



CAREERS ADVICE AND GUIDANCE

POLICY 2026-2027

Approved / reviewed by:	Neil Kefford
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Date of next review:	September 2027

At Napier School, we aim to support all our pupils to achieve their full potential, both within school and as they prepare for their future lives beyond school. Our careers programme is designed to help pupils develop an understanding of the world of work, recognise their own strengths and interests, and begin to explore the wide range of opportunities and pathways available to them.

We recognise that careers education is not simply about preparing pupils for a particular job. It is about developing the knowledge, skills, confidence and aspirations that will help each pupil to make informed choices throughout their lives. Our careers provision is therefore embedded within the wider curriculum and provides pupils with meaningful opportunities to learn about different occupations, workplaces, skills and the contribution that people make to their communities.

We place a strong emphasis on providing pupils with real-life experiences and opportunities to engage with people from a range of careers and backgrounds. Each year, we hold a **Careers Week**, during which we invite a variety of professionals, specialists and members of the wider community into school to speak with and engage with our pupils. These visitors share their experiences, talk about their roles and responsibilities, and help pupils to develop a broader understanding of the different jobs and career pathways available to them.

Through these experiences, pupils are encouraged to ask questions, develop their interests, recognise their achievements and begin to think about their own aspirations for the future. Where appropriate, pupils are supported to understand the skills required for different roles, the importance of teamwork and communication, and how their learning in school can connect to the world of work.

Our careers programme recognises that every pupil is unique and that careers learning needs to be accessible, meaningful and appropriate to individual needs and stages of development. We therefore provide opportunities for pupils to engage with careers education in a range of ways, including through classroom learning, role play, visits, visitors, practical activities and opportunities to reflect on their experiences.

Our overall aim is to help pupils develop a positive understanding of themselves and the wider world, while building the confidence, skills and awareness they need to recognise and explore future possibilities.

Grow Throughout Life			
Primary			
Emerging	Developing /EYFS	Secure / KS1	Mastery / KS2
Gtl1 – I can show awareness of / interest in people who are familiar to me.	I can show awareness of people who can help me.	I can show confidence in requesting help.	I can explain how I acted on help.
Gtl2 – I can explore new resources, people and environments, checking in regularly with a familiar adult as and when needed.	I can engage with trying something new.	I can show willingness to experience challenge.	I can take on challenges that help me to grow.
Gtl3 – I can accept praise/feedback for things I have done.	I can show awareness how I feel when I have learnt something new.	I can recognise successes in my learning.	I can recognise what I want to learn next and when I am successful.
Gtl4 – I can express my own preferences and interests.	I can recall what I have experienced and achieved.	I can explore what I have experienced and achieved.	I can record and comment on what I have experienced and achieved.
Gtl5 - I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.	I can feel positive about who I am.	I can feel positive about people whose identities and backgrounds are different to mine.	I can relate to people whose identities and backgrounds are different to mine.

Explore Possibilities			
Primary			
Emerging	Developing /EYFS	Secure / KS1	Mastery / KS2
Ep1 – I can start to comment about things I am doing and have done.	I can identify the subjects and topics I am learning about.	I can explain what I am gaining from the subjects and topics I am learning about.	I can recognise that the subjects and topics I take further can lead to qualifications and making progress in my career.
Ep2 – I can use photos and other visual aids to comment about things I have done.	I can describe tasks that I have carried out.	I can show awareness that jobs are made up of tasks.	I can explain what tasks I would like and dislike about particular jobs.
Ep3 – I can develop an association between jobs and the uniforms and items used.	I can identify what the clothes and equipment that people use in their jobs are for	I can investigate similarities and differences between men's and women's work clothes	I can explore the connection between uniforms and status
Ep4 – I can explore jobs which are done in my classroom.	I can discover the jobs that help the school to run.	I can explore what people do whose jobs involve caring for children and keeping them safe.	I can find out about the qualities and skills needed to do a caring job.
Ep5 – I can play with small world models such as farm, garage or train track.	I can recognise jobs that involve harvesting, making, providing a service or finding out.	I can give examples of jobs in different sectors	I can design a scheme for classifying a set of jobs.
Ep6 – I can identify different jobs.	I can identify jobs that I think are similar.	I can explain my views about similarities and differences between jobs.	I can explain what interests me about particular jobs.

Manage Career			
Primary			
Emerging	Developing /EYFS	Secure / KS1	Mastery / KS2
Mc1 – I can try again when I make a mistake.	I can show willingness to keep going and not give up.	I can be proactive about trying different approaches to solving challenges.	I can recognise my achievement when I have learnt something new even if I find it difficult initially.
Mc2 – I can begin to explore work-based role play environments.	I can enjoy taking a role in work-based role-plays with others.	I can describe a goal or target I am working towards	I can make a step-by-step plan to enable me to achieve something I would like to be able to do.
Mc3 – I can complete tasks and show how I feel about them.	I can show awareness that I and other people like to enjoy the work they do.	I can recognise that I and other people like to choose the work they do.	I can show awareness that having backup plans can help overcome the disappointment or bring a different reward if my main plan does not work out.
Mc4 – I can explore stories and media about others dreams for the future.	I can imagine different possibilities about who I could possibly become.	I can show excitement to what I am going to learn next.	I can show awareness that choice and opportunity make careers possible.
Mc5 – I can follow a story with props and pictures identifying characters, actions and consequences.	I can explore whether characters in stories made decisions in a good way.	I can recognise that decisions can have unexpected consequences.	I can weigh up the pros and cons of a choice I am thinking of making.

Create Opportunities			
Primary			
Emerging	Developing /EYFS	Secure / KS1	Mastery / KS2
Co1 – I can explore given imaginary jobs.	I can invent imaginary jobs.	I can identify new jobs that are just coming into being.	I can identify jobs that might be needed in the future.

Co2 – I can complete a task away from my main carer with support from a familiar adult. Co3 – I can play alongside others in imagined workplace role play. Co4 – I can demonstrate my achievements with support. Co5 – I can select and use resources for a task with support. Co6 – I can use visual prompts to match people I met to their job.–	I can show awareness that other people can help me to meet my needs. I can participate in social play involving imagined workplaces. I can recognise when I have achieved something for myself. I can carry out a delegated task. I can explain what a visitor told me about their job.	I can describe what my needs are. I can show awareness of how to communicate with co-workers and customers in work settings. I can choose what I want to achieve and the way I will go about it. I can make a positive contribution in group play or teamwork based on a business activity. I can think about questions I would like to ask a visitor about their job.	I can respond to trusted adults who can help me identify my needs. I can explore how people relate to each other in work settings. I can reflect on what I achieved and what I would do differently or better next time. I can take on different work-related roles in group play or teamwork, including as leader when required. I can explain what I found out from a visitor about setting up their own businesses.
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Balance Life and Work			
Primary			
Emerging Needs completing	Developing / EYFS	Secure / KS1	Mastery / KS2
Blw1 – I can carry out tasks to help others with support.	I can recognise when I have done something to help others.	I can show awareness of what volunteers do and how I can be a volunteer.	I can show awareness of what charities do and how I can be a charity worker.
Blw2 – I can role play jobs I have seen in the home.	I can show awareness of the different kinds of work that need doing in the home.	I can recognise the contribution I make to the work that is done in the home.	I can explain the idea of division of labour with reference to the work that is done in the home.
Blw3 – I can explore sensory play relating	I can show awareness of how to use money.	I can show awareness of how money can be earned.	I can make decisions about saving, spending and budgeting. I can recognise that people seek different rewards when

to money.			
Blw4 – I can complete tasks for rewards.	I can show awareness that people do paid work for financial and other rewards.	I can explore the rewards I would like to get from paid work.	considering paid work that I'd like to do.
Blw5 – I can identify work time and free time through my weekly timetable.	I can explore going to work and coming home again.	I can explore what happens in the first few days when people start work.	I can show awareness that people's work needs change during their lives.
Blw6 – I can identify whether tasks I do are work or free time /rest.	I can show the difference between work and rest.	I can show awareness that overwork is harmful to people's health.	I can show awareness that imbalances between people's life and work affects their wellbeing.
Blw7 – I can explore the difference between fair and unfair.	I can recognise when someone is being given work to do which is unfair on them.	I can show awareness that I and others can play a part in helping to ensure that people are treated well at work.	I can recognise unfair barriers to opportunity and show willingness to challenge them.
Blw8 - I can show awareness of health and safety rules at school.	I can follow health and safety rules at school.	I can recognise how I can help keep myself safe at school.	I can recognise what I can do to help keep myself and others safe at school.

See the bigger picture			
Primary			
Emerging	Developing / EYFS	Secure / KS1	Mastery / KS2
Sbp1 – I can experience different jobs outside with support.	I can explore jobs that people do outdoors.	I can explore work practices in the school environment that promote sustainability.	I can explore jobs and ways of working that help to protect the environment.
Sbp2 – I can meet different people who help us.	I can explore the jobs that people do to help them.	I can explore the jobs that people do to help each other.	I can explore what I and others can do to prevent people having to do harmful work.
Sbp3 – I can explore different things people use to help them in their work.	I can recognise scientific and technological aids that people use in their work.	I can show awareness of how scientific and technological aids help people do their work.	I can explore the benefits and possible drawbacks of scientific and technological developments that affect how people do their work.
			I can show awareness of what the author is encouraging me to

Sbp4 – I can engage with sensory stories about work and work places. Sbp5 – I can explore different fiction and non fiction books. Sbp6 – I can experience different elements of working life in the past.	I can recognise when work is depicted in a story. I can recognise the difference between stories and facts about work. I can show awareness of some differences between working life now and in the past.	I can show awareness of how work is portrayed differently in different stories. I can recognise that the way that work is shown is not always accurate/ reliable. I can explore how working life is changing for people.	think about when work is a theme in a story. I can consider if the information I have found is accurate/reliable. I can show awareness of trends that show how working life may change by the time I embark in my career.
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