Primary 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.  |  |