

# SHIREMOOR PRIMARY SCHOOL

## CAREERS POLICY



## 1. Purpose and vision

At Shiremoor Primary School, careers education begins in the primary years. Our purpose is not to ask young children to make fixed career choices, but to help every pupil understand that their interests, learning, skills, relationships and experiences can open doors to a wide range of future pathways.

Our careers programme is therefore embedded within the wider curriculum and personal development offer. It raises aspirations, broadens horizons, challenges stereotypes, develops employability and essential skills, connects classroom learning to the real world, and helps pupils understand the different routes through education, training and employment.

The programme is designed around the principle that children need repeated, meaningful and age-appropriate opportunities to encounter careers, people, workplaces, pathways and the skills used in working life. We seek to make careers education visible, practical and relevant rather than a series of isolated events.

## 2. Policy basis and the 2024 Gatsby review

The school uses the Gatsby Benchmarks as the organising framework for the quality and coherence of its careers provision, while recognising that the statutory Gatsby expectations are principally framed around secondary education. In primary education, Shiremoor applies the framework developmentally: we use the eight benchmarks to shape the quality, progression, inclusion and evaluation of our programme rather than treating them as a compliance checklist.

The 2024 Gatsby review retained all eight benchmark titles but introduced practical refinements based on evidence and consultation. Gatsby identifies five strengthened themes: careers at the heart of education and leadership; inclusion and impact for every young person; meaningful and varied encounters and experiences; the use of information and data; and engagement of parents and carers.

These refinements are particularly relevant to our primary approach. Careers at Shiremoor is a whole-school responsibility, supported by leadership and governance; pupils experience careers through curriculum learning and enrichment; pupil and parent voice informs development; and evidence is gathered to evaluate impact.

Current DfE guidance continues to identify the Gatsby Benchmarks as the framework for high-quality careers programmes and emphasises stable programmes, curriculum links, inclusion, parent engagement, evaluation and continuous improvement. The statutory guidance applies to pupils from Year 7 onwards; Shiremoor voluntarily uses the framework in primary to build the foundations for effective transition and lifelong career development.

### 2a. North East Ambition partnership and regional alignment

Shiremoor Primary School's careers programme is closely aligned with North East Ambition, the North East Mayoral Strategic Authority's region-wide careers initiative. North East Ambition supports primary schools to broaden horizons, raise aspirations, challenge stereotypes, develop skills and help children and families understand future opportunities. Its current Primary Network provides one-to-one support, careers self-assessment and action planning, network meetings, CPD, resources and links to careers-related learning providers.

North East Ambition is particularly important to Shiremoor because its Primary Network and Primary Pilot were specifically developed to translate the Gatsby approach into an age-appropriate model for primary education. The Primary Pilot involved 70 primary schools across the North East and explored how adapted Career Benchmarks could be used from Early Years through Key Stage 2 to broaden pupils' horizons, raise aspirations and develop the knowledge, skills and understanding needed for future education and employment.

Shiremoor's approach therefore sits within the wider North East model of careers-related learning rather than treating Gatsby as a secondary-school framework simply transferred into primary. We use the benchmarks developmentally, alongside North East Ambition's primary resources, network activity, CPD, audit/action-planning approach and employer connections.

The Careers Leader will maintain active engagement with North East Ambition and use relevant regional and local network opportunities, resources, professional learning and employer links to inform the annual careers action plan. Where appropriate, North East Ambition self-assessment and audit activity will be used as an external reference point alongside pupil, parent, staff, employer and governor evidence.

Shiremoor will also contribute to the wider North East careers community by sharing effective primary practice where appropriate and by using regional intelligence to keep the programme responsive to the changing labour market and opportunities available to young people.

### North East Ambition alignment – key features

- Stable careers programme → our progressive EYFS/KS1–KS2 careers curriculum, Personal Development Week, assemblies, end-of-topic career reviews and annual programme.
- Primary adapted benchmarks → our developmental interpretation of the eight Gatsby Benchmarks, informed by North East Ambition's primary work.
- Careers in curriculum learning → Winning with Numbers, real-world maths, subject-linked career reviews and STEM/DT/curriculum projects.
- Meaningful encounters → TDR Building Futures, employers, employees, parents, assemblies, workshops, enrichment and online encounters.
- Workplace and pathway experiences → TDR site visits, local industry/education visits and encounters with secondary, FE, HE, technical and apprenticeship pathways.
- Inclusion and aspiration → pupil voice, SEND/PP consideration, diverse role models and explicit work on stereotypes and barriers.
- Parents and carers → careers newsletters, parent events, pathway information and opportunities to contribute expertise.
- Information and impact → North East LMI, pupil voice, programme evaluation, governor updates and North East Ambition audit/action-planning activity.

Shiremoor Primary School is proud to contribute as a lead school within the North East careers network. Our Careers Lead also serves as a North Tyneside Careers Champion, strengthening the school's role in sharing effective practice, supporting the development of careers education locally and contributing to the wider regional ambition for high-quality careers provision. This leadership role provides a valuable two-way relationship: regional learning, intelligence and professional networks inform our school's provision, while our experience of developing careers education in primary can contribute to wider practice across North Tyneside and the North East.

### 3. Our primary interpretation of the eight Gatsby Benchmarks

| Gatsby Benchmark              | Shiremoor Primary interpretation                                                                                        | Evidence in practice                                                                                         |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 1. A stable careers programme | A planned, progressive careers curriculum from EYFS/KS1 to Year 6, understood by pupils, staff, governors and families. | Published careers overview; Personal Development Week; year-group progression; TDR Building Futures; careers |

## SHIREMOOR PRIMARY SCHOOL CAREERS POLICY

|                                                       |                                                                                                                                                              |                                                                                                                                                              |
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|                                                       |                                                                                                                                                              | newsletters; governor updates; annual review.                                                                                                                |
| 2. Learning from career and labour market information | Age-appropriate understanding of local, regional and national opportunities, industries, changing jobs and future skills.                                    | North East labour market themes; employer encounters; careers linked to local industries; NECA / North East Ambition input; curriculum and assembly content. |
| 3. Addressing the needs of each pupil                 | Every child receives access to ambitious experiences, with additional support and adaptation where needed. Stereotypes and barriers are actively challenged. | Pupil voice; SEND/PP consideration; differentiated encounters; targeted support; broad representation of roles, people and pathways.                         |
| 4. Linking curriculum learning to careers             | Every subject makes the relevance of knowledge and skills visible. Careers are used to give learning purpose, including real-world maths.                    | End-of-topic career reviews; Winning with Numbers; STEM/DT projects; history/geography/science career links; career-focused vocabulary and reflection.       |
| 5. Encounters with employers and employees            | Pupils repeatedly meet people who use different knowledge and skills at work and learn about workplace expectations.                                         | Employer visitors; parent volunteers; TDR workshops; assemblies; online encounters; enrichment events; careers fairs.                                        |
| 6. Experiences of workplaces                          | Pupils gain first-hand understanding of workplaces and how organisations operate, appropriate to age and safeguarding requirements.                          | TDR site visits; workplace tours; local industry visits; enrichment visits; visits to secondary/FE/HE settings; understanding school as a workplace.         |
| 7. Encounters with further and higher education       | Pupils learn that there are multiple routes and settings beyond primary, including secondary, FE, HE, technical education and apprenticeships.               | University/secondary links; careers events; pathway activities; TDR apprenticeship pathway; staff/parent CPD on routes such as T Levels.                     |
| 8. Personal guidance                                  | Primary pupils receive structured age-appropriate aspiration and reflection conversations rather than formal statutory careers guidance.                     | Pupil voice; aspiration discussions; careers reflection; end-of-topic career reviews; transition conversations; reporting of aspirations where appropriate.  |

### 4. Principles of our careers programme

- Every pupil should be able to see themselves in a wide range of possible futures.
- Careers learning should be developmental, age-appropriate, aspirational and connected to the curriculum.

- Pupils should meet real people, hear authentic experiences and encounter real workplaces wherever possible.
- No pupil should be limited by gender, background, prior attainment, SEND, disadvantage or perceived social expectations.
- We will explicitly challenge stereotypes and broaden pupils' understanding of roles and pathways.
- Academic, technical, vocational, apprenticeship and employment routes are presented as part of a broad future landscape rather than as competing hierarchies.
- Careers learning should develop essential and employability skills alongside subject knowledge.
- Pupil voice, family voice, staff feedback, employer feedback and evidence of impact will be used to improve the programme.

### 5. A progressive careers curriculum from EYFS to Year 6

The 2025 Careers Curriculum Overview provides a clear year-group progression through six broad career sectors. The overview combines careers education, MyPath Skills learning, job profiles, employability skills, practical activities and curriculum links.

| Year | Theme / sector                                 | Illustrative career learning                                                              | Progression focus                                                                   |
|------|------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Y1   | Medical and Well Being                         | Carer, nurse, dentist; role play and skills matching                                      | What is a job? Caring roles; jobs help people and communities.                      |
| Y2   | Agriculture, Animals and Food                  | Farmer, shop worker, chef; food journeys and seasons                                      | What is a job? Stereotypes; understanding the range of work behind food.            |
| Y3   | Creative Arts, Fashion and Media               | Artist, designer, journalist; pathways and job profiles                                   | Stereotypes; creative pathways; skills and different routes into work.              |
| Y4   | STEM / Civil Engineering                       | Tradesperson, games developer, civil engineer, architect; design and testing              | Networking; technical skills; apprenticeships and practical problem-solving.        |
| Y5   | Apprenticeships / Mechanical Engineering – TDR | Mechanical engineer apprentice, job application, building surveyor; TDR challenge         | Apprenticeship pathways; employability; professionalism; measuring/problem-solving. |
| Y6   | Business, Sales and Tourism                    | Business manager, accountant, air traffic controller; teamwork and leadership; interviews | Entrepreneurship; strengths and development; communication;                         |

|  |  |  |                          |
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|  |  |  | transition and pathways. |
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The source overview also demonstrates that careers learning is deliberately connected to curriculum activities: for example, Year 4 pupils use digital design and testing to explore civil engineering, while Year 5 pupils apply measuring and problem-solving through a TDR-linked challenge and explore apprenticeship routes.

## 6. Careers through the curriculum

Careers education is not an additional subject that sits outside the curriculum. Teachers make explicit connections between what pupils are learning and how that knowledge and the associated skills are used beyond school.

- At the end of units, pupils complete an end-of-topic career review identifying careers connected to the learning, the knowledge used in those careers and the skills they have developed.
- Winning with Numbers and other real-world maths learning place mathematical knowledge in authentic contexts, helping pupils see how people use calculation, reasoning, data, measurement, money and problem-solving at work.
- Science, DT and computing provide regular opportunities to explore engineering, technology, health, design, construction, digital and scientific careers.
- History and geography link subject knowledge to careers such as archaeologist, historian, museum professional, planner, environmental scientist, geographer, journalist, conservation worker and many others.
- English develops communication, reading, writing, presenting, interviewing and persuasion skills and makes their relevance to work explicit.
- Art, music, PE and the wider curriculum are used to show that creativity, performance, teamwork, discipline and communication have applications across many sectors.
- Teachers identify the essential skills being developed and use real-world examples to answer the recurring question: 'Where could this learning take us in the future?'

The DfE's current guidance specifically emphasises that, in schools, every year and every subject should give pupils opportunities to understand how the knowledge and skills they develop relate to a wide range of careers.

## 7. Real-world careers-based mathematics: Winning with Numbers

Mathematics is a key vehicle for making careers education meaningful. Through our Winning with Numbers approach and other real-world mathematical contexts, pupils encounter mathematics as a tool used by people in employment rather than simply as an abstract school subject.

- Problems are framed around authentic workplace situations where appropriate: budgeting, measuring, estimating, comparing, interpreting data, calculating quantities, planning, scale, time, money and decision-making.
- Pupils identify the occupation or industry in which the mathematics could be used.
- Teachers make the mathematical skill explicit and then identify the wider employability skills involved, such as problem-solving, accuracy, resilience, communication and teamwork.
- Reflection asks pupils what the task tells them about the job and what further knowledge or skills that job requires.

- Evidence from these activities contributes to pupil voice and evaluation of whether pupils understand the purpose and application of mathematics.

### 8. TDR Apprenticeships – Building Futures

Following the successful award of a £10,000 careers grant, Shiremoor Primary School is working closely with TDR Apprenticeships on the long-term 'Building Futures' programme. The programme is designed as a four-year progression, enabling pupils to build knowledge, skills, confidence and understanding of future pathways from Year 3 to Year 6, culminating in a final Year 6 outcome.

- The programme gives pupils direct experience of a real engineering and apprenticeship environment.
- Pupils encounter employers, apprentices and workplace expectations through visits, workshops, site-based experiences and curriculum-linked activities.
- The programme uses progressive awards and recognition, including the Apprentice Explorer stage, progress/badge approaches and a final outcome.
- Pupils develop and reflect on skills including listening, sharing ideas, adaptability, teamwork, creativity and curiosity, alongside completing practical builds and work packs.
- Year 5 provides a particular focus on mechanical engineering, apprenticeship pathways, job applications, professionalism, measuring, problem-solving and the application of technical skills.
- The partnership provides an authentic example of how technical education and apprenticeships can form part of a successful future pathway.
- TDR experiences are prepared for in advance and followed by reflection so that encounters are meaningful rather than one-off events.

The Careers Curriculum Overview explicitly identifies Year 5 as 'Apprenticeships Mechanical Engineering – TDR' and includes apprenticeship routes, employability, job application work and a practical TDR-style measuring and cutting challenge.

### 9. Employer, workplace and enrichment encounters

Shiremoor provides a range of meaningful encounters throughout the year. These include employer visits, assemblies, workshops, online encounters, careers fairs, enrichment visits and workplace experiences. The aim is to ensure that pupils repeatedly meet people from different sectors and understand both what people do and how they entered their roles.

- Employer and employee visits, including parents and members of the local community.
- TDR Apprenticeships workshops and workplace/site experiences.
- Enrichment visits linked to curriculum and careers, including local industry and education settings.
- Careers-focused assemblies and themed days/weeks.
- Online workplace and professional encounters where physical visits are not possible.
- Visits to secondary schools, colleges, universities or other education settings where these add value to pupils' understanding of pathways.
- Opportunities for pupils to ask questions, practice communication and reflect on what they have learned.

### 10. Assemblies, Personal Development Week and enrichment

Personal Development Week is a key anchor point in the annual careers programme. It provides protected opportunities for pupils to explore sectors, occupations, employability skills, stereotypes, aspirations and future pathways.

- Careers assemblies introduce sectors, roles and people who use different skills.
- Personal Development Week provides concentrated opportunities for employer encounters, career exploration and reflection.
- Enrichment activities extend careers learning beyond the classroom and help pupils connect interests with possible future pathways.
- Careers learning is revisited across the year rather than being confined to a single themed week.
- Pupils are encouraged to articulate what they have learned and how it might influence their interests or aspirations.

### 11. Pupil voice and reflection

Pupil voice is a central part of the programme. Regular pupil voice activities are used to understand what pupils know about careers, which experiences they value, whether they can identify skills and pathways, and whether they feel that school has broadened their understanding of what is possible.

- Pupil voice is gathered following significant careers activities and as part of wider personal development monitoring.
- Pupils reflect on employer encounters, workplace visits, curriculum-linked career learning and TDR experiences.
- End-of-topic career reviews provide a regular classroom-level reflection point.
- Pupil responses are used to identify gaps, stereotypes, underrepresented sectors and future opportunities for the programme.
- Older pupils are supported to articulate strengths, interests, areas for development and possible future pathways without being expected to make fixed career choices.

### 12. Parent and carer engagement

Parents and carers are important partners because they have a significant influence on children's aspirations and future choices. The school therefore communicates careers learning regularly and creates opportunities for families to engage.

- Regular careers newsletters celebrate pupil experiences, introduce sectors and share ways families can discuss careers at home.
- Parents and carers are invited to participate as employer/employee volunteers and speakers where appropriate.
- Families receive information about careers themes, curriculum links and relevant opportunities.
- Parent careers events and workshops are used to explain pathways and challenge misconceptions.
- The school uses specialist external partners, including North East Combined Authority colleagues, to strengthen staff and family understanding of pathways such as apprenticeships and T Levels.
- Parent feedback is considered alongside pupil, staff and employer feedback when reviewing the programme.

This reflects the 2024 Gatsby review's strengthened emphasis on parent and carer engagement and the current DfE expectation that institutions should have a clear approach to involving parents and carers throughout their careers programme.

### 13. Careers information and labour market awareness

Pupils are introduced to the idea that the world of work changes. Careers education therefore includes age-appropriate labour market information (LMI), particularly where it helps pupils understand the opportunities and industries around them.

- The North East context is used to make careers learning locally relevant while also broadening pupils' understanding of national and international opportunities.
- Priority and emerging sectors are explored through employer encounters and curriculum contexts, including technology, engineering, energy, transport, health, creative industries, agriculture and food.
- Pupils learn that jobs can change, new roles can emerge and the skills needed for work can develop over time.
- Teachers use reliable, age-appropriate information and external expertise rather than relying on stereotypes or outdated assumptions.
- Where appropriate, pupils compare roles, sectors, pathways and skills rather than being directed towards a particular career.

### 14. Inclusion, equality and aspiration

The programme is for every pupil. We recognise that access to social networks, knowledge of different occupations and confidence in future possibilities can vary between children. Our programme therefore deliberately widens access to experiences and role models.

- We challenge gender, social, cultural and ability-based stereotypes about work.
- We provide multiple ways for pupils to participate, including practical, verbal, written, digital and collaborative activities.
- SEND and disadvantaged pupils are considered when planning encounters, visits and activities so that reasonable adaptations and additional support can be provided.
- Role models and employers should reflect a diverse range of people and experiences wherever possible.
- Pupils are encouraged to recognise that careers pathways are rarely identical and that interests and strengths can develop over time.

North East Ambition partnership: The Careers Leader will maintain active links with North East Ambition and draw on its Primary Network, regional/local networks, CPD, resources, audit/action-planning tools and employer connections to support continuous improvement.

The Careers Leader's role extends beyond school-level coordination: as a North Tyneside Careers Champion and through the school's lead-school role, they contribute to professional networking, regional collaboration and the sharing of effective primary careers practice.

### 15. Leadership, governance and accountability

Careers is a whole-school responsibility. The Careers Leader coordinates the programme and works with senior leaders, curriculum leaders, teachers, support staff, governors, families, employers and external partners.

| Role                            | Key responsibilities                                                                      |
|---------------------------------|-------------------------------------------------------------------------------------------|
| Headteacher / Senior Leadership | Provide strategic support; ensure careers is connected to school improvement and personal |

|                                      |                                                                                                                                                                                                                    |
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|                                      | development; allocate appropriate time/resources; support partnerships.                                                                                                                                            |
| <b>Careers Leader</b>                | Plan, coordinate, communicate, evaluate and develop the careers programme; maintain the annual overview; coordinate employer and education-provider links; report to governors.                                    |
| <b>Personal Development Governor</b> | Provide governor oversight of careers and personal development; receive regular updates; challenge and support leaders on participation, inclusion, impact and pupil voice; contribute to review of the programme. |
| <b>All staff</b>                     | Make curriculum-to-career connections explicit; identify relevant skills and pathways; support pupil reflection; promote high aspirations and challenge stereotypes.                                               |
| <b>Curriculum leaders</b>            | Ensure subject-specific careers links are planned and embedded, including end-of-topic career reviews and real-world applications.                                                                                 |
| <b>TDR / employer partners</b>       | Provide authentic workplace insight, meaningful encounters, feedback and opportunities for pupils to apply and reflect on skills.                                                                                  |
| <b>Parents / carers</b>              | Engage with communications and opportunities, contribute expertise where possible and support age-appropriate careers conversations at home.                                                                       |
| <b>Pupils</b>                        | Participate actively, ask questions, reflect on experiences and provide feedback that helps improve the programme.                                                                                                 |

North East Ambition benchmarking: Where available and appropriate, the school will use North East Ambition's primary careers self-assessment/audit and action-planning processes as an external benchmark. This complements, rather than replaces, our own pupil, parent, staff, employer and governor evidence.

## 16. Evaluation and impact

Evaluation is used to improve the quality and impact of the careers programme. We do not judge success simply by counting events. We consider what pupils learned, what changed in their understanding, whether access was equitable and whether experiences were meaningful.

- Pupil voice before/after significant activities where appropriate.
- End-of-topic career reviews and curriculum evidence.
- Participation and engagement records for visits, workshops and employer encounters.
- TDR Building Futures progress, awards and skills evidence.
- Teacher feedback and curriculum monitoring.
- Parent/carers feedback, including responses to newsletters and events.

- Employer and partner feedback.
- Governor monitoring and termly/annual updates.
- Review of careers knowledge, aspirations, pathway awareness and essential skills over time.
- Annual review of the programme against the eight Gatsby Benchmarks, using the 2024 refinements as a quality-improvement lens.

The 2024 Gatsby review places increased emphasis on impact, inclusion, data and continuous improvement. Current DfE guidance likewise recommends regular evaluation using feedback from learners, parents, teachers and employers alongside progression information.

### 17. Evidence base and record keeping

- Annual careers programme / curriculum overview.
- Lesson plans and end-of-topic career reviews.
- Assembly and Personal Development Week records.
- Employer and workplace encounter records.
- TDR Building Futures progress cards, awards and skills evidence.
- Pupil voice and evaluation summaries.
- Parent/carers communications, newsletters and event feedback.
- Governor reports and minutes relating to careers/personal development.
- Photographs or other evidence of activities where appropriate and in line with school safeguarding/data protection procedures.
- Annual review and action plan.

### 18. Annual review cycle

| Timing          | Activity                                                                                                                         | Purpose                                                             |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Autumn          | Review previous-year evidence; confirm annual programme; staff briefing; identify priority groups and partnership opportunities. | Set direction and ensure careers is embedded from the outset.       |
| Autumn / Spring | Personal Development Week; employer encounters; curriculum-linked careers learning; pupil voice.                                 | Build knowledge, skills and aspiration.                             |
| Spring          | Parent/family engagement; careers newsletter; external specialist input / CPD where appropriate.                                 | Strengthen the home-school careers partnership and staff knowledge. |
| Throughout year | TDR Building Futures progression; visits; assemblies; Winning with Numbers; end-of-topic career reviews.                         | Provide repeated and connected experiences.                         |
| Summer          | Pupil voice, staff/parent/employer feedback;                                                                                     | Evaluate impact and identify priorities.                            |

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|                      | governor review; evidence collation.           |                                            |
| End of academic year | Careers Leader report and updated action plan. | Continuous improvement and accountability. |

### 19. Policy review

This policy will be reviewed annually by the Careers Leader in consultation with senior leadership and the Personal Development Governor. The review will consider changes to national guidance, the Gatsby framework, local labour market information, pupil and parent voice, employer feedback, curriculum developments and evidence of impact.

### Appendix 1 – Shiremoor careers entitlement

By the end of Year 6, every pupil should have experienced a coherent foundation in career development that includes:

- A progressive programme of careers learning from EYFS/KS1 through Year 6.
- Regular opportunities to meet employers, employees and role models.
- At least one meaningful workplace or workplace-style experience, with the school itself recognised as a workplace.
- Curriculum learning explicitly connected to future careers, including mathematics and real-world problem-solving.
- End-of-topic career reflection across the curriculum.
- Careers assemblies and Personal Development Week activity.
- Enrichment visits and experiences linked to careers and pathways.
- Opportunities to learn about secondary, further education, higher education, technical and apprenticeship routes.
- Participation in TDR Building Futures and progressive skills/award opportunities where age-appropriate.
- Regular opportunities to express pupil voice and reflect on strengths, interests and areas for development.
- Regular communication with parents and carers through newsletters, events and other appropriate channels.
- A developing understanding of local labour market opportunities and the changing world of work.

The policy also draws on North East Ambition's current primary careers-related learning model and the findings of its Career Benchmarks Primary Pilot, which specifically explored the use of adapted Career Benchmarks in North East primary schools.

School leadership in the regional careers landscape: Shiremoor Primary School is a lead school within its North East careers work, and the Careers Lead is a North Tyneside Careers Champion. These roles support the school's commitment to regional collaboration and the sharing of effective practice.

### Appendix 2 – Key reference points

The school's careers programme is informed by the 2024 Gatsby review, Good Career Guidance: The Next Ten Years, and the Department for Education's current statutory guidance on careers guidance and access for education and training providers. The school should use the most current versions of these documents when undertaking annual policy review.