



Highfield Middle School – Careers Strategy

Our Vision: “To encourage children to be aspirational, successful and well prepared for the next steps of education and the adult world”

Introduction:

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study. Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance.

Highfield Middle School has a statutory duty for all students to secure access to independent and impartial careers guidance. Our CEIAG (Careers Education, Information, Advice and Guidance) programme also demonstrates our compliance with the most recent DFE statutory guidance which states that from January 2018, schools will use the Gatsby benchmarks to review and improve careers provision. In line with statutory guidance we have prepared a policy statement setting out how external providers of technical education and apprenticeships will be given access to students at Highfield Middle School which appears on our School Website.

Highfield Middle School’s Career Plan sets out how we provide a fit for purpose careers programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans and which will enable them to succeed in their chosen career paths. We have a whole school approach to careers education with every member of teaching staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing students to access the necessary information to help them make informed decisions about their futures. Careers Education at Highfield is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum.

At Highfield, we will encourage children to think carefully about the next stage in their education and the choices that are available to them, in terms of further education as well as career paths. We will work in partnership with Prudhoe Community High School, which will ensure all of the Gatsby Benchmarks will be covered, and allow the children to make the best choices available to them for their futures.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to

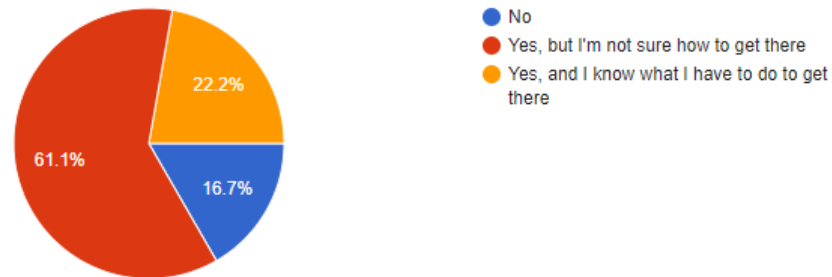
prepare them for life after school whichever path they choose. Links with our Enterprise Adviser ensures that each year group will benefit from meaningful employer engagement within our programme. They support the school in working towards and in meeting the Gatsby Benchmarks.

Evidencing the need for change:

Do you have ideas about what you might do for a job or career in the future?



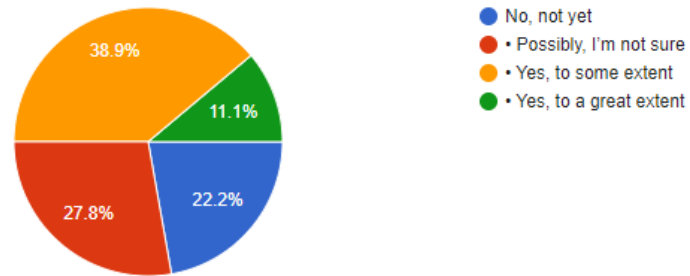
36 responses



From completing a questionnaire, 77.8% of pupil either do not know what they want to do when they leave education, or do not know the qualifications or route they need to take to get to the career that they want to do.

Are you aware of some of the types of businesses or employers in the North East?

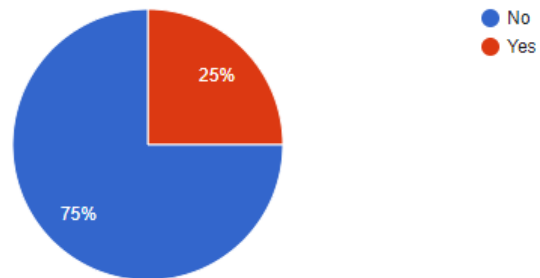
36 responses



We can also see that only 50% of pupils are aware of current labour market information in the North East.

Do you know any trustworthy websites that can help you decide what to do in the future?

36 responses



It is also clear to see that at present, only 25% of pupils know which websites to use to find out important information about future career and educational opportunities.



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Vision – “To encourage children to be aspirational, successful and well prepared for the next steps of education and the adult world”

Strategic Objective 1

Careers education is integrated into lessons and subject areas and teachers make use of outside sources to enhance their curriculum areas.

Observable changes: Teachers will confidently embed careers knowledge and learning within their subject areas.

Children will benefit from a range of employer encounters, virtually, in and out of school.

Children will take part in National Careers Week in March to learn more about careers.

Teachers to set up posters in their classrooms to begin discussions with children about their past careers.

Impact: Children will have a broader knowledge of careers and FE/HE opportunities available to them.

Children will have a wider experience of employer encounters and more understanding of options available to them.

Strategic Objective 2

Pupils benefit from Labour market information through employer encounters to begin to make decisions about their options at high school and beyond

Observable changes: Children visited by employers to talk about potential careers.

Children take part in virtual events to learn about future careers.

Children use information from school website to learn about potential careers.

Information given to children via Google Classroom about potential careers.

Children are able to access careers information via careers club.

Impact: Children will have a better understanding of potential careers in their location and will be able to make informed choices about the route they want to take, whether that be into FE/HE or straight into a career.

Strategic Objective 3

Raise aspirations and alter community misconceptions through education and personal guidance - provide information on the school website for all stakeholders

Observable changes: Children use information from school website to learn about potential careers as well as FE/HE opportunities.

Parents and carers are able to access impartial information about FE/HE in the local area via the school website.

Employer encounters.

Impact: Employer encounters will raise aspirations of children

Information on the school website will provide parents/carers with higher aspiration of opportunities available to their children.

Highfield Middle School Careers Strategic Objectives – Long term plans:

| <u>Strategic objective 1:</u> | | |
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| Careers education is integrated into lessons and subject areas and teachers make use of outside sources to enhance their curriculum areas. | | |
| Benchmarks: 1,2,3,4, 5, 7 | | |
| Year | What will success look like (Targets)? What do we want to achieve? | What actions we will take as a school to achieve these targets? |
| Year 1 2022-23 | <ul style="list-style-type: none"> • A comprehensive programme of age-specific Careers Education is in place within the KS3 PSHCE programme to enable all students to develop their own personal career pathway. • Teachers will begin to embed careers knowledge and learning within their subject areas. • Teachers to set up posters in their classrooms to begin discussions with pupils about their past careers. • Teachers begin to make links between their subject and outside employers that can enhance the learning of pupils • Up to 50% of pupils will be able to explain how subject areas links to careers. | <ul style="list-style-type: none"> • School have bought into the JIGSAW scheme of work which includes sections on ‘Dreams and Goals’ • CPD for all teaching staff on embedding careers within the curriculum, ‘My Learning, My future’ document sent to all teaching staff to aid them • Some staff to become Careers champions, making links with outside employers and visiting them into school. • Questionnaires taken by pupils on a yearly basis to track understanding |
| Year 2 2023-24 | <ul style="list-style-type: none"> • A comprehensive programme of age-specific Careers Education is in place within the KS2 and KS3 PSHCE programme to enable all students to develop their own personal career pathway. • Teachers will confidently embed careers knowledge and learning within their subject areas. | <ul style="list-style-type: none"> • PSHE/Citizenship coordinator to update planning in PSHE to incorporate KS2 pupils needs. • Continue with regular CPD training for all staff to assist them in embedding careers within the curriculum. • Time given to HOD’s to update planning to highlight careers within the curriculum. |

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| | <ul style="list-style-type: none"> • All curriculum subjects will make reference to careers within their long term planning, highlighting links to careers • In lessons across the curriculum, key future pathways and skills are linked within the work so students can see link between learning and their future plan. • More than 50% of pupils will be able to explain how subject areas links to careers. | <ul style="list-style-type: none"> • Careers champions to work with other staff members in assisting them to integrate careers in their subjects. • Questionnaires taken by pupils on a yearly basis to track understanding |
| <p>Year 3 2024-25</p> | <ul style="list-style-type: none"> • Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. • Teachers confidently make links between their subject and outside employers that can enhance the learning of pupils • The vast majority of pupils will be able to explain how subject areas links to careers. | <ul style="list-style-type: none"> • Use of Enterprise Adviser to make and maintain links to local businesses. • Questionnaires taken by pupils on a yearly basis to track understanding • Additional CPD for staff to be confident in the teaching of careers and skills within their subject area. |

| Strategic Objective 2: Pupils benefit from Labour market information through employer encounters to begin to make decisions about their options at high school and beyond Benchmarks: 1,2,5,6 | | |
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| Year | What will success look like (Targets)? What do we want to achieve? | What actions we will take as a school to achieve these targets? |
| Year 1 2022-23 | <ul style="list-style-type: none"> • Children visited by some employers to talk about potential careers. • Children take part in virtual events to learn about future careers. • Children use information from school website to learn about potential careers. • Information given to children via Google Classroom about potential careers. • Children are able to access careers information via careers club. • Through the use of questionnaires, up to 50% of pupils will be able to understand labour market information and consider their future options. | <ul style="list-style-type: none"> • Careers Leader to form links with local businesses and FE/HE providers. • Careers Leader to seek appropriate virtual events for pupils to take part in. • Careers Leader to begin to provide information on website with links to FE/HE provider. • Careers club and classroom set up to inform children of potential opportunities available to them. • Questionnaires taken by pupils on a yearly basis to track understanding |
| Year 2 2023-24 | <ul style="list-style-type: none"> • Children visited by a range of employers to talk about potential careers. • Children visited by some FE/HE to talk about potential careers. | <ul style="list-style-type: none"> • Links made by Careers Leader and other staff members to local businesses. • Links made with local colleges/ universities to come in and talk to pupils. • Careers club facilitated by a member of staff. |

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| | <ul style="list-style-type: none"> • Pupils run the careers club themselves, creating their own resources and disseminating that to their peers through Google Classroom. • Through the use of questionnaires, more than 50% of pupils will be able to understand labour market information and consider their future options. | <ul style="list-style-type: none"> • Questionnaires taken by pupils on a yearly basis to track understanding |
| <p>Year 3 2024-25</p> | <ul style="list-style-type: none"> • Children visited by a range of employers to talk about potential careers as well as visit employers in their workplace. • Children visited by a range of FE/HE to talk about potential careers as well as visit FE and HE premises. • Through the use of questionnaires, the vast majority of pupils will be able to understand labour market information and consider their future options. | <ul style="list-style-type: none"> • Strong links made with a range of local businesses • Strong links made with a range of FE/HE providers. • Questionnaires taken by pupils on a yearly basis to track understanding |

| Strategic Objective 3: Raise aspirations and alter community misconceptions through education and personal guidance - provide information on the school website for all stakeholders | | |
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| Benchmarks: 1,2,3,8 | | |
| Year | What will success look like (Targets)? What do we want to achieve? | What actions we will take as a school to achieve these targets? |
| Year 1 2022-23 | <ul style="list-style-type: none"> • A section on the school website explaining Careers, including the Careers Strategy. • Pupils being aware of the Careers section on the Highfield Middle School website. • Parents are aware of the Careers section on the Highfield Middle School website. • Children are able to access careers information via careers club. | <ul style="list-style-type: none"> • Careers Leader to work with other members of staff to create content for school website • School to e-mail parents and carers about the introduction of information on the school website • Questionnaire sent to parents and pupils • Careers club and classroom set up to inform children of potential opportunities available to them. |
| Year 2 2023-24 | <ul style="list-style-type: none"> • Detailed information linking FE and HE providers are present on the school website. • Through questionnaires, up to 50% of pupils are aware of the Careers section on the Highfield Middle School website. • Through questionnaires, up to 50% of parents are aware of the Careers section on the Highfield Middle School website. | <ul style="list-style-type: none"> • Careers Leader to create content for website linking FE and HE providers. • Questionnaire sent to parents and pupils • School to begin to make links with former pupils to create content for website |
| Year 3 2024-25 | <ul style="list-style-type: none"> • Create an alumni section on the school website giving current pupils experience of successful past pupils. | <ul style="list-style-type: none"> • School to work closely with former pupils to add content to school website. • Questionnaire sent to parents and pupils |

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| | <ul style="list-style-type: none"> • Through questionnaires, the vast majority of pupils are aware of the Careers section on the Highfield Middle School website. • Through questionnaires, the vast majority of parents are aware of the Careers section on the Highfield Middle School website. | |
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Gatsby Benchmarks – Current position summary:

| Gatsby Benchmark: | November 2021 | March 2022 |
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| 1 – A stable careers programme | 23% | 58% |
| 2 – Labour market information | 20% | 80% |
| 3 – Addressing the needs of each pupil | 54% | 63% |
| 4 – Linking careers to the curriculum | 87% | 100% |
| 5 Encounters with employers and employees | 25% | 100% |
| 6 – Experiences of workplaces | 25% | 75% |
| 7 – Encounters with further and higher education | 25% | 65% |
| 8 – Personal guidance | 0% | 0% |

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS tool.



Careers Team

| Name | Title | Responsibilities |
|----------------|--------------------|---|
| Rob Mills | Careers Lead | Leading the careers team, liaising with enterprise advisor, governors, SLT and updating the website |
| Clare Carnegie | SLT member | Driving the necessity for careers in the curriculum |
| June Lomax | Careers Champion | Teacher link for careers in the curriculum |
| Ben Gilhespy | Enterprise Advisor | Responsible for creating opportunities between school and businesses |

Short term plans

| 2022-2023 Action plan for Careers | | | | | | |
|--|---|---|---|----------------------------|---|-------------------------|
| Strategic objective | Yearly milestone | Micro-step | Who is involved? | What resources are needed? | How will we know it's done? | RAG rating for progress |
| 1. Careers education is integrated into lessons and subject areas and teachers make use of outside sources to enhance their curriculum areas. | <ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place within the KS3 PSHCE programme to enable all students to develop their own personal career pathway. | Citizenship teachers to use curriculum planning to ensure all children receive discreet careers education. | Citizenship teachers in Y7 and Y8 | JIGSAW plans | Evidence in books. Questionnaire completion on a yearly basis. | |
| | <ul style="list-style-type: none"> Teachers will begin to embed careers knowledge and learning within their subject areas. | All teachers to consider and then plan for highlighting different careers and skills within their topics of work | All subject teachers. Overseen by subject leads. | CPD training | Evidence in books. Evidence in classrooms | |
| | <ul style="list-style-type: none"> Teachers to set up posters in their classrooms to begin discussions with pupils about their past careers. | Teachers to be given info on how to set up a google doc on filling out info and be given a template of what to do | All teaching staff – plus TA's if they would like to. | Google Doc – work history | Evidence during Careers Week of posters around school on classroom doors. | |

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| | <ul style="list-style-type: none"> Teachers begin to make links between their subject and outside employers that can enhance the learning of pupils | <p>Teachers to fill in information on a document that highlights the link between their subject and jobs/careers as well as relevant skills used in their subject.</p> | <p>All subject leads plus all teachers within subject areas.</p> | <p>Google Doc to collate data.</p> | <p>Google Doc collated to evidence information</p> | |
| | <ul style="list-style-type: none"> Up to 50% of pupils will be able to explain how subject areas links to careers. | <p>All children in Year 5-8 to complete careers questionnaire</p> | <p>Careers Lead</p> | <p>Google Questionnaire</p> | <p>Replies/responses from Google Questionnaire.</p> | |

| 2022-2023 Action plan for Careers | | | | | | |
|--|--|---|---|---|--|-------------------------|
| Strategic Objective | Yearly milestone | Micro-step | Who is involved? | What resources are needed? | How will we know it's done? | RAG rating for progress |
| 2. Pupils benefit from Labour market information through employer encounters to begin to make decisions about their options at high school and beyond | • Children visited by some employers to talk about potential careers. | Teachers to form links with employers that benefit their curriculum area. | All teaching staff | Teaching staff require time to make links to employers. | Evidence through questionnaires of children's understanding. | |
| | • Children take part in virtual events to learn about future careers. | Careers Lead to organise virtual events for KS3 children to participate in. (eg. Spark) | Careers Lead | Online virtual event websites. | Provision Map to evidence attendance | |
| | • Children use information from school website to learn about potential careers. | Careers Lead to create section on school website about potential careers/FE/HE routes | Careers Lead | School website | Knowledge of children in lessons | |
| | • Information given to children via Google Classroom about potential careers. | Careers Club to display a new career on a weekly basis. | Careers Lead and Careers Club members/attendees | Weekly Careers Club sessions | Evidence through careers club classroom. | |
| | • Children are able to access careers information via careers club. | Children to use a range of information online and via books regarding careers options | Careers Lead and Careers Club members/attendees | Weekly Careers Club sessions | Evidence through careers club classroom. | |

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| | <ul style="list-style-type: none"> • Through the use of questionnaires, up to 50% of pupils will be able to understand labour market information and consider their future options. | <p>Children are taught about LMI in lessons and shown a range of options FE/HE</p> | <p>Careers Lead</p> | <p>Google Questionnaire</p> | <p>Replies/responses from Google Questionnaire.</p> | |
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| 2022-2023 Action plan for Careers | | | | | | |
|---|---|---|------------------------------|--|--|-------------------------|
| Strategic Objective | Yearly milestone | Micro-step | Who is involved? | What resources are needed? | How will we know it's done? | RAG rating for progress |
| 3: Raise aspirations and alter community misconceptions through education and personal guidance - provide information on the school website for all stakeholders | <ul style="list-style-type: none"> A section on the school website explaining Careers, including the Careers Strategy. | Careers Lead to produce a section on school website. | Careers Lead | N/A | Evident on school website | |
| | <ul style="list-style-type: none"> Pupils being aware of the Careers section on the Highfield Middle School website. | Pupils to be directed to school website through Citizenship lessons | Pupils and Careers Lead | Information to be provided on the school website | Evidence through conversations with children during Citizenship lessons. | |
| | <ul style="list-style-type: none"> Parents are aware of the Careers section on the Highfield Middle School website. | Letter to parents detailing information on website | Careers Lead | Information to be provided on the school website | Parental responses to questionnaire | |
| | <ul style="list-style-type: none"> Children are able to access careers information via careers club. | Careers Lead and Careers Club members/attendees | Weekly Careers Club sessions | Evidence through careers club classroom. | Careers Lead and Careers Club members/attendees | |

Highfield Middle School Careers Related Year Group Entitlements 2021-2022

Year 5 - Dream

| Careers Focus | Measurable outcomes (Taken from CDI KS2 Framework) | Activities | GB Reference | Monitoring and evaluation |
|-----------------------|---|---|--------------|--|
| Make £5 Grow | <ul style="list-style-type: none"> being willing to take on challenges that help them to grow being able to explain what interests them about particular jobs reflecting on what they achieved and what they would do differently or better next time being able to take on different work-related roles in group play or teamwork, including as leader when required | <p>Pupils are given £5 to invest and turn into profit.</p> <p>Pupils work in teams, considering which skills they have that will lead them to be successful.</p> <p>Pupils learn about key skills to be successful entrepreneurs.</p> <p>Pupils learn about and consider different roles within a business (management, sales, financial, organisational, marketing)</p> <p>Pupils visit the Grainger Market in Newcastle and experience other entrepreneurs in the marketplace</p> | 2,3,4,5,6 | <p>Work in books</p> <p>Profit achieved individually and collectively</p> <p>Pupils reflect on what went well, what did not and what they could do better next time.</p> |
| National Careers Week | <ul style="list-style-type: none"> being aware of trends that hint at how working life may change for them by the time they embark on their careers | Assemblies from guest speakers (parents or employers) | 2,3,4,5 | Evaluate effectiveness of guest speakers |

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| | <ul style="list-style-type: none"> ● recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers ● being aware that choice and opportunity make careers possible ● Identifying possible new jobs that might be needed in the future ● explaining what they found out from a visitor about setting up their own businesses | <p>Work within pastoral sessions on future job prospects/gender stereotypes</p> <p>Focus throughout the week on career related learning</p> | | <p>Evaluation at the end of the week to be completed by a range of pupils</p> |
| Clown Company | <ul style="list-style-type: none"> ● being able to take on different work-related roles in group play or teamwork, including as leader when required ● exploring how people relate to each other in work settings ● being able to make decisions about saving, spending and budgeting | <p>Outside provision of Enterprise activity.</p> <p>Pupils work in teams to create a clown mobile.</p> <p>Exposure to employees from a range of workplaces (as part of the event)</p> | 2,4,5 | <p>Teams are monitored on the basis of how successfully they work together</p> <p>Evaluation after the event to gauge success of company</p> |

Year 6 - Explore

| Careers Focus | Measurable outcomes | Activities | GB Reference | Monitoring and evaluation |
|---|--|--|--------------|--|
| <p>*Clown Company</p> <p>*This will change next year as provided by outside partner</p> | <ul style="list-style-type: none"> being able to take on different work-related roles in group play or teamwork, including as leader when required exploring how people relate to each other in work settings being able to make decisions about saving, spending and budgeting | <p>Outside provision of Enterprise activity. Pupils work in teams to create a clown mobile.</p> <p>Exposure to employees from a range of workplaces (as part of the event)</p> | 2,4,5 | <p>Teams are monitored on the basis of how successfully they work together</p> <p>Evaluation after the event to gauge success of company</p> |
| National Careers Week | <ul style="list-style-type: none"> recognising unfair barriers to opportunity and being willing to challenge them | <p>Assemblies from guest speakers (parents or employers)</p> <p>Work within pastoral sessions on future job prospects/gender stereotypes</p> <p>Focus throughout the week on career related learning</p> | 2,4,5,7 | <p>Through questionnaires children will have a better understanding of careers, skills and how learning relates to careers</p> |

Year 7 - Enquire

| Careers Focus | Measurable outcomes (Taken from CDI KS3 Framework) | Activities | GB Reference | Monitoring and evaluation |
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| Tenner Challenge | <ul style="list-style-type: none"> being willing to challenge themselves and try new things being aware that career describes their journey through life, learning and work being aware that different jobs and careers bring different challenges and rewards learning from setbacks and challenges developing friendships and relationships with others being aware that it is important to take initiative in their learning and life being aware that building a career will require them to be imaginative and flexible being aware of the concept of entrepreneurialism and self-employment | <p>Pupils are given £10 in a group to invest and turn into a profit.</p> <p>Pupils work in groups and have different roles.</p> <p>Pupils learn about advertising.</p> <p>Pupils learn about labour market and opportunities.</p> <p>Pupils gain sales and financial skills</p> | 2,3,4 | <p>Monitor the profit made by children.</p> <p>Pupils to complete a feedback form – what went well, even better if...</p> <p>Monitor how well children work in a team.</p> <p>Work completed in books</p> |
| Employer encounters | <ul style="list-style-type: none"> being aware of the range of possible jobs being aware that many jobs require learning, skills and minimum qualifications | <p>Spark careers virtual sessions</p> <p>Within school assemblies via guest speakers, opportunity to</p> | 2,4,5 | Feedback form from virtual events |

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| | <ul style="list-style-type: none"> being aware of the range of different sectors and organisations where they can work | <p>ask questions about careers.</p> <p>Primary enterprise</p> | | |
| FE/HE encounters | <ul style="list-style-type: none"> being aware that learning, skills and qualifications are important for career being aware of the main learning pathways (e.g. university, college and apprenticeships) being aware of the range of different sectors and organisations where they can work looking forward to the future | <p>Newcastle College to visit on a bi-yearly basis.</p> <p>Pupils to visit Northumberland College (farming)</p> <p>Pupils to understand options available to them</p> | 3,5 | Pupil questionnaire |
| PSHE Curriculum | <ul style="list-style-type: none"> being aware that learning, skills and qualifications are important for career being aware that many jobs require learning, skills and minimum qualifications being aware of the range of possible jobs being aware of the concept of work-life balance | <p>Pupils to work through JIGSAW PSHE scheme of work as well as financial skills topic.</p> <p>Pupils to identify jobs/careers for the future that they would like to do.</p> <p>Pupils to consider the skills</p> | 3,4, | <p>Work completed in books</p> <p>-understanding of skills required to be successful</p> <p>Increased attendance at careers club</p> |

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| | <ul style="list-style-type: none"> • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of rights and responsibilities in the workplace and in society • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces | <p>they have that would help them gain employment</p> <p>Pupils consider mistakes and how they can help us achieve better things in the future.</p> <p>Pupils to learn about money and history of money, bartering and trading.</p> <p>Pupils to learn about bank accounts, debt, credit,</p> | | |
| Careers Club | <ul style="list-style-type: none"> • being aware that learning, skills and qualifications are important for careers • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware of the range of different sectors and organisations where they can work | <p>Pupils to investigate different FE/HE opportunities in the local area.</p> <p>Pupils to use websites such as BuzzQuiz and Careerpilot to find out about different job sectors.</p> | 2,3,4,7 | <p>Attendance register – via Provision Map</p> <p>-how many people attending? Can I invite pp/SEN children?</p> |
| National Careers Week | <ul style="list-style-type: none"> • imagining a range of possibilities for | Investigate different types | 2,3,4,5,7 | Pupil questionnaires to show |

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| | themselves in their career | of future learning options. Eg. GCSE's, Apprenticeships, A Levels, Further Education, Higher Education through the Careerpilot website Pupils discuss the jobs that teachers had prior to working in school | | understanding |
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Year 8 - Aspire

| Careers Focus | Measurable outcomes (Taken from CDI KS2 Framework) | Activities | GB Reference | Monitoring and evaluation |
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| PSHE Curriculum | <ul style="list-style-type: none"> managing the transition into high school and preparing for choosing their GCSEs identifying common sources of information about the labour market education system | <p>Pupils to learn about apprenticeships, FE/HE, skills required in careers</p> <p>Pupils to learn about the local labour market and the types of jobs that are common in the local community</p> | 2,3,4 | <p>Work in pupil's books.</p> <p>Pupil questionnaires to show understanding</p> |
| FE/HE encounters | <ul style="list-style-type: none"> looking forward to the future being aware of the main learning pathways (e.g. university, college and apprenticeships) being aware of the range of different sectors and organisations where they can work | <p>Pupils to visit Newcastle university as part of Science curriculum.</p> <p>Pupils to be visited by a range of FE colleges</p> | 7 | <p>Attendance register – via Provision Map</p> <p>Destination data for year 11 – through high school links</p> |
| Primary Enterprise World - Enterprise Activity – Duck Factory | <ul style="list-style-type: none"> being able to identify a role model and being aware of the value of leadership being aware that it is important to take initiative in their learning and life | <p>Pupils to work in teams and given tasks to complete throughout the working day as well as fines for unsatisfactory work. Quality is paramount in this task as well as persuasion skills to sell products to real-life employers</p> | 4,5 | <p>Feedback from pupils</p> <p>How effective is this for this age group?</p> |

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| <p>Careers Club</p> | <ul style="list-style-type: none"> ● being aware that learning, skills and qualifications are important for career ● being aware of the main learning pathways (e.g. university, college and apprenticeships) ● being aware of the range of different sectors and organisations where they can work | <p>Pupils to investigate different FE/HE opportunities in the local area.</p> <p>Pupils to use websites such as BuzzQuiz and Careerpilot to find out about different job sectors.</p> <p>Pupils to take a lead in promoting careers to other pupils within their key stage as ambassadors.</p> | <p>2,3,7,8</p> | <p>Attendance register – via Provision Map</p> <p>Pupil questionnaires to show understanding</p> |
| <p>National Careers Week</p> | <ul style="list-style-type: none"> ● imagining a range of possibilities for themselves in their career | <p>Investigate different types of future learning options. Eg. GCSE's, Apprenticeships, A Levels, Further Education, Higher Education through the Careerpilot website</p> <p>Take part in careers quiz</p> | <p>2,4,5,6</p> | <p>Pupil questionnaires to show understanding</p> |
| <p>Employer encounters</p> | <ul style="list-style-type: none"> ● being aware of the range of possible jobs ● being aware that many jobs require learning, skills and minimum qualifications ● being aware of the range of different sectors and organisations where they | <p>Pupils will have a range of events in and out of school that allow them to encounter employers.</p> <p>Pupils will participate in Spark careers virtual sessions</p> <p>Within school assemblies via guest speakers, opportunity to ask questions</p> | <p>3,5,6</p> | <p>Attendance registers – via Provision Map</p> <p>Pupil questionnaires to show understanding</p> |

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|--|---|---|--|--|
| | <p>can work</p> <ul style="list-style-type: none">• being aware of the range of ways that organisations undertake recruitment and selection | <p>about careers.</p> <p>Primary enterprise</p> | | |
|--|---|---|--|--|

Careers Programme Overview 2022/23 Highfield Middle School

CAREERS & ENTERPRISE COMPANY **Primary Careers Resources**

Vision Statement

"To encourage children to be aspirational, successful and well prepared for the next steps of education and the adult world"

Contact:

Rob Mills
Email: rob.mills@highfield.northumberland.sch.uk
Telephone: 01661833522

Milestones and Learning Outcomes

Key Events and Experiences

Year 5

DREAM –

Pupils should begin to be able to explain what interests them about particular jobs.

Identify possible new jobs that may be needed in the future.

Understand how working life may change for them when they embark on their careers

Year 6

EXPLORE –

Pupils should be able to take on different roles within groups, including leader.

Explore how people relate to each other, particularly in a work setting.

Recognise unfair barriers to opportunity and be willing to challenge them.

Year 7

ENQUIRE –

Pupils should be able to be willing to challenge themselves and try new things

learning from setbacks and challenges

being aware that many jobs require learning, skills and minimum qualifications

being aware of the range of different sectors and organisations where they can work

Year 8

ASPIRE –

Pupils should be able to manage the transition into high school and preparing for choosing their GCSEs

being aware of the main learning pathways (e.g. university, college and apprenticeships)

being aware of the range of ways that organisations undertake recruitment and selection

identifying common sources of information about the labour market education system

Year 5

Primary Enterprise Work – National Life Programme. Giving a children an insight into the working life of families around the country as well as an understanding of how to budget, spend and save.

Make £5 Grow – A project aimed at creating the next young entrepreneurs! All children are given £5 to create a business and make a profit with. Children will take their businesses to Newcastle's Grainger Market where they sell to the general public and find out about other market businesses!

Year 6

Primary Enterprise Work – Clown company. Children work together in groups to make clowns to sell to real-life employers in a dragons den style activity. Children learn about marketing, advertising, teamwork and leadership as part of the day.

National Careers Week: Children take part by doing quizzes and discussing future career prospects, finding out about teachers previous job history and considering their future job prospects as the world changes.

Year 7

Primary Enterprise Work – Pyramid Challenge. Again, children learn the importance of teamwork in this hands-on activity. Financial skills are also gained as the children have to purchase their materials to complete the challenge.

Tanner Challenge. Similar to Year 5, teams are given £10 to create a business and make a profit through selling to other year groups in school. Can they consider their target market, offer a range of products and services and learn key sales skills in this exciting project?

Year 8

Primary Enterprise Work – Duck Factory: Replicating the world of work, pupils are given tasks to complete throughout the working day as well as fines for unsatisfactory work. Quality is paramount in this task as well as persuasion skills to sell products to real-life employers

Virtual Events: Pupils will be invited to a range of virtual events from a broad range of job sectors to explain and allow them to think clearly about what they have to do to get into the career they are interested in.

F&NE events: Children will be visited by colleges and universities, giving them the options for their futures.

**Inspiring and preparing
young people for the world
of work.**