

‘A JOURNEY IN FAITH, ARRIVING WITH HOPE.’

## Golborne St Thomas' Careers-Related Learning: Strategic Careers Plan

### Our Vision

We aim to inspire our pupils to dream big and develop the ambition, skills, and confidence needed to pursue a wide range of future career opportunities with determination and purpose.

**Key Strategic Objectives** – these have been identified after conducting a SWOT analysis into our current careers-related learning (CRL) provision.

Key Strategic Objectives	
1	Weave CRL into our PSHE curriculum and develop a common language for careers across the school
2	Reduce biases and challenge stereotypes to enable all children to enjoy ‘life in all its fullness’.
3	Enhance opportunities for pupils within local networks and implement Employment Encounters.

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### One Year+ Strategic Careers-Related Learning Plan

Academic Year 2024 - 2025

Intent		Implement		Impact	🔄 Intent
Strategic Objective(s) What is the change you want to see?	Actions How will you bring about the change?	Responsibility How will it be done? Who is responsible?	Milestones What will you aim to achieve by what date?	Outcomes How will you know the change has happened	The following year we will...
Weave CRL into our PSHE curriculum and develop a common language for careers across the school	Audit key members of staff to discover CPD needs	Lead teacher to distribute and collate audits.  SLT support required to secure staff motivation and enable timetable space (e.g., staff meeting agenda and protected time for lead teacher to collate and analyse).	Audits issued to capture staff development and confidence	Year 1 endline audits show increased staff confidence in delivering CRL  Teacher's report feeling their needs and concerns are addressed in the CPD training defined by the audits	Adapt and refine training needs based on endline audits.  Expand auditing to full staff body in Year 2
	Deliver termly CPD training to a key staff team to embed a shared whole school vision and build confidence  Take up training opportunities offered by external organisations (e.g STEM Ambassadors/ Primary Futures/Start Small Dream Big/Careers Hub  Engage with the Careers Hub Community of Practice  Seek opportunities to work with feeder Secondary school	Lead teacher to create training presentations with support of external organisations where needed  Lead teacher to highlight emerging good practice at school and in wider networks (e.g., MAT/ Careers Hub Community of Practice)  SLT to protect time for training opportunities and CPD development  Headteacher to reach out to Secondary School to liaise on opportunities and feedback to Lead	Three sessions across academic year delivered mid-term (allowing time for audit information and feedback to inform content)  External training for lead teacher to be confirmed as dates arise	Key staff can make explicit careers links each term to an existing topic or objective, building it into termly plan  Staff become 'champions' for linking learning to the world of work and can reflect on what works.  A body of engagements starts to define whole school language around careers with additional staff keen to get involved.	Full staff team engage in the CPD training to become a confident teacher of careers  Experienced staff 'champions' buddy up with a member of staff new to CRL provision  Staff new to CRL observe a careers activity/lesson led by a teacher from Year 1's key staff team  Build on prior year's engagements - use the most impactful formats
	Work alongside PSHE lead to plan how careers-related learning can be embedded into	Use of the CDI primary framework to support. In Year 1, we will focus on 'Grow Throughout Life'	PSHE lead and lead teacher to audit curriculum during Term 1	Children talk about skills and subjects with awareness of links to the World of Work	Expand to full staff team.



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	the PSHE curriculum around the school	Leaders to identify learning goals are being covered or can be introduced through careers engagement	Staff then introduce an explicit careers engagement once per term, starting in the Spring term of Year 1 (2 activities in Year 1)	Staff report a manageable careers intervention that has had an impact on children's motivation	Identify a further area of the framework to incorporate (e.g., 'Explore Possibilities
Reduce biases and challenge stereotypes to enable all children to enjoy 'life in all its fullness'.	Lead teacher to work alongside PSHE leader to challenge stereotypes in the world of work into the curriculum, across the whole school.	Lead teacher and PSHE lead to plan this and implement it by Easter 2025	A PSHE curriculum that challenges stereotypes in a variety of circumstances, including the world of work	Children to understand that any career they wish is available to them.	Continue to cement this within the PSHE curriculum and continue to consolidate children's knowledge.
	Lead teacher to engage in CPD with the pilot programme to look further into this	Ongoing throughout the programme.	Lead teacher to keep up to date with best practice.	Children to have aspirations without limitations.	Children's opinions and stereotypes are continually challenged in a safe, supportive environment
	Employer Encounters used to challenge stereotypes in gender-lead industries	Lead teacher to find professionals who go against stereotypes	Before the end of the Summer Term, have at least one Employer Encounter which challenges stereotypes and gender roles		
Enhance opportunities for pupils within local networks and implement Employment Encounters.	Employer Encounters introduced throughout the year to give children experiences and knowledge of a wide range of different careers.	Lead teacher to approach employers from a wide range of industries to speak with the children.	Three Employer Encounters arranged by the end of the Summer Term from different careers.	Children will have a broad range of knowledge about how to enter different careers and will feel empowered to chase their ambitions, no matter the industry.	Organise further Employer Encounters so that they take place once a term.
	Utilise the pilot programme and work with schools in our locality to learn about best practice to enhance opportunities for our pupils.	Lead teacher to network amongst the participants in the programme to share best practice with enhancing opportunities for pupils			