A cartoon of a bookworm

Description automatically generatedPrimary Careers Programme Strategic Plan

Broadbent Fold Primary School 2024 - 2026

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| **Objective – linked to CRL areas** | **Actions** | **Success Indicator** | **Timescale** | **Evaluation** |
| 1. To build in CRL to school assemblies ensuring links to themes in school have future aspirations impact. (Linked to Linking Careers Focus area). | * Review themes – why does CRL link? Author/ NHS / architecture etc * Share experiences to inspire children. * Share examples of employment in Manchester, UK and further. * Special week themes explored e.g. Space Week – what is there locally linked to this career? * Tackle role of people in society and stereotyping of jobs. | * Pupils are aware of themes and the impact on their future selves. * Staff have ensured they are followed the CRL plan for pupils. * Ethos and vision embedded whole school. * Pupils talking large scale about future options. * Pupils know that they are apply for any job no matter what, as long as they have the skills – linked to protected characteristics. | 23-24 academic year |  |
| 1. Link our school to employers beyond the Dukinfield area to inspire them to explore beyond their community. (Linked to Linking Meaningful Employers Focus area). | * Celebrate the industries we have locally. * Look at Greater Manchester jobs – what do we have to offer? Can we go beyond this? * Governors to contact different sectors to support our curriculum. * Continue with Careers Week or When I Grow Up theme. * Hooks for learning / trips linked to an industry and this is explored within classroom learning. * Ensure all visitors share experiences. * Plan a ‘past pupil’ display with photos and jobs. | * Industry contacts have improved. * Links made to sectors and curriculum. * Visitors to school have increased from industries beyond Dukinfield. * Pupils have discovered a new job they didn’t know about. * Pupils inspired for a future of work from as young as EYFS. | Over the next two years. |  |
| 1. To ensure we have a range of quality texts tacking equality and diversity. | * English Leader and Librarians to audit our texts. * Look at examples of text which challenge stereotypes and linked to our curriculum objectives e.g. Divers Daughter * Book Club - Obtain feedback from pupils on the text and expectations. * Has it challenged their thinking? Has it helped them understand roles in society?   How do we break down these barriers? | * Rich type of texts in the school libraries across age groups. * Pupil feedback displays a sound understanding of challenging bias / stereotypes. * Pupils strive for a role dependant on their skills e.g. Girls in STEM. | Look at sum 24 in preparation for new year ahead. |  |
| 4. To interweave CRL into our daily curriculum plan, to ensure it is part of learning – no stand alone. | * HT to look at LTP and pot ideas. * SLT to address with phase meetings and ensure CRL. * CRL part of our SIP. * Parents aware of CRL in school and what we are doing. * Link trips/visits to curriculum experiences. | * CRL is not stand alone. * It is evident in classrooms/observations pupils are getting ready for their future. * Our curriculum skills show pupils how this can be applied to a job. * Children are aspiring in lessons for a future in employment. | Start aut 24 and continue to refresh and review. |  |