



## Careers Guidance Policy

### Introduction

The school recognises its duty to provide careers guidance for all its children aged 8 to 13. This policy was written in line with the statutory guidance produced by the Department for Education, which refers to section 42A and 45A of the Education Act 1997 and states that careers education should:

- Be impartial
- Include information on a range of pathways, including university or apprenticeships
- Be adapted to the needs to the student

The school offers a wide range of careers advice and guidance to support children, which reflects the school's aims and ethos of fostering the aptitudes and nurturing the growth of each child. The children are encouraged to reflect on their individual aspirations, strengths and skills. The overall aim of the careers education is to help each child recognise opportunities open to them and to equip them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning. The school will do this by:

- Encouraging students to be ambitious, to broaden their horizons and to explore their own career aspirations throughout their prep school life;
- Helping the children to understand their own learning style strengths and areas for improvements
- Helping the children to understand the changing world of work to the extent that their future jobs might not yet exist;
- Facilitating meaningful encounters with a variety of speakers representing a wide range of career choices;
- Enabling the children to develop the research skills to find out about opportunities and careers they might like to pursue;
- Instilling a life- long love of learning;
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity;
- Contributing to strategies for raising achievement, particularly by increasing motivation and a 'can do' attitude.

The children receive careers advice education in a range of different ways throughout their time at South Lee.

- The ethos of the school (through assemblies, PSHEE lessons and study skills lessons) has embedded within it a 'growth mindset' culture. This helps to develop children's self- awareness and therefore what career pathways may suit them best.

- In PSHEE lessons, these lessons help to ensure the children are ready to take their next steps throughout their learning career. Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future and the geography of jobs.
- Younger children explore the work of those that help us, learning about careers such as the police, health care workers and fire fighters.
- Older children receive lessons specifically focusing on study skills, enabling them to reflect on what type of learner they are and what career path might suit them (e.g. apprenticeship, university).
- The children receive talks from members of our community, highlighting a range of career choices such as academics, authors, vets, doctors, lawyers, opera singers, bankers and explorers. Talks often focus on leadership and teamwork, as well as tackling more complex issues relating to, for example, politics, sustainability, ethics, economics, culture, art, history, sport or science (aimed at the older children). All are designed to inspire and encourage children to think about how they can change their world.
- We organise trips for Y3-8, to enable them to access careers exhibitors, e.g. BT events at Adastral Park
- As part of their leavers' programme in Year 8, children plan and carry out a small enterprise scheme where they learn how to budget and the significance of profits and loss in businesses.
- Regular assemblies are planned to inspire children to take responsibility for themselves and the world around them and these are often related to the careers of influential people who have made a difference.
- All Year 8 children receive support from the Head and the Deputy Heads with their transition to a senior school which suits them.