

Primary Careers Programme Strategic Plan

Broadbent Fold Primary School 2024 - 2026



By the end of EYFS pupils are aware of different jobs.

By the end of KS1 pupils know roles in their family.

By the end of KS2 pupils have explored jobs for a future career.

Objective – linked to CRL areas in order of priority.	Actions	Success Indicator	Timescale	Evaluation
1. To interweave CRL into our daily curriculum plan, to ensure it is part of learning – no stand alone. PROJECT FOCUS	- 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. - Tackle stereotypes / bias. - Resources on PDrive.	- 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. - Governors updated. - Enrichment Days. - Teachers access resources.	Start aut 24 and continue to refresh and review.	2024 Insets delivered Maths/Science linked to jobs. Trips and visits – museums / gardens / English Heritage sites / further education. Aut 24 – Oracy Focus. Feb 25 – Staff Inset on careers. Resources and expectations shared. 2025 – all in place and key people contacted throughout the year to support in the curriculum. E.g. sports journalist in writing. 2025/2026 – Assemblies tackle bias. Assemblies have a CRL link each half term. Lessons link to a key person

				in industry. Visitors invited into school.
2. 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. - Newsletters. - Skill of the month in assembly.	- 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	- Autumn 24NHS/artist/Road Safety focus. - Autumn 24 When I Grow Up Competition and display. - Harvest – Farmers job. - Skill focus Spring term in assembly 1st Responsibility. - 2025/2026 Assemblies have continued with teamwork/oracy focus. - NCW ambassadors 2025/2026. - May 2026 Careers Week. - May 2026 Careers Fair. - Class Charters linked to expectations and behaviours.
3. Link our school to employers beyond the Dukinfield area to inspire them to explore beyond their community. (Linked to Linking	- 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.	- 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.	Over the next two years.	Ryder & Dutton, Jason Robinson Foundation, roles. Visits to Rayner Stephens High School. Islamic Visitor. Findel Education GMP Sports Journalist Magistrates

Meaningful Employers Focus area).	- 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. - Career posters near subject displays. - Create database. - Maths Day. - Career Week.	- Pupils inspired for a future of work from as young as EYFS. - Parents updated on newsletters.		Architect GB sprinter On weekly briefing to parents and half termly newsletter to parents Parents welcome in to share jobs Tameside LA support
4. To ensure we have a range of quality texts tackling 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.	September – LTP checked for diversity. October 24 – Author in school. October 24 – Black History guests. Autumn 24 – Library was updated and books checked. Books shown in assemblies. 2025 – Books check by staff and added female jobs STEM to the list 2026 – Diversity focus during week in school. English leader did text analysis for each class. Librarians shared diversity texts at lunchtimes and in assembly.

