Kingsfield First School

Careers Policy

2026-2029

The Careers Policy in respect of Kingsfield First School has been consulted upon with all staff and ratified in the Summer 1 LAB Meeting
Chair of Local Advisory Board: *Mr C Clulow*
Responsible *Headteacher– Mrs C Hodson*
Agreed and ratified by the Local Advisory Board on: 11.05.26
To be reviewed: *May 2029*

1. **Statement of Intent**

   At our school, we provide rich and varied learning opportunities that allow all children to build knowledge and develop their skills and abilities to their full potential. Underpinning this are our eight core values of:-



The overall intent of our school curriculum is to:

- **Recognise uniqueness**: in our pupils, staff, resources and whole school community.
- **Be Inclusive:** recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.
- **Engage and Inspire:** Through knowledge rich, highly enriched, progressive and purposeful contexts.
- **Promote Aspiration:** offering challenge, accountability and responsibility for their learning.
- **Create citizens of the Future:** who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.
- Our Maths curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Children First Learning Partnership (CFLP) is committed to providing an inclusive, aspirational and future-focused careers curriculum for all pupils. Reflecting updated DfE statutory guidance (May 2025), our approach ensures that every child—regardless of background, SEND status, disadvantage, or social care involvement—experiences a rich curriculum that nurtures self-belief, inspires ambition, enables achievement and strengthens community connections. We firmly believe that early exposure to the world beyond school allows children to visualise ambitious futures: 'If you can see it, you can be it.'

2. Legal Framework

This policy aligns with: the DfE Careers Guidance (May 2025), Education Act 1997, Education and Skills Act 2008, Apprenticeships Act 2009, Equality Act 2010, Children and Families Act 2014, and School Information Regulations 2018.

3. Rationale

Children begin forming ideas about the world of work from a young age. Without meaningful exposure, their aspirations may become limited by stereotypes, family circumstance, or lack of awareness. Kingsfield First School seeks to broaden horizons for all pupils by providing local, national and global perspectives on careers, early role-model visibility and opportunities to see learning applied in real contexts.

4. Aims

Our aims include: providing structured career-related learning; showcasing diverse employment sectors; highlighting different routes into work (academic, technical, apprenticeships); developing essential employability skills such as problem solving, creativity, communication and essential foundational knowledge; strengthening links between curriculum subjects and real-world relevance; and increasing aspiration among SEND, PP and social-care-experienced children.

5. Roles and Responsibilities

A Careers Leader coordinates strategy, careers links and monitoring. Staff embed careers vocabulary, job examples and skills development within daily teaching and their curriculum. The Local Advisory Board ensure compliance and support high ambition for all pupils.

6. Careers-related Learning

Careers education is woven into subjects through contextualised learning, guest speakers, workplace encounters, enterprise initiatives and project-based learning. Examples include: STEM professionals in science, authors and media workers in English, public services in PSHE, and creative industries in the arts. Pupils engage in questioning, role-play, problem-solving and reflection activities that link their strengths to potential futures.

7. Inclusion and Ambition for All (SEND, PP, Social Care)

CFLP guarantees targeted opportunities for pupils with SEND, those in receipt of Pupil Premium, and those known or previously known to social care. This includes accessible role models; tailored experiences; supported participation in workplace visits; coaching sessions focused on strengths and aspirations; and targeted career-themed interventions. We actively identify barriers—financial, accessibility, cultural or emotional—and remove them so that every child can engage fully and aspire ambitiously.

8. Parents and Carers

Families are partners in aspiration. Kingsfield First School encourages parents to share skills, volunteer for events, and engage in careers week activities. We offer guidance for parents on discussing future goals with children and promote strong home-school collaboration to reinforce ambition.

9. Challenging Stereotypes

The curriculum actively challenges gender, cultural, socio-economic and ability-based stereotypes. Examples include: highlighting women in STEM, disabled professionals across industries, men in early years education, and leaders from diverse ethnic backgrounds. Pupils participate in reflective discussions designed to question bias and expand mindset.

10. Partnership Working

CFLP schools work with a wide network of organisations including local businesses, local feeder schools, public services, charities and community groups. These partnerships enable varied and meaningful career encounters, mentoring experiences, themed events and project collaborations that deepen understanding of work and society.

11. Monitoring and Evaluation

Monitoring includes: lesson observations, work scrutiny, event evaluations, pupil voice surveys, parental feedback, tracking participation of priority groups and analysis of aspiration indicators. The Careers Leader reports impact termly to SLT and governors, ensuring continuous improvement and equity.

12. Equal Opportunities

All pupils receive fair access to careers learning. Adjustments include: differentiated materials, sensory-friendly visits, supported interactions with visitors, and financial support where needed. Role models are intentionally diverse. Equity is monitored to ensure that no group is underrepresented.

13. Review

This policy will be reviewed biennially or earlier if updated DfE guidance requires amendments.

Version	Review Date	Changes Made