

PERSONAL DEVELOPMENT

Careers Policy

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Revision Log (last 5 changes)

Date	Version No	Brief detail of change
Sept 2021	1.2	Updated to reflect the new 50 by 11 strategy. Other minor changes.
Sept 2022	1.3	Reviewed.

Rationale and aims

Dartford Primary Academy (DPA) recognises the importance of developing lifelong learners who are prepared to enter the global community. Careers education, information, advice and guidance (CEIAG) is an integral part of the personal support and development we offer to our learners. CEIAG sits alongside our personal, social, health and economic education (PSHE) and our International Baccalaureate Learner Profile Attributes.

Our effective careers learning will help pupils:

- become self-assured, confident and optimistic about their futures – becoming motivated and inspired to learn;
- see the relevance of learning and building positive attitudes towards school, particularly among the most disadvantaged;
- develop the resilience to take calculated risks, dealing appropriately with disappointments, set-backs and challenges;
- prepare for the opportunities, responsibilities and experiences of life;
- make decisions and manage transitions as learners and workers.

The careers programme is designed to enhance the rest of the school curriculum. Through careful curriculum planning, learners are exposed to a range of careers and professionals from Nursery to Year 6. Our students explore links to careers and apply their learning to real-life contexts during our IB Primary Years Programme curriculum. Staff facilitate and encourage high aspirations and ambitions for all our learners, supporting them in becoming Determined, Persistent Achievers who are Learning to Change the World.

This policy sets out how career activities are delivered at school and explains what students, parents/carers, staff and Governors can expect from the careers programme.

Further information can be found on our Careers related learning page of our website.

<https://dartfordprimary.org.uk/co-curricular/careers/>

Student Entitlement

All students are entitled to be fully involved in an effective CEIAG programme. All year groups will cover careers related learning through our curriculum programme of inquiry. Students are encouraged to take an active role in their own career development, learning about careers, the world of work and vital employability skills.

Through our programme of inquiry, students will:

- access up-to-date and unbiased information on future learning and training, careers and labour market information;
- receive support to develop the self-awareness and career management skills needed for their future;
- Learn about a range of career options during each unit of study;
- experience meaningful encounters with a representative from the world of work;
- hear from a range of future education and training providers; this could include visits and taster days, as well as assemblies talks and meetings at school;
- relate what they learn in lessons to their life and career beyond school;
- have the opportunity to talk through their career and educational choices with staff and their peers;
- be asked their views about the information they have received to ensure that the learning continues to meet the needs of the students.

50 by 11 Pledge: High Aspirations, High Ambitions

Exposure to a wide range of career and employment opportunities will support our staff to:

- Broaden our learners' horizons and aspirations;
- Excite learners about the subjects, increasing motivation and attitudes to learning;
- Challenge gender and social stereotypes;

- Improve academic attainment.

By 2025, Dartford Primary will have fully implemented our '50 in 11' pledge.

This aims to provide our learners with 50 careers related events, talks, visits, visitors and experiences by the time they move on to secondary school aged 11. We believe that this is the best way to prepare them for life beyond primary school and the world of work.

This will be achieved by:

- Each term every year group will explore at least one career through a visit, visitor or trip.
- All students will explore at least one career through Enterprise Week during module 3.
- All students explore a career through our Climate Change and Earth Days.
- All students will have a career opportunity during Science & Art week.
- Career assemblies each term.

Careers education, curriculum and skills

The content of the careers programme is based around the learning outcomes outlined in the CDI Careers Framework. Careers related learning takes place within each unit of teaching, with teaching staff expertly interleaving careers experiences and advice with the National Curriculum objectives. Employability skills are explicitly taught through key-stage assemblies, our class careers and by making links to the IB Learner Profile Attributes. We explicitly teach and model the top 5 soft skills that employers look for:

- Communication skills
- Leadership skills
- Positivity skills
- Flexibility skills
- Problem solving skills

Careers management - roles and responsibilities

A named leader, Bernadine Jn Baptiste, is responsible for taking a strategic lead and direction for careers work in the academy. The academy also works alongside Secondary feeder schools, colleges and local universities, as well as close involvement of the 'Primary Futures' service. As part of the Leigh Academies Trust, our staff and students have access to a wide range of resources, support and guidance from colleagues across phases. Staff receive regular professional development, support and feedback from the Careers Lead and all members of the academy leadership team. Teachers and leaders are fully supported by our Governor link for careers, Anne Barritte.

Employer links

Links with employers, businesses and other external agencies continue to grow through the Primary Futures contact; developing links with local secondary academies, college and university; by building on local community connections, such as local religious communities; as well as through the support of the Leigh Academies Trust. We have a growing database of parent volunteers and DPA alumni who support our school through resources, talks and facilitating visits.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it;
- staff feedback on careers lessons, Enterprise Week, Around the World week, etc.;
- gathering informal feedback from external partners and from parents;
- lesson observations of inquiry sessions.

