



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

CAREERS AND ENTERPRISE POLICY

Primary setting





Document control

This document has been approved for operation within:	All Trust Primary Schools		
Status	Trust Requirement		
Owner	Star Academies		
Date effective from	July 2021	Date of next review	July 2023
Review period	2 Years	Version	5

Summary of changes in this version

Information
<p>Schools are encouraged to grow and utilise their alumni networks in the delivery of careers and enterprise education where possible with a focus on:</p> <ul style="list-style-type: none"> • Career aspirations • Character development • Curriculum delivery



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Introduction

1. The school's curriculum offer is designed to provide pupils with the knowledge, skills and attributes they need to thrive in a modern society and economy; laying the foundations for the development of skills throughout an individual's life.
2. Personal, social and health education (PSHE) provides a curriculum context for the personal and social development of the school's pupils, facilitating personal growth through a planned educational programme. It is an important and necessary part of each and every pupils' education. Careers and enterprise information, advice and guidance (CEIAG) is a planned programme of learning which complements and builds on the PSHE programme. Through the CEIAG programme, children acquire knowledge, understanding and skills that will prepare them for the world of work, encouraging each individual to fulfil their social and intellectual potential and to benefit the wider economy.

Aims

3. To develop skills for learning, life and work as an integral part of pupils' education and be clear about how their achievements relate to these.
4. To develop understanding about pupils' capabilities and develop their aspirations to make informed learning and careers choices as they progress through their learning journey.
5. To encourage pupils to be reflective about their skills and attributes.
6. To inform pupils about key skills and attributes for a wide variety of career options.
7. To empower pupils to set goals and targets which will develop the skills and attributes that they have identified as critical for their future career choices.
8. To develop awareness that the skills being developed through the PSHE scheme of work and the STAR values are important in the world of work e.g. teamwork, ambition, resilience, hard work, tenacity, respect of others, together with self-respect and self-belief.
9. To develop an understanding of enterprise and entrepreneurship.
10. To support the mission, vision and values of the trust and its establishments.

Who is responsible for this policy?

11. The trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or trust framework. The trust has delegated day-to-day responsibility for operating the policy to Star Central team, the local governing body and the principal of each trust primary school.
12. The local governing body and senior leadership team at each trust primary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.



Responsibilities of the school

13. The school will provide a planned CEIAG programme with measurable aims/targets which is age appropriate. This programme will be delivered as part of the PSHE programme and via designated leadership days or events.
14. The school will work in partnership with local employers and other education and training providers to develop and deliver its careers programme. This will ensure that pupils can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options.
15. Opportunities to develop leadership and entrepreneurial skills for self-employment will also be provided as part of the CEIAG programme and leadership specialism. These opportunities will help pupils to develop the key personal skills and aptitudes required for the world of work, including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving, resilience, grit and enhanced emotional intelligence. The programme will also enable pupils to develop the confidence, resilience and self-belief needed to help them 'break out' of more traditional career pathways in their community and into universities and more prestigious jobs.
16. The school will ensure that all pupils are aware of 'out of school' opportunities that could help them with their career aspirations.
17. The school will consciously work to prevent all forms of stereotyping in the advice and guidance it provides, to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Inspiring young people

18. The school has high expectations of all pupils. Children will be encouraged to have high aspirations about their future career journey and to develop diverse thinking, to consider a broad view of related career options and job opportunities in a particular field.
19. The school will provide sustained and varied contact with mentors and other high achieving individuals in order to motivate pupils to think beyond their immediate experiences and encourage them to consider a broader and more ambitious range of future education and career options.
20. The school will create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem-solving skills.
21. The school will facilitate access to a range of inspirational role models and employers in order to instil resilience, goal setting and social confidence and challenge pre-conceived ideas about jobs. The leadership lecture series will bring together highly successful leaders from the worlds of politics, business and the public sector who embody performance, moral and civic leadership. Pupils will engage with up to 50 influential keynote speakers during their time at primary school. These aspirational role models offer real-world advice about setting, achieving and surpassing personal goals, nurturing ambition and self-motivation in all of the school's pupils.



22. Where appropriate, primary schools will invite their alumni who have moved on to Star secondary schools to return to support with the delivery of the careers and enterprise programme.

Building strong connections with employers

23. The school will engage fully with the local employer and professional community to ensure real-world connections with employers lie at the heart of the careers strategy. In practice this will include:
 - mentoring
 - speakers from the world of work in schools
 - workplace visits
 - work 'taster' events such as games and competitions
24. Where appropriate, the school will also draw upon organisations working to support relationships between educators and employers.

CEIAG in the curriculum

25. The CEIAG programme will ensure that all pupils receive, as part of the curriculum offer, opportunities to learn about the world of work and job possibilities, which make clear the strengths and skills needed to take advantage of these opportunities. In addition, pupils will learn about the key skills of leadership and how to develop their own leadership qualities.
26. When delivering the wider curriculum, staff will identify appropriate opportunities to link learning to potential career/employment possibilities e.g. when learning about 'people who help us' in EYFS, children can be made aware that being a doctor or dentist is a career option. Pupils will have the opportunity to have meaningful discussions about their skills and attributes and be supported in profiling themselves in support of their career journeys.
27. By the end of the early years foundation stage, pupils will be able to:
 - communicate with people about different jobs they do in the community
 - discuss some of the rewards that a job brings
 - role play different job roles
 - follow rules and routines and explain why they are important
 - talk about their learning, their strengths and their next steps
 - develop ideas and take part in projects to make things
28. By the end of key stage 1, pupils will be able to:
 - describe different jobs in the community and some of the skills needed for these
 - learn about the world of work from visits, projects and their learning experiences
 - talk to employers about themselves and the employer's workplace
 - recognise that there are different ways to get a job
 - talk about different types of jobs that interest them
 - describe how they can be successful in any area of work, and how their skills match different job types
 - talk about their strengths, interests and skills and show evidence of progress
 - set goals and work towards achieving them
 - understand some of the different roles appropriate to running a business



29. By the end of key stage 2 pupils will be able to:
- discuss the relevance of skills to the wider world and make connections between skills and the world of work
 - explain to others ambitions about what they would like to do in the future and be aware of possible pathways to their goals
 - recognise their own skills and the need for work
 - apply their skills to find out more information about jobs/careers
 - write a profile about themselves which describes interests, strengths and skills to share with known adults
 - talk with confidence about their ability to find employment in an area that is of interest to them, and have an aspiration to achieve the goals they have set for the future
 - identify different types of enterprise opportunities and engage with them

Leadership specialism

30. The school's leadership specialism will equip pupils with vital employability skills, nurturing their individual talents to ensure they fulfil their potential and develop a strong sense of self-belief. Through a curriculum that fosters their natural curiosity and a wide range of leadership opportunities and enrichment activities - including sports, performing arts and social enterprise - pupils will be able to explore what they enjoy, what they excel at, and start developing a sense of their future career aspirations.
31. The school will develop pupils' leadership qualities from a young age through a range of enjoyable, exciting and character-building opportunities. Pupils will be encouraged to develop the virtues of civic, moral and performance leadership, exploring what it means to be a proficient, compassionate and effective leader - traits that will ensure they become a valued member of the workforce in the future.
32. Through the school's leadership specialism, pupils will learn to work independently and as part of a team, and will be encouraged to use their initiative, develop their own ideas, and remain resilient in the face of any setbacks. The school's emphasis on leading by example and maintaining high standards in respect of attendance, punctuality, appearance and behaviour will prepare pupils well for both secondary school and the world of work. The school encourages pupils to always try their best and they quickly learn that they are responsible for their own success, a mentality that will serve them well throughout their lives and future careers.
33. Pupils will have the opportunity to plan and undertake age-appropriate projects, both as part of the curriculum and their wider service to communities, and this will help to lay the groundwork for them to become proactive and industrious employees.
34. The school's STAR values – Service, Teamwork, Ambition and Respect – are designed to instil values that are held in high regard by employers and ensure pupils are capable of building rewarding relationships, both in the workplace and beyond.
35. The school is committed to seeking out opportunities to engage with employers in order to enhance learning opportunities for pupils within the curriculum. In addition, this will provide tangible links to the outside world of work so that pupils may develop curiosity about a wide range of different career choices and job opportunities.