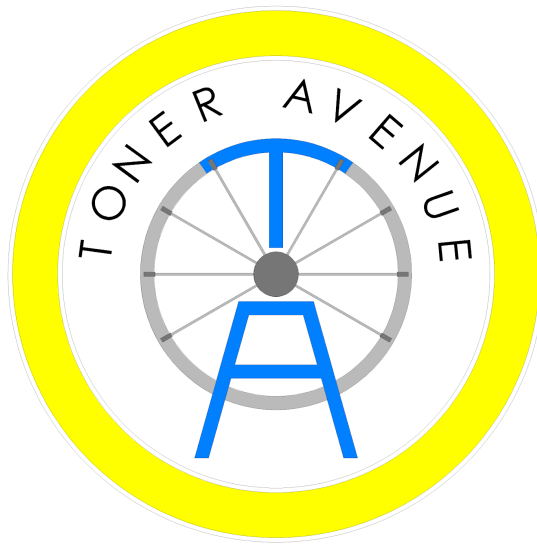




Careers Policy

September 2026

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Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

The main aims of careers provision at Toner Avenue Primary School are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to be ambitious and to chase and achieve their dreams.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

Vision

To inform and motivate pupils to aspire high by learning to live in tomorrow's world.

Quote:

"You can't be what you can't see" - Marian Wright Edelman

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

• Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the head teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2 The Head teacher is responsible for:

- Managing the provision of careers information.
- Liaising with the head teacher and the careers adviser to implement and maintain effective careers guidance.

- Liaising with the Careers leaders and other subject leaders to plan careers education in the curriculum.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Using the Gatsby Benchmarks of
 - A stable careers and personal development programme
 - Learning from career and labour market information (LMI)
 - Addressing the needs to each pupil
 - Linking curriculum learning to careers.
 - Encounters with employers and employees
 - Experiences with workplaces
 - Encounters with further and higher education
 - Personal guidance.

To improve the school's career provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks, as appropriate to a primary school.

- Publishing a policy statement on our website.
- Organising workshops for pupils and actively promoting the careers service in-house, presentation days, assemblies.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

2.3 The Careers lead is responsible for:

- reviewing and implementing the provision of careers information.
- liaising with the Head teacher to implement and maintain an effective careers provision.
- to network with local businesses and companies.

2.4. To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

3. Addressing the needs of pupils

3.1. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

3.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

3.3. The school will run Careers Guidance events including careers fairs and communicating with a range of employers and guest speakers from a range of organisations to provide awareness of the variety of offers. The school will ensure that visitors act as role models to inspire pupils and encourage aspirational aims.

3.4. Annual one page profiles will be conducted to find out individual pupils' aspirations.

3.5. The school will begin to build partnerships with businesses and other employers.

4. Curriculum

4.1. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

4.2. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, as appropriate.

4.3. The school will provide events to support career choices and aspirations. These encounters will include:

- Internal careers fair
- External careers fair
- Every pupil to have one termly career visit linked to a chosen curriculum subject.

4.4. The school has a transition programme that includes the sharing of key careers-related information with the next place of education. This will include sending up a floor book.

5. How do the Toner Values develop in careers?



How do the Toner values develop in careers? At Toner, careers isn't just about picking a job; it's about building the character muscle and vocabulary that allows children to see a future for themselves. This should bridge the gap between 'being a good student' and 'being a future professional'

In careers we focus on the Toner Values. Through the curriculum intent we expect the values to be developed and talked about as a focus of the input. This allows the relevance of the subject to feed through to pupils so they can bridge the gap between 'learning' and 'learning for a reason'.

Independent	In Careers we develop independence by moving the focus from "what do I do next?" to "I can find a way to solve this". Independence is about self-management and initiative within careers. KS1 CRL vocabulary linked to independence: 0. Choosing 1. Trying 2. helping KS2 CRL vocabulary linked to independence: 2. Initiative- to be able to assess and make decisions independently 3. Self-reliance- reliance on one's own powers and resources rather than those of others. 4. Accountability- The fact or condition of taking responsibility. 5. Autonomy- having the freedom, trust and authority to make independence decisions.
Tolerant	In Careers we develop tolerance by challenging stereotypes. In the world of work, this translates to diversity and inclusion. It is about understanding that different perspectives make a team stronger. The focus is exposing children to a variety of gender/class and a variety of career paths. KS1 CRL vocabulary linked to tolerance: • Fair • Kind • different

	KS2 CRL vocabulary linked to tolerance: • Diversity- the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of difference genders, sexual orientations, etc • Perspective- a particular attitude towards or way of regarding something; a point of view. • Inclusion- the action or state of including or of being included within a group or structure • Empathy- the ability to understand and share the feelings of another. • Collaboration- the action of working with someone to produce something.
Resilient	In Careers we develop resilience by building a growth mindset within pupils. It is the ability to handle a 'no' or a project that may not work the first time. KS1 CRL vocabulary linked to resilience: • Keep going • Try again KS2 CRL vocabulary linked to resilience: • Perseverance-persistence in doing something despite difficulty or delay in achieving success. • Adaptability- the quality of being able to adjust to new conditions. • Feedback- information received about performance, which is to be used as a basis for improvement. • Bounce-back- to quickly recover and regain strength after experiencing a setback or failure. It implies resilience and the ability to overcome adversity. • Grit- courage and resolve; strength of character.
Achieve well	In Careers we develop achieving well by using a holistic approach. It is not only about high grades, but about professionalism and pride in work. It's the transition from 'done' to 'done to my best ability'. The focus is on the 'why' behind their learning. Connecting subject knowledge to the world of work (maths to architecture) KS1 CRL vocabulary linked to achieving well: • Proud • Best • Finish

	KS2 CRL vocabulary linked to achieving well: ● Excellence- the quality of being extremely good ● Standards- a level of quality or attainment ● Ambition- a strong desire to do or achieve something ● Craftmanship- a skill in a particular craft ● Goal-setting- deliberate structured process of identifying SMART objectives to achieve desired future outcomes.
Care	In Careers we develop care by looking at social responsibility and stewardship. It is about how a job contributes to the community or the planet. We focus on 'green careers' or roles within the NHS and care sectors, emphasising that work is often an act of service. KS1 CRL vocabulary linked to care: 1. Helping 2. sharing KS2 CRL vocabulary linked to care: ● Ethics- moral principles that govern a person's behaviour ● Community- a group of people living in the same place or having a particular characteristic in common. ● Sustainability- the ability to be maintained at a certain rate or level. ● Compassion- sympathetic pity and concern for the sufferings or misfortune of others. ● Contribution- helping something to advance, either through money or effort.

6. Monitoring and review

6.1 This policy will be reviewed on a bi-annual basis.

6.2 The careers STAR document will be reviewed termly.

Updated: September 2026

Review: September 2028

Approval and review

This policy statement was approved by the Governing Body on the_____.

The next review will take place on _____

Signed: _____ Chair of Governors

Signed: _____ Head teacher

Appendix:

Example career opportunities for each year group:

EYFS-Y6 will have one career opportunity every term linked to a curriculum topic.

This can be virtual, in school or an external trip and each child in Y1-6 will complete at least one career page per term in their career book.

	Autumn	Spring	Summer
EY YF S	Mr Benn- Zoo Keeper School nurse Careers linked to particular interests of the given cohort.	Mini scrubs School nurse Careers linked to particular interests of the given cohort.	People who help us (nursery) School nurse Careers linked to particular interests of the given cohort.
Y 1	Visit to the Church- Vicar	Library Visits- Librarian	Lifeguards- Seaside Topic RNLI- Grace Darling
Y 2	Virtual Author Visit	Librarian Snow tubing	Restaurant Owner Waiter/Waitress
Y 3	Rock Climbing instructor	Librarian Visit - Librarian	Historian/ researcher - Roman Fort
Y 4	Librarian (library) Author (virtual author) Swimming instructor (swimming lessons)	Sports leader/trainer (archery session)	Tour Guide (Durham Cathedral) History researcher (Great North)
Y 5	Virtual author visit Chris Smith and Greg James	Careers in Space @ the Life Centre	Visit outdoor adventure instructor (Canoeist)
Y 6	Librarian	Tour guide at Victoria Tunnel	Young enterprise Medical box- Sunderland University

