

Career Pathways
(Part of the curriculum offer at Bruche Primary School Academy)

1.	A stable careers 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.
2.	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
3.	Addressing the needs of each student	Students have different career guidance needs at different stages. 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.
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.
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 enterprise schemes.
6.	Experience of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
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.
8.	Personal guidance	Every student should have opportunities for guidance interviews with a career's 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 or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

We define careers education as learning to make informed decisions. Our students face decisions about their futures that include work,

The interconnection of careers and PSHE enables our students to learn social rules, emotional awareness and management, establishing and managing relationships with

others, recognising and expressing preferences, and building skills and confidence at self-advocacy.

USING THE BENCHMARKS

A well-structured careers programme, framed by the Benchmarks, that provides encounters and experiences of work, enables students to make decisions, or participate in decision-making, and base these decisions on first-hand experience.

By assessing ourselves against the Benchmarks, we have identified opportunities to strengthen our careers programme.

See below.

Mapped Gatsby Benchmarks with activities

	Gatsby Benchmarks	Linked outcomes to Quality in Careers Standard	Possible activities linked to Gatsby Benchmarks and Quality in Careers Standard
1.	A stable careers 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.	<p>Year 1 Different types of employment</p> <p>Year 2 Different types of employment and employment skills</p> <p>Year 3 Work life behaviours and gender stereotypes</p> <p>Year 4 Finance and labour market information</p> <p>Year 5 CV writing workshop</p> <p>Year 6 Budgeting and interview skills. Which careers will suit you?</p>
2.	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.	Labour market information describes the condition of the labour market, past and present, as well as future projections. We will make clear where work opportunities are increasing or decreasing, what occupations exist, what pupils need to study to become a professional in that occupation, what is required to take up an occupation, how one can find a job, change job or progress in a career.
3.	Addressing the needs of each student	Students have different career guidance needs at different stages. 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>Destination Data reporting.</p> <p>Each pupil completes an aspirations questionnaire each year.</p> <p>Students from Year 5 onwards have access to a personalised account with "World Class schools" that allows them to discover and investigate a variety of careers based on their responses to 'I am, I feel, I Learn' characteristics. We remind pupils 'You are World Class because of who you are, how you feel, and how you learn. This app lets you upload a range</p>

			of evidence, which your teacher checks, to demonstrate that you are World Class.
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.	Pupils in all year groups learn explicitly how each subject links to careers and which careers it supports. Linking learning to careers is done explicitly in every lesson in every classroom.
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 enterprise schemes.	A programme of guest speakers in assembly and to individual classes. Sessions specific to the needs of certain groups have been organised. The Picture News is used as a tool for all year groups to find out more about careers. We have developed a number of links with businesses that routinely support the careers initiatives including Asda, Tesco, Amazon, Dominoes, The Hut Group, Warrington Wolves, Chester Zoo, Total Jobs, The National Trust and Sci-Tech Daresbury.
6.	Experience of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	Through the use of our Virtual Reality (VR) Headsets we are able to access many work place experiences through EBP https://the-ebp.co.uk/introducing-discover-reality-utilising-virtual-reality-to-bring-work-experience-into-your-setting/ Some of these workplace experiences include; <ul style="list-style-type: none"> • Working in the Royal Air force • Being a Sports Coach • Being an Architect • Being a Fire Fighter • Working in Retail • Being a Police Officer

			<ul style="list-style-type: none"> • Being a Pilot • Working as an Engineer <p>https://the-ebp.co.uk/discover-reality</p> <p>We are able to provide an accessible representation of a range of careers through this highly engaging, safe and inclusive delivery model. Through these experiences, our pupils will get a feel and understanding of what job roles entail and support them to make informed choices about their career pathways for future year.</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>Local providers of Secondary education are invited to attend and to present to pupils moving to further education within 2 years (Year 5 and Year 6). Speakers are invited to engage with our pupils through a programme of events in assembly time and class time.</p> <p>We work very closely with our Secondary High School partners in Warrington but also local selective schools in the North West.</p> <p>Extra-curricular activities are routinely advertised and promoted amongst our pupils to help them develop a deeper understanding of the wider impact of their subject knowledge, especially through sport, The Arts and Music and Health and Well-being.</p>
8.	Personal guidance	Every student should have opportunities for guidance interviews with a career’s adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available	<p>All Year 6 pupils have a ‘Exploring Possibilities’ meeting with their teacher before leaving Bruche. This will include discussing the following;</p>

		<p>whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.</p>	<ul style="list-style-type: none">• Thinking about what jobs and roles to pursue.• Understanding learning pathways and how to access and succeed in them.• Recognising the relationship between learning, qualifications and work.• Building awareness about workplaces, workplace culture and expectations.• Analysing and preparing for recruitment and selection processes.
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