



# Wakefield Grammar Pre-Preparatory School

<b>Document Reference</b>	<b>Careers (including EYFS) Policy</b>
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<b>Name of Approver / Committee Date Ratified</b>	WGPPS GEC 16.10.2024
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**VALIDITY – Policies should be accessed via the FireFly to ensure the current version is used.**

## **CHANGE RECORD - REVIEW PERIOD ANNUALLY**

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	Sept 2023	Written, Emma Gill
V1.01	Sept 2024 Jan 2025	Reviewed, Emma Gill EG updated the 8 Gatsby Benchmarks (Discussed and agreed with Penny Plumpton, Chair of GEC)

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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## WGPPS Careers Policy

### 1. Introduction

We know that our children are still young to be thinking about careers, however, children begin to form perceptions about the world of work and their place in it from an early age. This can shape their outcomes in school and throughout life. Career-related learning in our school is about helping our children to relate their learning to the world of work so that children can see a purpose to acquiring knowledge and skills. We aim to broaden children's horizons about a wide range of career options and challenge stereotypes so they understand that both men and women can do the same job and that they can aspire to any career they want. Our career related learning is a precursor to the careers learning in place at QEGS/WGHS junior sections and the careers pathways at QEGS/WGHS senior sections.

### 2. Values

Our values are Respect, Resilience, Kindness, which we embed into the curriculum by creating opportunities for the following:

<b>Respect</b>	<b>Resilience</b>	<b>Kindness</b>
Respect diversity and appreciate difference	Independent learners	Work together
Show respect for others and the choices they make	Problem solvers	Learn from each other
Respect for other people's property	Embrace challenge and are prepared to struggle	Support each other
Speak and listen with respect in a variety of different situations	See mistakes as learning opportunities	Celebrates others' success
	Mental and physical well being	Flexible thinking, compromise
	Articulate feelings and emotions and develop strategies to acknowledge and respond to negative emotions	Show empathy, understanding and unconditional positive regard for others
	Positive learning attitudes	
	Manage risks	
	Reflect on our learning and behaviour	
	Bounce back - understand how to overcome setbacks and reflect, know how to change course if needed	
	Determination to succeed	

## Promoting Values

It may seem a long way off, but what better way to promote these values than to get our young children thinking about their future lives and careers?

We do not provide 'careers advice' but instead focus on broadening horizons and raising aspirations, giving children a wide range of experiences of the world including the world of work. It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible. There are a range of attributes, skills, and behaviours that can be encouraged in this early stage of a child's life that will leave them in the best possible position as they begin their transitions to junior education and to future life.

This is achieved in the following ways at WGPPS:

- Grow throughout life: learning and reflecting on themselves and what they have achieved.
- Explore possibilities: finding out about different jobs around our school and in the wider world, including visitors from different careers and role playing different roles and careers.
- Manage career: making the most of opportunities in the classroom, problem solving and working towards goals.
- Create opportunities: developing friendships and building relationships in the classroom, including being able to communicate with each other.
- Balance life and work: knowing how to keep themselves fit and healthy.
- See the big picture: explore how working life can be affected by the economy, politics or society (for example, through our assemblies on current affairs and what jobs people do to help each other).

(taken from the *Career Development Framework by the Career Development Institute*)

### **3. All children have access to the following**





Extra-curricular clubs and trips, which support children in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website.

### **4. Visitors**

Throughout the year, we invite a number of visitors into school to broaden the children's knowledge and experience of the world of work and all the possible career opportunities out there.

### **5. Pre-Prep Little Leaders Programme**

Our Little Leaders Programme has been designed to ensure pupils across school are given opportunities to lead, work together and have a positive, lasting impact on other pupils in school. These roles are split into 4 key areas, with each area of leadership being represented by one of the Pre-Prep dolls:

			
Name: Kendrick	Name: Aldrick	Name: Sophronia	Name: Athena
Meaning: Kendrick carries the meaning of a “royal ruler” or “powerful leader.” This name signifies strength, authority, and confidence.	Meaning: Aldrich means ‘wise ruler’.	Meaning: Sophornia means wise and self controlled.	Meaning: Athena means wisdom.
Type of role: Organisation and Management	Type of role: Implementing Change	Type of role: Looking after others	Type of role: Learning/Knowledge
Leadership roles: Head Boy/Girl Deputy Head Boy/Girl Prefects House Captains/Deputies	Leadership roles: School Eco champions Food council	Leadership roles: Well-being champion Friendship buddies Charity ambassadors Playground friends Zone managers	Leadership roles: Sports ambassadors Online safety champions Maths magicians Library champions Reading champions Pre-Prep Scientists

## 6. Partnership with parents and alumnae

The school draws heavily upon its alumni to support its careers provision and celebrates, where possible, their notable and diverse achievements. For example, alumni (if appropriate) are invited to be the keynote speaker at Speech Day. When appropriate, parents and guardians are used as a source of career provision.

From Autumn 2024, WGPPS will run an annual ‘careers day’. This will allow us to engage with alumnae and current parents, whilst also focusing on a skill the children need. In 2024/25 this will be First Aid. More information and the 2024/25 plan for this is in Appendix 2.

## 7. Staffing Responsibilities

Although the Head and Deputy lead on pupil voice and careers, there is particular emphasis on the **Gatsby Benchmarks** (Appendix 1), with the intention for all key stakeholders to help support the schools careers provision as a continuum.

The aim being to reflect the needs and opportunities within the modern day labour market, where **“change” is the only constant**. This may range from the advent of new technology and retail changes in the high street to the emergence of new products and markets, at home and abroad, including AI.

## **Appendix 1**

Although the Gatsby Benchmarks are used for secondary education, WGPPS adapt them to the age of the pupils.

**The eight Gatsby Benchmarks of Good Career Guidance (updated 2024) are:**

1. Stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking learning/curriculum to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## Appendix 2 - Plan for 2024/25 careers day

**Careers Day 2024**  
**Friday 26th September**

### **Books: Already purchased and in school**

Peppa Pig and the career day  
 What do people do all day?  
 Clothesline clues to jobs people do  
 Ada Twist: Scientist  
 Deborah Meaden - Why money matters  
 What do you do with an idea?  
 What shoes will you wear?  
 Police officers on patrol  
 The ABCs of what I can be  
 When I grow up

**P4C session on Weds 24th:** What Makes Us Great?

### **During the day:**

	<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>
<b>8.50-9.10</b>	Assembly - Careers and Tackling Gender stereotypes - EGill to deliver			
<b>9.10-9.40</b>	Phonics - RWI			
<b>9.00-9.40</b>				Mini first aiders (group 1) -in Church/ Hepworth Building
<b>9.40-10.00</b>	When I grow up - activity to discuss with adults	When I grow up - activity to write with adults	When I grow up - Independent activity	Mini first aiders (group 1) -in Church/ Hepworth Building
<b>10-11.00</b>	Now press play - People who help us		Questions for careers fair	Mini first aiders (group 2) -in Church/ Hepworth Building

<b>11.00-11.30</b>	Now press play - People who help us		Mini first aiders (group 1) -in Church/ Hepworth Building	
<b>11.30-12.00</b>	Lunch		Mini first aiders (group 1) -in Church/ Hepworth Building	When I grow up
<b>Lunch</b>				
<b>Set up in hall for careers fair 1.00-1.35</b>	Mini first aiders (15-20 children) -in Church/ Hepworth Building	Now press play - People who help us	Questions for careers fair	Questions for careers fair
<b>1.40-2.15</b>	Mini first aiders (15-20 children) -in Church/ Hepworth Building	Now press play - People who help us	Attending careers fair	Questions for careers fair
<b>2.15-3.15</b>		Mini first aiders -in Church/ Hepworth Building		Attending careers fair 2.15-2.45 half year 2.45-3.15 half year

### Homework: Family challenge

#### Careers fair Themes

<b>Medical/Veterinary/Dental</b>	<b>STEM (Science, Technology, Engineering, Maths)</b>	<b>Art / Drama/ Design</b>	<b>People who help us</b>	<b>Not heard of us before (anything unusual)</b>
Dentist	Steel tool maker	Wakefield Theatre	Teacher	
Doctor			Army	
Vet			Police	

Matron			Fire	
			Vicar	