

Careers Programme Policy

**Policy Folder:
Safeguarding**

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Contents

Purpose

Aims

Statutory and Relevant Guidance

Careers Education through the Curriculum

Enterprise Project

Internal Work-Related job Learning Opportunities

Internal Work Earnings

Employer Engagement and Career Encounters

Equality, Diversity and Inclusion

Monitoring and Evaluation

Roles and Responsibilities

Vision Statement

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Purpose

At Mountfield Heath School, we believe that all pupils, regardless of need or starting point, should develop aspirations, independence and an understanding of the world of work.

Our Careers Programme is designed to:

- Raise aspirations from an early age.
- Develop employability and life skills.
- Enable pupils to recognise their strengths, interests and talents.
- Promote independence and preparation for adulthood.
- Provide meaningful encounters with work-related learning.
- Develop financial capability and enterprise skills.
- Help pupils understand their purpose and the contributions they can make to their community.

The programme is embedded within our strengths-based, neuro-affirming approach and is delivered through the curriculum, enrichment opportunities, enterprise projects and internal employment opportunities.

Aims

The Careers Programme aims to:

- Help pupils understand the different jobs people do.
- Challenge stereotypes regarding careers and employment.
- Develop communication, teamwork and problem-solving skills.
- Build resilience, confidence and self-esteem.
- Provide opportunities for pupils to experience responsibility, achievement and purpose.
- Teach money management and budgeting skills.
- Encourage entrepreneurship and enterprise.
- Support pupils in understanding future pathways and adulthood.

Statutory and Relevant Guidance

This policy is informed by:

- OFG Primary Careers Curriculum Policies.
- OFG PSHE Curriculum Policy.
- The PSHE Association Programme of Study, SEND Framework.
- The Careers Development Institute (CDI) Career Development Framework.
- SEND Code of Practice.
- Gatsby Benchmarks (adapted appropriately for primary-aged pupils and those with SEND).
- Preparation for Adulthood Outcomes Framework.

Although statutory careers guidance applies primarily to secondary schools, Mountfield Heath School recognises the importance of beginning career-related learning in primary education to support aspirations and future independence.

Careers Education Through the Curriculum

Careers learning is embedded throughout the curriculum and linked closely to pupils' EHCP outcomes, personal development and PSHE education. Through the OFG PSHE policy which is aligned to the PSHE Association SEND Framework and Programme of Study, pupils explore:

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Living in the Wider World

- Different jobs and occupations.
- Strengths, interests and talents.
- Community roles and responsibilities.
- Money and budgeting.
- Enterprise and entrepreneurship.
- Decision making.
- Aspirations and goals.
- Workplace behaviours.
- Teamwork and leadership.

Learning is adapted to meet individual needs and may be delivered through:

- Role play.
- Visits and visitors.
- Community experiences.
- Project-based learning.
- Sensory and practical activities.
- Communication-focused tasks.

Pupils' skill development is assessed on Evidence for Learning through The Careers Development Institute (CDI) Career Development Framework. This allows pupils to develop vital career development skills they need to have positive careers:





Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background and your strengths

At the primary stage, this is very much about fostering personal agency and self-regulation. We can help learners to take the initiative for what they do, to believe in themselves and to be increasingly responsible for their own progress. We can also help them to be the authors of their own story. Constructing a positive narrative about themselves boosts their confidence and self-understanding. Lifelong learning is one of the keys to lifetime career development so helping to motivate learners and keep them engaged in learning is another priority. Reflection helps learners to develop their thinking and reasoning. Staff can support this by asking suitable prompts and writing down what learners say. Much of this skill development is implicit in everything schools do for their learners and the benefits are felt across all areas of the curriculum; but some elements of career-related learning cannot be left to chance and have to be made explicit in the school's curriculum planning. Primary school leaders and teachers are in the best position to identify the collective and individual needs of the learners in their school so that they enter secondary education with a positive outlook relating to who they are and who they could possibly become.

Early Years

being aware of people who can help them

being aware how they feel when they have learnt something new

being willing to try something new

recalling what they have experienced and achieved

feeling positive about who they are

Key Stage 1

being confident to request help

recognising their successes in learning

being willing to challenge themselves

exploring what they have experienced and achieved

feeling positive about people whose identities and backgrounds are different to theirs

Key Stage 2

being able to explain how they acted on help

recognising what they want to learn next and when they are successful

being willing to take on challenges that help them to grow

recording and commenting on what they have experienced and achieved

relating to people whose identities and backgrounds are different to theirs



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

Very young learners use their vivid imaginations to explore the roles that appeal to them. Those in their circle often have a strong effect, thus a girl who has a mother, aunt or some other close relation who is a scientist will see science as an attainable aspiration whereas those who do not have access to those role models may rule out the idea albeit unconsciously.

Widening learners' horizons beyond the jobs that their family members do or that are portrayed in the media and social media is a key task of primary schools. Jobs that run in families is an interesting investigation as is exploring the jobs featured in shows and documentaries; but learners sometimes latch on to just one or two features of these jobs without considering them in the round. This can lead to the premature elimination of possible opportunities. It is important to feed the imagination of learners in the early years. They will be attracted to imagined roles as well as those which they categorise as big and powerful. During Key Stage One, it is essential to help learners recognise stereotyping and to challenge any assumptions they make about jobs for boys and jobs for girls. During Key Stage Two, children develop an awareness of differences in status between jobs. Teachers need to recognise that this is a sensitive issue and learners may no longer want to disclose in front of others what their aspirations are. At the same time, teachers can help children to begin to think about how they want to deal with status differentials.

Early Years

describing tasks that they have carried out

discovering the jobs that help the school to run

recognising jobs that involve harvesting, making, providing a service or finding out

being able to identify jobs that they think are similar

identifying what the clothes and equipment that people use in their jobs are for

being able to identify the subjects and topics they are learning about

Key Stage 1

being aware that jobs are made up of tasks

exploring what people do whose jobs involve caring for children and keeping them safe

being able to give examples of jobs in different sectors

being able to explain their views about similarities and differences between jobs

investigating similarities and differences between men's and women's work clothes

being able to explain what they are gaining from the subjects and topics they are learning about

Key Stage 2

being able to explain what tasks they would like and like least about particular jobs

finding out about the qualities and skills needed to do a caring job

being able to design a scheme for classifying a set of jobs

being able to explain what interests them about particular jobs

exploring the connection between uniforms and status

recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers



Manage career

Manage your career actively, make the most of opportunities and learn from setbacks

Active career management is probably not something that many people associate with childhood but learners' experiences in primary schools of planning and reflection lay the foundations of later career management behaviours. When learners apply for jobs in school such as class representative on the school council or house captain they have the opportunity to practise self-presentation skills and experience success or disappointment. They will make transitions such as the move from primary to secondary school for which they will need transition skills and confidence. These skills and attitudes can be explicitly taught and will prepare learners for possible future transitions such as starting their first job, gaining promotion or being made redundant. Some learners, especially in performance fields such as music, drama and sport, will already be making a considerable commitment to training, goal setting and handling success and disappointment. Primary schools can do much to design collective learning activities that will lay the foundations of the skills that learners will need to manage their careers such as recruitment simulations, cooperative learning and teamwork activities and circle time reflections.

Early Years

- being aware that they and other people like to enjoy the work they do

- enjoying work-based role-plays

- imagining different possibilities about who they could possibly become

- being willing to keep going and not give up

- exploring whether characters in stories made decisions in a good way

Key Stage 1

- recognising that they and other people like to choose the work they do

- looking forward to what they are going to learn next

- describing a goal or target they are working towards

- being proactive about trying different approaches to solving challenges

- recognising that decisions can have unexpected consequences

Key Stage 2

- being aware that choice and opportunity make careers possible

- recognising their achievement when they have learnt something new even if they found it difficult initially

- making a step-by-step plan to enable them to achieve something they would like to be able to do

- being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out

- being able to weigh up the pros and cons of a choice they are thinking of making



Create opportunities

Create opportunities by being proactive and building relationships with others

Staff often help learners to develop friendships and relationships in the classroom. All learners benefit from surrounding themselves with friends who want them to be successful. Sometimes, the pairing of learners is so that one can be a leader and a role model for the other. What is happening in these situations is a vital part of career development. We can help learners to identify and build their personal networks of support. Such networks help learners to create opportunities for themselves. Career building involves making things happen, putting oneself forward and spotting opportunities. Primary schools can lay the foundations of initiative and enterprise by encouraging learners to show initiative, take the lead and suggest what they would like to learn and do. It could involve anything from leading an assembly, holding a pet show to raise money for charity or running a mini-enterprise. Parents/careers and local employers are a valuable resource for encouraging entrepreneurial activities.

Early Years

Inventing imaginary jobs

being aware that other people can help them meet their needs

recognising when they have achieved something for themselves

developing the ability to participate in social play involving imagined workplaces

being able to carry out a delegated task

being able to explain what a visitor told them about their job

Key Stage 1

Identifying new jobs that are just coming into being

being able to describe what their needs are

choosing what they want to achieve and the way they go about it

being aware of how to communicate with co-workers and customers in work settings

being able to make a positive contribution in group play or teamwork based on a business activity

thinking about questions they would like to ask a visitor about their job

Key Stage 2

Identifying possible new jobs that might be needed in the future

responding to trusted adults who can help them identify their needs

reflecting on what they achieved and what they would do differently or better next time

exploring how people relate to each other in work settings

being able to take on different work-related roles in group play or teamwork, including as leader when required

explaining what they found out from a visitor about setting up their own businesses



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community

A career, in its widest sense, is made up of all the roles that people have in their lives that involve different kinds of effort or work such as being a child, a learner, a leisure 'user', a parent, a friend, a worker and a citizen. These different roles interact with each other and wax and wane across the life-span. Holding these roles in balance is an important dimension in achieving personal health and wellbeing. Primary schools may be helping some learners to cope with stresses in their families caused by life-work imbalance. Giving learners insights into the rewards, risks and effects of doing different kinds of work helps them to anticipate future choices and decisions. Knowing about the rights and responsibilities of employers and employees, how to manage personal finances and how to challenge stereotyping and discrimination gives learners tools to manage life-work balance.

Early Years

- being aware of the different kinds of work that need doing in the home
- recognising when they have done something to help others
- being aware that people do paid work for financial and other rewards
- being able to distinguish between work and rest
- being aware of health and safety rules at school
- exploring going to work and coming home again
- recognising when someone is being given work to do which is unfair on them
- being aware of how to use money

Key Stage 1

- recognising the contribution they make to the work that is done in the home
- being aware of what volunteers do and how they can be a volunteer
- exploring the rewards they would like to get from paid work
- being aware that overwork is harmful to people's health
- recognising how they can help keep themselves safe at school
- exploring what happens in the first few days when people start work
- being aware that they and others can play a part in helping to ensure that people are treated well at work
- being aware of how money can be earned

Key Stage 2

- being able to explain the idea of division of labour with reference to the work that is done in the home
- being aware of what charities do and how they can be a charity worker
- recognising that people seek different rewards when considering paid work that they'd like to do
- being aware that imbalances between people's life and work affects their wellbeing
- recognising what they can do to help keep themselves and others safe at school
- being aware that people's work needs change during their lives
- recognising unfair barriers to opportunity and being willing to challenge them
- being able to make decisions about saving, spending and budgeting



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career

The explosion of the media and social media exposes learners to a bewildering array of sources of information. Navigating information overload, misinformation, out-of-date information and conflicting viewpoints presents many challenges. Primary schools can help learners to begin to develop the information processing skills they need to manage their careers. Seeing the big picture goes beyond conventional types of careers information about occupations, qualifications and labour market trends to raise important issues about career patterns and structures and the forces that shape them. Learners can appreciate the right to decent work by investigating issues such as the prevalence of child labour and slavery in this country and around the world. They can explore the changing nature and future of work by enquiring into the relevance of issues such as how work has changed in the past, the impact of Artificial Intelligence and robotics, the challenges of climate change to their own careers and the careers available to others in society.

Early Years

recognising when work is depicted in a story

recognising the difference between stories about work and factual information about work

being aware that working life was different in the past

recognising scientific and technological aids that people use in their work

exploring jobs that people do outdoors

exploring the jobs that people do to help them

Key Stage 1

being aware of how work is portrayed differently in different stories

recognising that the way that work is shown is not always accurate/reliable

exploring how working life is changing for people now

being aware of how scientific and technological aids help people do their work

exploring work practices in the school environment that promote sustainability

exploring the jobs that people do to help each other

Key Stage 2

being aware of what the author is encouraging them to think about when work is a theme in a story

being able to consider if the information they have found is accurate/reliable

being aware of trends that hint at how working life may change for them by the time they embark on their careers

exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work

exploring jobs and ways of working that help to protect the environment

exploring what they and others can do to prevent people having to do harmful work

Enterprise Project

Enterprise forms a key part of our careers curriculum.

Class Enterprise Project

Each class receives a £100 enterprise investment fund in September.

Pupils work collaboratively to:

1. Generate ideas for products or services.
2. Conduct simple market research.
3. Develop a business plan.
4. Create a budget.
5. Purchase resources within budget.
6. Design and produce products.
7. Market and advertise their products.
8. Sell their products to the school community.
9. Calculate profit and evaluate success.

Examples may include:

- Crafts
- Seasonal gifts
- Plant sales
- Baked goods
- Recycled products
- School events

Profit Allocation

Any profit generated is reinvested into a pupil-selected class celebration or enrichment activity.

Examples include:

- Class trip
- Special activity day
- Sporting event
- Purchase of high value resource

This provides meaningful opportunities for pupils to experience the complete economic cycle of planning, investment, work, profit and reward.

Internal Work-Related Learning Opportunities

To develop employability skills and workplace behaviours, pupils may apply for a range of supported internal roles across the school. These opportunities provide real responsibility and authentic work-related experiences.

Dining Hall Assistant Responsibilities may include: • Setting or clearing tables and chairs. • Keeping the dining hall clean and tidy. • Supporting lunchtime routines. • Promoting independence and positive behaviour. Skills developed: • Teamwork. • Communication. • Responsibility. • Customer service.	Library Assistant Responsibilities may include: • Organising books. • Supporting reading activities across classrooms. • Returning books to correct locations. • Keeping the library an inviting place. Skills developed: • Organisation. • Literacy. • Attention to detail. • Reliability.
School Gardener Responsibilities may include: • Watering plants. • Weeding. • Maintaining outdoor learning areas. • Caring for growing projects. Skills developed: • Responsibility. • Environmental awareness. • Independence. • Problem solving.	Staff Refreshments Assistant Responsibilities may include: • Delivering staff drinks. • Managing simple order lists. • Preparing refreshments with appropriate support. • Maintaining hygiene routines. Skills developed: • Communication. • Customer service. • Organisation. • Workplace etiquette.

Internal Work Earnings

Internal pupil vacancies will be advertised and pupils will need to complete an application form to be considered for employment. Pupils attend a short interview to re-visit their application form

and identify the vacancy they wish to be considered for, the strengths they have for the role and what they wish to develop from undertaking the role.

Pupils undertaking internal work-related roles will earn Responsibility Achievement Purpose (RAP) points per shift as a small contribution towards their class enterprise fund. 100 RAP points are equivalent to £1.00.

This system is designed to:

- Reinforce the link between work and reward.
- Develop understanding of earning.
- Encourage commitment and responsibility.

Policy Owner: MHS / SLT

Latest Review Date: September 2026

Policy: Careers Programme Policy

Next Review Date: September 2027

- Support enterprise learning.

All earnings contribute to the collective class enterprise project fund rather than individual pupils. The system will be age-appropriate, equitable and closely supervised by staff.

Employer Engagement and Career Encounters

Pupils will have opportunities to:

- Meet people from a range of professions.
- Interview visitors about their jobs.
- Visit workplaces and community settings where appropriate.
- Learn about local employment opportunities.
- Explore volunteering and community contribution.

Visitors may include:

- Gardeners
- Artists
- Business Owners
- Emergency Services
- Builders
- Retail workers
- School staff

Particular emphasis will be placed on broadening aspirations and challenging stereotypes.

Equality, Diversity and Inclusion

The school is committed to ensuring that all careers learning:

- Is accessible to all pupils.
- Reflects diverse communities.
- Challenges discrimination and stereotypes.
- Promotes equality of opportunity.
- Celebrates individual strengths and talents.

Career aspirations will never be limited by disability, gender, race, religion, background or need.

Monitoring and Evaluation

The effectiveness of the Careers Programme will be evaluated through:

- Pupil voice.
- Parent feedback.
- Staff feedback.
- Enterprise project outcomes.
- Participation rates in work-related learning roles.
- Personal Development monitoring.
- EHCP outcomes and Preparation for Adulthood targets.
- Evidence for Learning assessment reports.

The Senior Leadership Team will report tri-annually to Governors on the impact of careers education and enterprise activities.

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Roles and Responsibilities

Governors

Governors will:

- Monitor the implementation of this policy.
- Challenge and support school leaders regarding careers provision.
- Ensure careers education contributes to pupils' preparation for adulthood.

Headteacher

The Headteacher will:

- Provide strategic oversight.
- Ensure adequate resources are available.
- Promote high aspirations for all pupils.

Senior Leadership Team

The Senior Leadership Team will:

- Coordinate the Careers Programme.
- Organise enterprise projects.
- Develop employer and community links.
- Monitor participation and impact.
- Provide guidance to staff.

Staff

Staff will:

- Embed careers education within curriculum learning.
- Support pupils in internal work-related roles.
- Encourage aspiration and independence.
- Record and celebrate achievements.

Vision Statement

At Mountfield Heath School, we believe every child has strengths, talents and potential. Through meaningful careers education, enterprise experiences and real responsibilities within our school community, we prepare pupils to become confident, ambitious and contributing members of society, equipped with the skills they need for their future lives and work.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.



**Outcomes
First
Group.**

**Acorn Education And Care
Options Autism**