



Northbourne Park School (including EYFS)

Careers Guidance Policy

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Northbourne Park Careers Guidance Policy

Introduction

The purpose of this policy is to provide details about careers guidance.

The Department for Education (DfE) makes statutory guidance available for Careers Guidance. This does not apply to independent schools. However, this policy incorporates many elements of that guidance, also paying due regard to the Gatsby Benchmarks, specifically (as related to a Prep school):

- Addressing the needs of each pupil
- Linking learning to careers
- Encouraging encounters with employees and employers
- Personal guidance

Links to the DfE guidance and more information about the Gatsby Benchmarks can be found in Appendix B.

This policy applies to all pupils from Year 7, as the school recognises that they will be making their GCSE/other choices soon after leaving at the end of Year 9, although careers, the world of work and employability skills/life skills feature in the curriculum throughout the school. Year 6 pupils are included for visiting speakers and other relevant opportunities.

Regulations

The statutory regulations relating to independent schools state that pupils receiving secondary education should have access to accurate, up-to-date careers guidance which:

- (i) is presented in an impartial manner
- (ii) enables them to make informed choices about a broad range of career options; and
- (iii) helps to encourage them to fulfil their potential

Guiding principles

Effective careers guidance enables pupils to be well-informed, supported, and be able to find information regarding careers.⁹

At Northbourne Park School every teacher has a role in careers guidance, and we connect learning to the future for our pupils where possible.

We believe that good careers guidance can challenge stereotypes, raise aspirations and broaden horizons.

Aims

We aim to raise the aspirations of all pupils- whilst taking into account individual needs - by providing opportunities to find out about routes to jobs and future careers that will be engaging and rewarding, and providing pupils with knowledge and skills for the next stage in their life.

We aim to:

- begin to prepare pupils for life after education
- help pupils to develop an understanding of the differences between school and work
- instil a healthy attitude to work

- inspire pupils to pursue their goals
- help pupils to understand different career paths, and challenge stereotypes

Delivery

Our careers guidance is intended to be woven into the curriculum and provide inspiration for pupils to make evidence-based decisions.

The Jigsaw PSHE programme from Year 1 to Year 9 (see Appendix A for careers-related overview) tackles employability skills, budgeting and career choices at an appropriate age.

In addition, the school will run activities to provide awareness of a variety of careers. These include:

- Visiting speakers (employees, employers, senior school pupils and alumni) provide talks, and opportunities to find out about a variety of careers and the skills required
- Senior Assemblies
- Online events and resources – SpotLight Talks; InvestIn Education 12-14; Barclays Life Skills
- Trips and visits
- Year 8 Leavers' Programme
- Form Time discussions

Visiting Speakers

Our Safeguarding policy sets out the procedures for visitors to the school.

Roles and Responsibilities

Careers Guidance is a shared responsibility. The Governing Body has a strategic role in agreeing the school's Careers Guidance Policy, ensuring that provision meets requirements. The Director of Studies is responsible for implementing the school's Careers Guidance Policy and all teaching staff are asked to support the career development of pupils in their role and through subject teaching, sharing responsibility for its delivery.

Pupils do not make career decisions in isolation and parents/carers have a clear interest in the outcomes for their child, and a substantial impact.

Evaluation of the policy

This policy will be reviewed annually and updated as necessary.

Appendix A: Jigsaw PSHE (careers-related overview)

	Age 6-7 Piece		
Weekly Celebration		PSHE intention	Social, emotional development intention
Stay motivated when doing something challenging	<i>Goals to success</i>	<i>I can choose a realistic goal and think how to achieve it</i>	<i>I can say what I have achieved and how that makes me feel</i>
Keep trying even when it is difficult	<i>My learning strengths</i>	<i>I carry on trying even when I find tasks difficult</i>	<i>I can name some of my strengths as a learner</i>
Work well with a partner or a group	<i>Learning with others</i>	<i>I can recognise who I work well with and who is more difficult for me to work with</i>	<i>I can explain how working with others helps me learn</i>
Have a positive attitude	<i>A group challenge</i>	<i>I can work well in a group to create an end product</i>	<i>I can work with others in a group to solve problems</i>
Help others to achieve their goals	<i>Continuing our group challenge</i>	<i>I can explain some of the ways I worked well in my group to create the end product</i>	<i>I can express how I felt to be working as part of this group</i>
Are working hard to achieve own dreams and goals	<i>Celebrating achievement</i>	<i>I know how to share success with other people</i>	<i>I know how contributing to the success of a group feels, and I can feel proud</i>

	Age 7-8 Piece		
Weekly Celebration		PSHE intention	Social, emotional development intention
Stay motivated when doing something challenging	<i>Dreams & Goals</i>	<i>I can tell you about someone who has faced difficult challenges and achieved success</i>	<i>I respect and admire people who overcome obstacles to achieve their dreams and goals (e.g. through disability)</i>
Keep trying even when it is difficult	<i>My Ambitions & Dreams</i>	<i>I can identify a dream/ambition that is important to me</i>	<i>I can imagine how I will feel when I achieve my dream/ambition</i>
Work well with a partner or a group	<i>A New Challenge</i>	<i>I enjoy facing new challenges and working out the best ways for me to achieve them</i>	<i>I can break down a goal into a number of steps and know how others could help me to achieve it</i>
Have a positive attitude	<i>Our New Challenge</i>	<i>I can be motivated and enthusiastic about achieving our new challenge</i>	<i>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</i>
Help others to achieve their goals	<i>Our New Challenge – Overcoming Obstacles</i>	<i>I can recognise some obstacles which might hinder my achievement and take steps to overcome them</i>	<i>I know how to manage the feelings of frustration that may arise when obstacles occur</i>
Are working hard to achieve own dreams and goals	<i>Celebrating My Learning</i>	<i>I can evaluate my own learning process and identify how it can be better next time</i>	<i>I can be confident in sharing my success with others and can feel proud</i>

	Age 8-9 Piece		
Weekly Celebration		PSHE intention	Social, emotional development intention
Stay motivated when doing something challenging	<i>Hopes & Dreams</i>	<i>I can tell you about some of my hopes and dreams</i>	<i>I know how it feels to have hopes and dreams</i>
Keep trying even when it is difficult	<i>Broken Dreams</i>	<i>I understand that sometimes hopes and dreams do not come true and this can hurt</i>	<i>I know how disappointment feels and can identify when I have felt that way</i>
Work well with a partner or a group	<i>Overcoming Disappointment</i>	<i>I know that reflecting on positive and happy experiences can help me to counteract disappointment</i>	<i>I know how to cope with disappointment and how to help others cope with theirs</i>
Have a positive attitude	<i>Creating New Dreams</i>	<i>I know how to make new plans and set new goals even if I have been disappointed</i>	<i>I know what it means to be resilient and to have a positive attitude</i>
Help others to achieve their goals	<i>Achieving Goals</i>	<i>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</i>	<i>I can enjoy being part of a group challenge</i>
Are working hard to achieve own dreams and goals	<i>We Did It!</i>	<i>I can identify the contributions made by myself and others to the group's achievement</i>	<i>I know how to share in the success of a group and how to be proud</i>

	Age 9-10 Piece		
Weekly Celebration		PSHE intention	Social, emotional development intention
Stay motivated when doing something challenging	<i>When I Grow Up (My Dream Lifestyle)</i>	<i>I understand that I will need money to help me achieve some of my dream</i>	<i>I can identify what I would like my life to be like when I am grown up</i>
Keep trying even when it is difficult	<i>Investigate Jobs and Careers</i>	<i>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</i>	<i>I appreciate the contributions made by people in different jobs</i>
Work well with a partner or a group	<i>Mr Dream Job. Why I want it and the steps to get there</i>	<i>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</i>	<i>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</i>
Have a positive attitude	<i>Dreams & Goals of Young People in Other Cultures</i>	<i>I can describe the dreams and goals of young people in a culture different to my own</i>	<i>I can reflect on how these relate to my own</i>
Help others to achieve their goals	<i>How Can We Support Each Other?</i>	<i>I understand that communicating with someone in a different culture means we can learn from each other, and I can identify a range of ways that we could support each other</i>	<i>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</i>
Are working hard to achieve own dreams and goals	<i>Rallying Support</i>	<i>I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this e.g. through sponsorship</i>	<i>I understand why I am motivated to make a positive contribution to supporting others</i>

	Age 10-11 Piece		
Weekly Celebration		PSHE intention	Social, emotional development intention
Stay motivated when doing something challenging	<i>Personal Learning Goals</i>	<i>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in school and one out-of-school goal)</i>	<i>I understand why it is important to stretch the boundaries of my current learning</i>
Keep trying even when it is difficult	<i>Steps to Success</i>	<i>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</i>	<i>I can set success criteria so that I will know whether I have reached my goal</i>
Work well with a partner or a group	<i>My Dream For the World</i>	<i>I can identify problems in the world that concern me and talk to other people about them</i>	<i>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</i>
Have a positive attitude	<i>Helping to make a Difference</i>	<i>I can work with other people to make the world a better place</i>	<i>I can empathise with people who are suffering or who are living in difficult situations</i>
Help others to achieve their goals	<i>Helping to make a Difference</i>	<i>I can describe some of the in which I can work with people to help make the world a better place</i>	<i>I can identify why I am motivated to do this</i>
Are working hard to achieve own dreams and goals	<i>Recognising Achievements</i>	<i>I know what some people in my class admire or like about me and can accept their praise</i>	<i>I can give praise and compliments to other people when I recognise their contributions and achievements</i>

	Age 11-12 Piece	
Lesson	PSHE intentions	Social, emotional development intentions
What are my dreams and goals?	<i>I can identify my dreams and goals and recognise that they may change over time</i>	<i>I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them</i>
Achieving my dreams and goals	<i>I can identify some of the skills that may benefit my future, including employment</i>	<i>I know how to bring about change in and others</i>
Coping strategies	<i>I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour</i>	<i>I can anticipate and plan to work around or overcome potential obstacles</i> <i>I can identify barriers to achieving a goal and identify how I am going to overcome them</i>
How responsible or risky choices can affect a person's dreams or goals	<i>I can explain how responsible choices enable me to move towards my dreams and goals</i> <i>I can give an example of when a risky or unsafe choice could affect a person's dreams and goals</i>	<i>I understand that a risky or unsafe choice could affect my dreams and goals</i>
How making risky or unsafe choices can affect someone's dreams or goals	<i>I can give an example of when a risky or unsafe choice could affect a person's dreams and goals</i>	<i>I understand that a risky or unsafe choice could affect my dreams and goals</i>
Assessment	<i>I understand that the choices I make my relationships, health and future</i>	<i>I can take responsibility for my life, believe that I can influence what happens to me and make choices</i>

	Age 12-13 Piece	
Lesson	PSHE intentions	Social, emotional development intentions
Your goals – long-term	<p><i>I know what some of my long-term goals are and how short and medium term goals might help me achieve them</i></p> <p><i>I can identify the careers that interest me, the skills I need to develop and how these can be linked to short-term and long-term goals</i></p>	<p><i>I can identify areas where I may need to expand my skills and how I might do this</i></p>
What money can't buy	<p><i>I understand some of the positive and negative roles that money can play in society</i></p>	<p><i>I understand that people have different relationships with money</i></p> <p><i>I understand that money can be a divisive element in relationships and communities</i></p> <p><i>I am able to form my own opinions on moral issues around money</i></p>
Online safety	<p><i>I can describe how my activity online can be both positive and negative</i></p>	<p><i>I can identify steps I can take to protect my online identity and avoid anything that can negatively affect my future aspirations</i></p>
Money and earnings	<p><i>I understand the variations in income across the world</i></p>	<p><i>I understand that money can be a divisive element in relationships and communities</i></p> <p><i>I can make reasoned judgements about spending</i></p>
The price of life	<p><i>I can explain why it is important to keep track of spending</i></p>	<p><i>I understand that money can be a divisive element in relationships and communities</i></p> <p><i>I can reflect on the effect money can have on mental health, including my own</i></p>
Assessment	<p><i>I understand the choices I make now can affect my future</i></p> <p><i>I know that gambling can become addictive and explain some of the warning signs</i></p>	<p><i>I understand that money can be a divisive element in relationships and communities and can be a reason why people gamble</i></p>

Appendix B: Useful Resources

Statutory guidance from DFE:

Note that this is statutory for maintained schools and not for independent schools. It can be used as a useful source of information

[Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/careers-guidance-and-access-for-education-and-training-providers)

Gatsby Good Career Guidance: (updated May 2025)

[Gatsby Good Career Guidance: The Next 10 Years](https://www.gatsby.org.uk/gatsby-good-career-guidance-the-next-10-years)

National Careers Service: The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

LMI for All: An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions.

[LMI For All – LMI For All](https://lmi.gov.uk/)