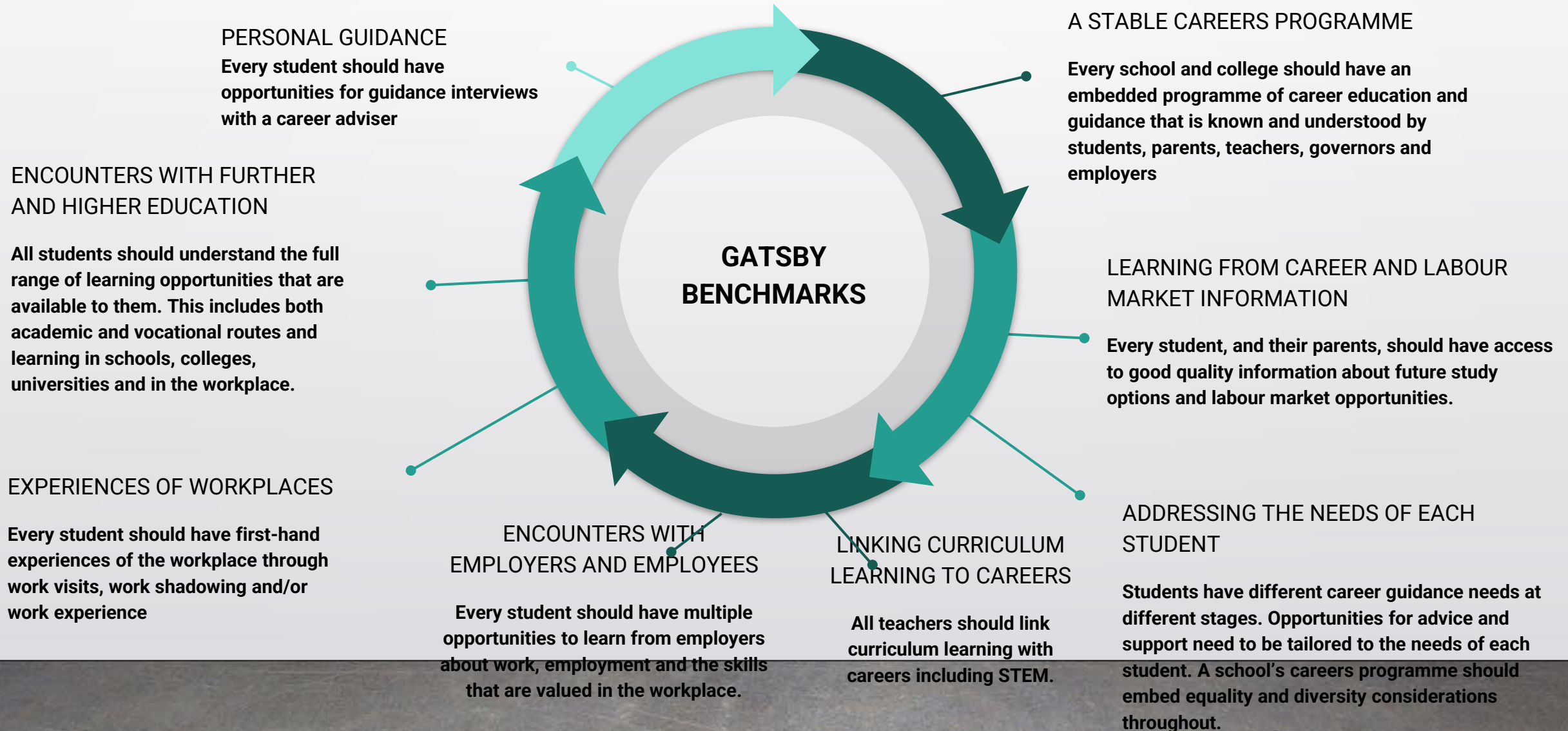
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Research Shows

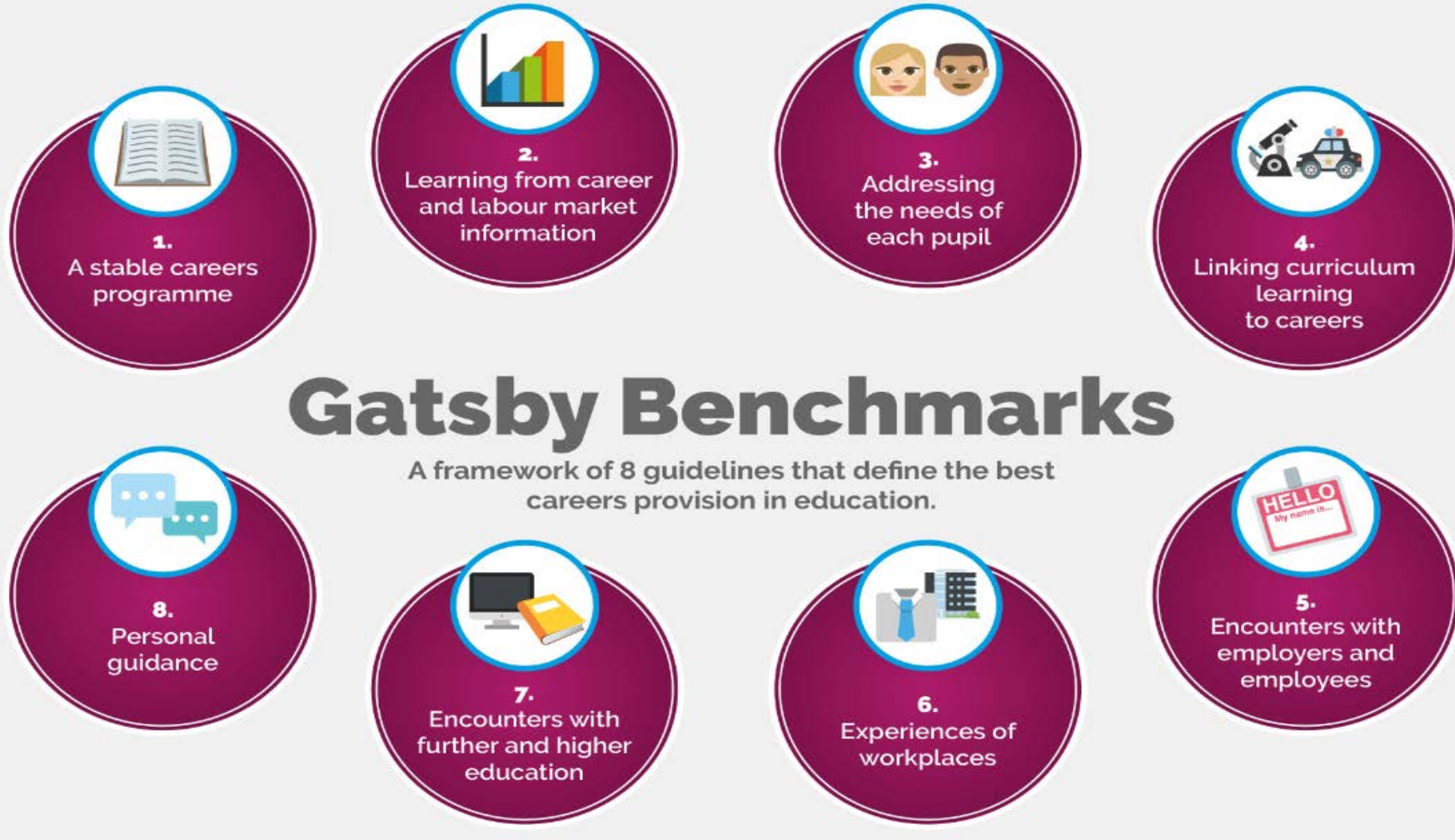
- Positive relationship between student engagement with employers and careers and attainment
- Student with encounters with employers are less likely to be NEET
- Early careers education gets student excited about learning and tackles values and stereotypes attached to careers and narrow aspirations
- Careers can make a positive impact on the disconnected ration of job aspirations and actual jobs available.
- Values- Excellence for all.

WHY?

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AIMS

Ensure students have access to rich and varied opportunities to develop their aspirations and talents which support their career journey

Challenge stereotypes and social values attached to careers at an early age

Excellence for all- raising aspirations

Support the development of a cohesive careers programme and career vision through sharing good practice

Engage parents and carers

Create a common language for skills and careers

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Every school has an embedded programme of careers and personal development that seeks to raise aspirations, broaden horizons and is age appropriate. This programme shows progression through the key stages and is known and understood by pupils, parents/ carers, teachers, governors and other key stakeholders.

School response:

Using the Gatsby scales a program of integrating the theme of careers into our curriculum is now in place and being delivered as part of our school and wider curriculum activities.

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Every pupil, and their parents/ carers, should have access to basic labour market information to help expand their awareness of future possibilities and opportunities.

School response:

Latest information indicates that future trends will create jobs linked to the environment. This links to our BREW curriculum we have links with local industry i.e. Nissan, and also are looking at developments in places like Blythe to demonstrate sustainable energy projects in our area.



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Pupils will have different needs and so opportunities for support should be tailored to the requirements of each pupil. A school's careers and personal development programme should embed equality and diversity throughout and actively challenge stereotypical thinking.

School response:

We are an inclusive school, our curriculum access policy ensures that all pupils are able to engage with the curriculum our SEND pupils will also access activities which are linked to Preparation For Adulthood (PFA)

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All teachers should link curriculum learning with careers and future learning possibilities. The importance of literacy, numeracy and digital awareness should be emphasised and pupils should have the chance to explore STEM related opportunities and understand the skills they will need for the future.

School response:

All teachers look at their curriculum subjects, texts, activities etc to create whole school overview and through this make appropriate curriculum links to careers.

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Every pupil should have the opportunity to have meaningful and age appropriate encounters with a range of different employers and understand the importance of skills in the workplace. This can be through a range of different activities including visiting speakers and/ or enterprise schemes

School response:

We have a fabulous and well-established Careers weeks program, this involves parents and guests from a diverse range of careers to broaden the horizons of our pupils.

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Every pupil should have the opportunity to experience a variety of workplaces. These experiences of the world of work could be either direct or indirect and might include role plays, challenge days or visits to local employers.

School response:

We organise a range of opportunities to visit a range of workplaces in the local area Nissan, Sunderland Expo, The Fire Station etc

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All pupils should understand the full range of learning opportunities that will be available to them. This includes both academic and vocational/ technical routes and learning in schools, sixth forms, colleges, training providers, universities and in the workplace.

School response:

Children have the opportunity to engage in Sunderland Primary University units and hear from people engaged in University Education

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Every pupil should have the opportunity to have 'careers conversations'. Their aspirations and personal development progress should be recorded and shared with parents/ carers, as well as the transition leaders of the next place of education.

School response:

Our school ethos gives children the opportunity to engage in discussion as a group or individual to reflect and engage on the subject of careers and their future

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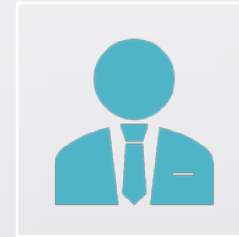
How do we measure impact?



Student voice



Progression to Benchmarks



Destination data

Research

<https://www.educationandemployers.org/wp-content/uploads/2020/01/Disconnected-Career-aspirations-and-jobs-in-the-UK-1.pdf>

Positive relationship between students engagement with employers and careers and GCSE attainment

Student with encounters with employers are less likely to be NEET

Early careers education gets student excited about learning and tackles values and stereotypes attached to careers and narrow aspirations

Careers can make a positive impact on the disconnected ration of job aspirations and actual jobs available.

Careers education needs to start before 7 years old, before values are formed.

Careers aspirations have changed little in the past 20 years, in some cases even narrowed.

Students aspired to jobs in Education, Finance, Artis Culture, entertainment and sport at a much greater number than actual jobs. Areas where there were jobs such as Motor vehicle, Administration, support services were not aspired to.

Young people have an idea of the job they want, but not the route how to get there.

Students don't remember careers advice at school. (My research found this also)

Careers choice is influenced by family, peers. (My research found this also) To aspire to a job you need to know that it exists.

Research



Motivated to achieve. How encounters with the world of work can change attitudes and improve academic attainment. Education and Employers Research. CRT (Commercial Education trust) June 2019. <https://www.educationandemployers.org/wp-content/uploads/2019/06/Motivated-to-Achieve-Final-Full-report-Embargo-6th-June-1.pdf>

Employer engagement reduces the chances of NEET

Employer engagement increases amount young person is likely to earn

Still Gender stereotypes

Employer engagement can motivate students

Social Mobility- State of the Nation Report-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/798404/SMC_State_of_the_Nation_Report_2018-19.pdf

- Occupational and income mobility: Those from better off backgrounds are almost 80 per cent more likely to be in a professional job than their working class peers.
- Social mobility has remained virtually stagnant since 2014.

Careers education: International literature review July 2016 EEF https://warwick.ac.uk/fac/soc/ier/publications/2016/hughes_et_al_2016_eef_lit_review.pdf

compelling evidence that career learning should begin in primary school 3 and continue through adulthood, however very few high-quality intervention studies focused on primary pupils were identified.

Research



[Careers and enterprise company state of the nation report](#)

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/state_of_the_nation_2019_digital.pdf

[Improving Gender Balance - Results and recommendations from the IOP's work in schools \(2017\) A summary of the Improving Gender Balance and Drayson pilot projects, March 2017](#)

Institute of Physics.

<https://www.educationandemployers.org/wp-content/uploads/2020/01/Disconnected-Career-aspirations-and-jobs-in-the-UK-1.pdf>

<https://www.northeastlep.co.uk/focus-areas>

<https://www.northeastlep.co.uk/the-plan/industrial-strategy>