** Careers Learning at St Michael’s Bamford **

Since January 2023, the government has been clear that teaching about careers is vital from EYFS and throughout Primary education. Guidance published in January 2023 states that:

* *New careers programme will open primary school children’s eyes to the world of future job possibilities and challenge stereotypes*
* *Young people to benefit from new law so they learn about the variety of exciting career routes available to them including technical routes to jobs as well as academic*
* *Part of government’s drive to make sure all young people get high quality advice to make informed choices on the skills needed for a successful career*

*Primary school pupils are to benefit from a new careers programme that will encourage them to think about future jobs early, whilst nurturing aspirations and challenging stereotypes.*

*Evidence*[*shows that children start to form ideas about their future as they start primary school*](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fresources.careersandenterprise.co.uk%2Fsites%2Fdefault%2Ffiles%2F2021-09%2F1145_What%2520works%2520Primary_digital%2520version_07_01_2019.pdf&data=05%7C01%7CJMolloy%40no10.gov.uk%7C8a06931d982047ea18d508dae4dc3f16%7C29c8cbb9d9af4c7eb28b470f15275e47%7C1%7C1%7C638073931849054495%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=7%2BSneeqgXKU8TJDJYE%2FLNqObxK7RfIFxm9aI6FWtYio%3D&reserved=0)*. By linking lessons in an age-appropriate way to different careers, training and skills, the programme will bring learning alive and inspire pupils about the world of work. It will also provide opportunities for pupils to meet employers and role models from a range of industries, helping to raise aspirations and link their learning to future skills, jobs and careers.*

*From 1 January( 2025), young people will also benefit from strengthened careers advice through a change in the law that will see all year 8- 13 pupils have at least six opportunities to meet a range of providers of technical education. By hearing directly from training providers, pupils will get to understand the full range of opportunities available to them, including apprenticeships, T Levels and Higher Technical Qualifications, not just a traditional academic route.*

*Minister for Skills, Apprenticeships and Higher Education Robert Halfon said:*

*“To deliver the future workforce that this country needs, it is essential that careers advice and work experience helps young people from all backgrounds to climb the ladder of opportunity.*

*The changes we are making to boost our careers programme will raise ambitions from an early age for thousands of children in primary schools across the country, while providing opportunities to unlock talent, think about skills, engage with employers and discover different workplaces.”*

*The new primary careers programme will be coordinated by The Careers & Enterprise Company (CEC), working with Teach First who will provide training and support primary school teachers in disadvantaged areas to deliver the scheme to their pupils.*

**Until further guidance is available, St Michael’s has formulated this statement to outline provision across school, which begins to meet the aims above.**

**Careers through the Arch Partnership**

We work in partnership with the Arch Collaborative, a group of Heywood and Rochdale schools, and the following extract is Priority 5 in the three-year Collaborative Development Plan, 2023-6.

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| **INTERVENTION DESCRIPTION** *(what are the active ingredients?)* | **INTERVENTION ActIVITIES & Professional Development** (inc. DATES) | **Resources**inc. STAFF & Costs  | **Success Criteria & MONITORING** (inc. DATES) |
| 2023-24Quality in Careers Mark | Consider [Quality in Careers Mark](https://www.positive-steps.org.uk/positive-steps-trading/inspiring-iag)Research & explore resources: [QiC.org](https://www.qualityincareers.org.uk/careers-education-in-primary-schools/) / [PCC&E](https://primary-careers.careersandenterprise.co.uk/practice/case-studies) / [C&E](https://resources.careersandenterprise.co.uk/sites/default/files/2021-09/1145_What%20works%20Primary_digital%20version_07_01_2019.pdf) | Schools to identify lead / key contact  | Increased pupil and teacher understanding of the link between education, qualifications, skills and work opportunities, preparing pupils for adulthood from the earliest years;  |
|  | Baseline assessment / Questionnaire for pupils to establish understanding of careers available and aspirations  |  | • Pupils’ evolving perception of their own potential place in a future world of work is explored and nurtured; |
|  | Link with Newhouse academy for careers day for all Arch schools |  | • Pupils and teachers exposed to businesses and the world of work, develop a realistic view ofParents/carers’ attitudes, perceptions and aspirations broadened relating to their children’s education and career preferences. |
|  | Subject leaders to identify in curriculum links to careers  |  | • Pupils and teachers exposed to businesses and the world of work, develop a realistic view of differing occupations and sector skills gaps;• Amelioration of restricted views by broadening horizons and raised aspirations, particularly for pupils with special educational needs and disabilities; |
|  | School council to participate in careers project through ARCH |  | More pupils and teaching staff learn about themselves and develop a better view of their self-efficacy; increased pupil and teacher awareness of career/work opportunities; |
| 2024-25 | Embed, review, reflect, improve |  |  |

**Careers through specific days in school**

Each year we hold a ‘What do you want to be when you grow up?’ Day. In January 2023, this focused on dressing up and exploring pupil aspirations. From 2024, this careers day included information about career pathways to prepare pupils more effectively now for what they aspire to become. The assembly will be followed during the day by workshops for pupils in mixed age groups to explore the career pathway for a range of linked careers, starting with, ‘so what do we need to do now to set ourselves on a pathway to a particular career’?

In 2025, parents will be asked to send a short video clip of themselves in their workplace answering the above questions and showing the workplace. This will reduce the burden on parents of asking them to take an afternoon off work to run a workshop and open pupils’ eyes to actual workplaces that they will not have encountered.

**Careers encountered through collective worship**

Pupils encounter a diverse range people from the present and past as part of worship, and learn about their careers as part of learning about how that person became a courageous advocate, or what they invented, discovered or are known for, or how they live/d with additional needs or have challenged stereotypes. See collective worship planning for further detail.

At all times, in all aspect of careers education, we aim to break down stereotypes by carefully selecting images and examples that demonstrate a wide diversity of people engaged in an occupation, choosing a balance of individuals with protected characteristics.

There will be a two year rotating cycle of focus for assemblies: Year 1 on parents’ occupations, Year 2 on future occupations linked to subjects:

From November 2023 to July 2024, school planned a series of assemblies, one per month, to introduce pupils to a range of jobs:

November: Equine Veterinarian

December: TV Editor and Producer

January: Dentist

February: Fashion Designer

March: Firefighter

April: Climate Engineer

May: Doctor

June: Solicitor/ Business Owner

July: Personal Trainer

And from September 2026, this list will include: conveyancing administration, pharmacist, beautician, radiologist, gardener, teacher, care worker, banker… Speakers are briefed and supported to engage pupils with artefacts and photographs to explain their career and describe subject knowledge and requisite skills. They are asked to speak about how pupils can make choices now about their approach to learning that will set them on a successful pathway to pursue a career.

In school year 2024 to 2025, assemblies on a Thursday will be led by subject advocates on a rota to share with pupils the future job opportunities that exist linked to each area. This will repeat from September 2027.

**Careers encountered across curriculum subjects: examples from science and art**

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| Science | Scientist and aspect of science |
| Year 1 | Beatrix Potter-Author, BotanistChris Packham-Animal conservationistWildlife videographer and National Geographic explorerWilliam Addis-Inventor of toothbrushDr Pearl Agyakwa- Materials scientistLiam Dutton- MeteorologistJohn Dalton- Weather pioneer |
| Year 2 | Rachel Carson- Marine biologistTanesha Aleen- zoologistGeorge Washington Carver- botanistAgnes Arber- botanistDr Ronald Palmer- research aging of immune systemBear Grylls- survivalistCharles Macintosh- inventor of waterproof materialDanial Azahan- mechanical engineer |
| Year 3 | Ahmed Mumin Warfa- botanistMaria Sibylla Merian- doc relationship bet plants and animalsWillhelm Rontgen- invented X-rayZubair Haleem- physio at ArsenalMary Anning- fossilistChristopher Jackson- geologistIbn al-Haytham- mathematician and astronomerPatricia Bath- ophthalmologist and inventorWilliam Gilbert- magnetism and electricityJyoti Sehdev- Civil engineer |
| Year 4 | Prem Singh Gill- polar scientistGladys West- mathematician/ GPSIvan Pavlov- physiologistCharlotte Armah- nutritional biochemistDaniel Farenheit- thermometerDr Fangxian Fang- Earth scientistEvelyn Glennie- percussionistKarrie Keyes- audio engineerMichael Faraday- physicistHerta Ayrton- electrical engineer (and suffragette) |
| Year 5 | Malaika Vaz- National Geographic explorerCarl Linneus- botanist and zoologistSigmund Freud- psychoanalysisOlive Guthrie Smith- physiotherapistBecky Schroeder- inventor of glow sheetDr Nira Chamberlain- polymathMai Jemison- solar scientistIsaac Newton- physicistRafsan Chowdhury- mechanical engineer |
| Year 6 | Carl Linneus- naturalist and botanistNazifa Tabassum- microbiologist and science communicatorElizabeth Anionwu- sickle cell and thalassemia Barough Berkovits- invented pacemaker and defibWilliam Harvey- discovered how blood movesRosalind Franklin- discovered DNACharles Darwin- naturalist, theory of evolutionCV Rahman- physicist Prof Colin Webb- laser physicsMo Ibrahim- pioneer mobile phonesHertha Ayrton- engineer, phys, maths, inventor |
| Art | Artist and style/medium |
| Year 1 | Hoang Tien Quyet- paperAndy Warhol- printMolly Haslund- spirals in urban space |
| Year 2 | Andy Goldsworthy- temp art in natureCharlie French- expressionist |
| Year 3 | Inbal Leitner – Illustrator Hannah Rae & Alice Kettle- sculptors for animation |
| Year 4 | Inbal Leitner – Illustrator Hannah Rae & Alice Kettle- sculptors for animation |
| Year 5 | Grayson Perry- contemporary artistLouise Fili- graphic and digital designAlice Fox- artist using found materialsRae Smith- set designer for War Horse |
| Year 6 | Lubaina Hamid- free standing cut out artist |

**Careers encountered in the Early Years**

From their earliest time in school, children at St Michael’s are exposed to a range of professions through indoor and outdoor role-play such as at a vets, a garden centre, in a home, and at a dentist. They also have access to small world play including figures related to farms, a garage, a park and shops. This provides pupils with a wealth of language opportunities related to the world of work and enables them to begin to think about people around us and the jobs they do. These early foundations provide the basis for careers learning moving through school.

**Links with Rochdale Sixth Form College (RSFC) and Alumni**

We receive information from Rochdale Sixth Form College about our past pupils, their A-level choices, outcomes and future path. We display pupils’ achievements on posters in school to inspire our current pupils. RSFC will also link us to an alumnus who can come to speak to our pupils now about their life and career choices.

We recently approached RSFC and have organised links with them for our pupils to experience lessons in their art and science facilities in Year 5 and 6. This will enhance subject learning but also to open their eyes to further education opportunities, and the transitions they may make from high school. RSFC are linking us with Oxbridge staff who will come to school to deliver an assembly, to raise aspirations still further and remove barriers that might exist for our pupils in their thinking and perceptions about their roots and where life can take them. There will also be a meeting for parents. This link is another exciting opportunity to enhance what we can provide to start pupils on their journey to successful careers.

This statement was reviewed in January 2025.

M Barratt 07-01-25