

Clarice Cliff Guide to Careers Related Learning

Intent - The Why

Co-op Academy Clarice Cliff is in an area of high socio-economic deprivation. The local area is identified as one of high deprivation – In 2019, this LSOA is ranked 817 out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is in the 2.5% of most deprived neighbourhoods in the country. Stoke-on-Trent is rated 298 of 324 in terms of social mobility in England and Wales. Research puts the ward of Fenton, where the Academy is based, in the bottom 10% of university participation.

At Co-op Academy Clarice Cliff, our Careers Related Learning is both bespoke and unique to our academy. Our local area is identified as one of high deprivation, with high levels of unemployment. This makes our links with industry and the world of work essential for our pupils. We are passionate about improving life chances and creating opportunities outside of their usual experiences and environment. CRL is embedded in our whole school curriculum and within the wider enrichment activities that we offer. Our curriculum is both ambitious and inclusive and it ensures that all pupils, including those who are disadvantaged, gain the knowledge, skills and cultural capital they need to succeed both academically and beyond the classroom.

Our aims for CRL are to ensure all our students have access to high quality career (CRL) opportunities throughout each stage of their development. Our programme promotes equality of opportunity, gives exposure to the world of work, celebrates diversity and challenges stereotypes. We aim to create pupils who are keen to play their part in making a positive difference to society and have strong work ethics. Our unique programme is designed to support them to go on to positive destinations that meet their aspirations and interests.

[☰ CC Primary CRL Programme & Policy 25-26***](#)

We were awarded the C + K Primary Careers Award on 18th July 2023 which lasts up to a period of 3 years [W Careers Award certificate.docx](#) . To further support and strengthen the delivery of CRL and in particular the participation from parents, we have successfully completed the DFE funded, 'Start Small; Dream Big' Primary School Programme by the Careers Enterprise Company (24/25) [PDF Start Small Dream Big Certificate 25.pdf](#) . Through participation in this project, CRL and skills development are embedded into teaching, leading to an enhanced curriculum that will impact the learning outcomes for all. Our family learning workshops have been a great success and we continue to work with external agencies to support and promote the delivery of CRL throughout our wider school community.

Implementation – The How (**including how/when we assess*)

What do we use to support our curriculum delivery?

We are committed to providing a coherently planned and sequenced CRL programme that reflects our academy's context and core values. Our CRL programme is underpinned by the 8 Gatsby Benchmarks Framework. These benchmarks include a stable careers programme, learning from career and labour market information, addressing the needs of each pupil, linking curriculum to careers, encounters with employers, experiences of workplaces, encounters with further and higher education, and personal guidance. To support our curriculum delivery, we have an Employer Business Directory and we can see the range of sectors increasing each year to ensure children have exposure to all including the 'unknown job sectors'. [📄 Employer Business Directory 24/25](#)

Daily

Although Careers is not taught daily as an explicit subject, it is integrated daily within school life/curriculum/extra-curricular activities:-

- We have a dedicated Careers area in our school library which features high quality texts, these introduce children to different jobs and professions, helping them understand the wide range of career possibilities available as they grow up. Children can take these home to share with their family and parents are also welcome to share these books with their children during our after school, child and parent library sessions.
- Children are given roles and responsibilities within their classes for example, water bottle monitor, table monitor etc. By performing these tasks, this not only allows children to develop skills such as leadership, communication and organization but they mirror professional duties needed for later life.

Weekly

- Monday Assemblies [Collective Worship Calendar 2025-26](#)

Monday whole school assemblies focus on significant events and people and are linked to the British Values.

- Reading

We have a whole school reading spine which promotes a diverse range of authors from different BAME backgrounds. Children will have the opportunity to learn about authors as well as different jobs/skills within these sessions.

- Music

In Music, children will listen to different genres of music and explore a diverse range of musicians within their classrooms.

- Art/DT/Geography/History

In Art/DT/Geography/History pupils have the opportunity to learn about significant people and their career backgrounds.

- Science

The Science curriculum builds pupils' cultural capital through exposing them to great scientists, past and present, and important discoveries. We promote careers in science, taking every opportunity to discuss and describe less well-known jobs. This also includes a focus on current, diverse (counter-stereotypical) scientists.

All core/foundation subjects follow the same format throughout the school. Roshenshein's principles: think back questions at the start of lessons, to retrieve key knowledge and engage long term memory, from last term, and the previous week's lesson are used.

Half termly/Termly

- CPD Careers Network Meetings for CRL Lead
- Pastoral events
- Co-op Trust events for chn- goIT
- Junior Leadership Team Applications- Autumn 1
- Trips

Assessment for Learning

- All pupils in Year 3-6 will complete an Aspiration audit in Autumn/Summer term. This will form as a baseline to see what CRL needs to be factored in.
- Within the PSHE Spring 1 (Dreams and Goals Unit) and all the Foundation subjects- Evidence from pupil voice during lesson sampling, and discussions and end of unit assessments will be used to review the effectiveness of the CRL curriculum. (Working in conjunction with other

subject leaders).

- AfL techniques outlined in the Teaching and Learning Framework: Establish Expectations, Active Observation, Think–Pair–Share, Show Me Boards, Everybody Writes, and Cold Calling. These strategies enable teachers to identify misconceptions, adapt teaching in real time, and ensure that all children are fully engaged and supported.
- Information from assessments directly informs future planning, interventions and provision, ensuring that all pupils are challenged, supported and able to achieve ambitious outcomes.

What this looks like in Early Years

In EYFS, careers is not taught 'directly' but fostered through the curriculum and continuous provision by providing children with varied, open-ended role-play opportunities that encourage them to explore different professions and roles in society. Resources such as professional dress-up items, 'hospitals', 'vets' or 'shops' within the role-play area and books about different jobs help to stimulate children's curiosity and help them to learn about the world of work through hands-on experiences and discussions.

In EYFS, Careers Related Learning is evidenced in the floorbook 'Understanding the World' (History/Geography/RE/Science) and within classroom displays. Children are given opportunities to learn about their 'community' and explore the different jobs and roles within their community. In addition to this, they have trips throughout the year and visitors to enrich the learning experiences of the children.

Children will explore the work of significant artists such as the King/Queen within History and understand their roles. Within Expressive Arts and Design, children will study different artists such as Clarice Cliff- Autumn 1 and Jackson Pollock in Autumn 2 and they can independently access creative resources to use on the creative table within the classroom and within the learning bays to construct different models such as making houses/flower art. Our EYFS curriculum overview aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into including the CRL links.

[W](#) EYFS NC Subjects Curriculum Overview.docx

Where will you see and find evidence of our learning?

- You will find evidence of CRL within corridor displays ie Author of the month in KS1 Corridor.
- Classroom//Hall displays ie study of significant artists in Art, History, Geography, DT, Music.
- Evidence of significant Artists can be found in MTPs/teaching slides and in some Foundation subjects books. See [E](#) Careers in the curriculum 25
- Our CRL Aspirations Data will show a raise in aspirations data.
https://docs.google.com/forms/d/1W2QppyjqVIQKdfBB5i_PpbZV76tIWMhxgh0D3qbWmCw/edit will be completed in Autumn Term and will baseline pupils on their CRL needs. This is stored on the google drive under the [C](#) Careers related learning 2025-26 folder. Here you can find the [E](#) CC Primary CRL Programme & Policy 25-26*** ,
[Q](#) CC Careers Roadmap 25-26 *** and all relevant evidence including the pupil/parent/staff/employer surveys and evaluation forms which will be completed after events such as Careers Fair/ World of Work Week to identify next steps and to source appropriate cpd needs.
- [C](#) Assemblies will promote significant themes and people.
- We will have a Junior Leadership Team display outside the Main Office which will clearly display the roles and responsibilities of the children who have successfully applied for these positions.
- The Pastoral Team works with a comprehensive list of external agencies, to plan family workshops and other events. These are shared on the whole school Dojo page.
[E](#) List of external agency support

CRL is highly valued within our school academy, measuring the impact of our CRL programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value feedback from all stakeholders and ensure our evaluations lead to amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. Our CRL program aims to demonstrate the following impact:

- Raise in aspirations (aspiration data) (Completed in Autumn Term/Summer Term)
- Increased understanding of stereotypical jobs (google forms)
- Feedback and evaluation for all career events, both quantitative and qualitative
- Increase in attendance / reduction in PA over time
- Increase in progress / attainment over time (google forms)
- Progress and achievement data over time with reference to vulnerable groups i.e SEND
- Development of employability skills after key events google forms)
- Range of employer engagement increasing (Employer Business Directory and Trips).

By the end of KS1, ALL pupils will have had an employer encounter via a trip or a visitor to school.

By the end of KS2, ALL pupils will have had two employer encounters i.e. trip/visitor/ Careers Fair (Date TBC) and ALL Year 6 pupils will encounter a Work Experience placement as part of a Year 6 World of Work week which will take place on Monday 2nd March 2026.

Cultural Capital and Enrichment

At Co-op Academy Clarice Cliff, we believe that CRL provides more than academic knowledge; it equips children with the cultural capital they need to thrive in modern life.

Pupils have opportunities to nurture, develop and stretch talents and interests. This includes a Rock Band, involvement in the Longton School games, sports activities and Trust activities such as Maths Olympics and Spelling Bees, where pupils have the opportunity to go to Manchester. Pupils appreciate these and make good use of them. These are all high quality and provide a broad range of activities to enhance a range of talents and skills. Leaders carefully monitor participation in activities so that no group of pupils is disadvantaged. Pupils work is widely celebrated and each term, pupil's writing is showcased on updated, high quality writing displays.

There is a strong take up of extra-curricular clubs and wider opportunities which are changed each term to provide a broad range of experiences. This is carefully monitored by the extra-curricular lead to ensure participation from all pupil groups, with disadvantaged pupils consistently benefiting. Sports coaches lead activities at lunchtimes and also for one day per week across the school. This provides the opportunities to identify and nurture sporting talents, with opportunities to participate in a range of competitions and experiences both through local and Trust opportunities.

Parental Engagement: We actively involve parents/stakeholders through workshops/ events such as Careers Fairs and Interviews during the Year 6 World of work week.

Real-Life Financial Education: Through the PSHE curriculum, pupils engage with authentic financial contexts, learning about the value of money, budgeting, financial risks, and where to access advice. This prepares them to make informed and responsible decisions in later life as well as learn about jobs within the Finance sector.

By embedding CRL across the curriculum, linking it to authentic real-world contexts, and creating meaningful partnerships with families and the community. We ensure pupils leave Clarice Cliff with a broadening career awareness, a strong understanding of employability skills and better-informed future plans.