



## Careers Guidance Policy

Policy owner	Headteacher and Careers lead	February 2026
Formally endorsed by	Trustees	February 2026
Review date		January 2028

## Purpose

St Paul's Waldorf School aims to inspire pupils by providing impartial, inclusive, and high-quality careers guidance from Class V (Year 6) to Class VIII (Year 9), in line with statutory requirements and best practice frameworks. We prepare pupils for diverse academic and vocational pathways, challenging stereotypes and promoting equality.

## Key Principles

- Careers guidance is **independent, impartial, and age-appropriate** from Class V to Class VIII.
- Support is **tailored to individual needs**, ensuring full inclusion of SEND pupils.
- Pupils are encouraged to explore a **wide range of professions**, recognise their strengths, and understand different future pathways.
- Equality, diversity, and informed decision-making underpin all activities and interactions.

## Careers Programme

### *1. Vision and Purpose*

Our careers programme aims to inspire our pupils through exposure to diverse professions, promote equality, challenge stereotypes, and celebrate diversity. St Paul's Waldorf School aims to equip pupils with skills such as collaboration, critical thinking, creativity, and resilience. The pupils' will have an increased confidence and awareness of their own skills, strengths and future opportunities.

### *2. Early Foundations (Kindergarten – Lower School)*

In the Kindergarten and Lower School, pupils build a strong foundation through practical experiences and creative subjects that nurture curiosity, confidence, and an understanding of the world of work.

- **Practical Learning:** Weekly activities like gardening, baking, and craftwork.
- **Specialist Subjects in school:** Music, Eurythmy, Games (PE), French, British Sign Language (BSL), Gardening, Handwork, and Woodwork.
- **Awareness of Professions:** Through stories, projects, speakers and outings (e.g., farmers, architects, historians).

### *3. Progressive Exposure (Classes III–V)*

During Classes III to V, pupils begin to deepen their understanding of careers through hands-on projects, real-world encounters, and structured events that broaden their horizons and spark curiosity about future opportunities.

- **Projects & Presentations:** Individual projects start in Class III (e.g., building shelters) and continue annually with increasing independence, research and presentation skills
- **Professional Encounters:** Visiting speakers and outings provide opportunities for professional encounters, zoologist, gardener, farmer, architects, for example.
- **Annual Careers Fair:** Begins in Class V, introducing pupils to a wide range of professions.

#### 4. Middle School Programme (Classes VI–VIII)

As pupils progress into Middle School, the careers programme becomes more structured, offering specialist teaching, workplace visits, and opportunities for independent projects that prepare them for future educational and career choices (see Appendix).

- **Specialist Teaching:** Maths, Science, Drama, and STEM-focused blocks.
- **Workplace Visits:** Opportunities to visit professionals (e.g., designers, scientists).
- **Assemblies & Guest Speakers:** Weekly PSHE-linked sessions with alumni and professionals.
- **Class VI and VII research project and presentation:** In connection to the curriculum.
- **Class VIII Individual Project:** Nine-month research and practical project with external mentors.

#### 5. Careers Guidance and Transition Support

To ensure pupils are fully prepared for their next steps, this stage focuses on structured guidance, practical preparation, and strong partnerships with parents and providers, aligning with national benchmarks and best practice standards.

- **Gatsby Benchmarks:** Interpreted for Middle Schools, including:
  - Stable careers programme.
  - Labour market information.
  - Encounters with employers and higher education.
  - Workplace experiences\*.
  - Personal guidance.
- **Interview Preparation:** For next school stage in Class VIII.
- **Parent Engagement:** Encouraging attendance at secondary school open days.

\*Workplace experiences: At age 14, Class VIII pupils are still in the early stages of career exploration. The focus is on exposure to careers and skills, not direct workplace immersion. Safety, legal, and developmental considerations mean that younger pupils are not placed in work environments apart from as a group or whole class.

#### 6. Governance & Review

Strong governance and regular evaluation ensure the careers programme remains effective, accountable, and responsive, with a dedicated team overseeing provision and partnerships.

- Careers Team includes Headteacher, Careers Lead, Class Teachers, Marketing officer and Admin & HR Manager (DSL).
- Annual review and tracking of leavers.
- Collaboration with external providers and employers.

If you have any comments or if you are a potential employer who can offer workplace visits or can be a guest speaker, please contact Tamara Allen (Administration & HR Manager) on email [schooloffice@stpaulswaldorfschool.org](mailto:schooloffice@stpaulswaldorfschool.org).

**Important websites:**

<https://www.careerpilot.org.uk>

<https://www.inspiringthefuture.org/secondary-and-colleges/>

<https://www.sciencemuseum.org.uk/learning/technicians-david-sainsbury-gallery-school-info>

<https://www.careersandenterprise.co.uk>

[https://resources.careersandenterprise.co.uk/sites/default/files/2021-11/1247%20-%20Middle%20School%20Guidance%20FAQs\\_updated%202021\\_V3.pdf](https://resources.careersandenterprise.co.uk/sites/default/files/2021-11/1247%20-%20Middle%20School%20Guidance%20FAQs_updated%202021_V3.pdf)

<https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices>

Table 1

Class Level	Activities and Subjects
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>• Children learn about different professions through their environment and interactions.</li> <li>• They act out and learn from each other in play.</li> <li>• Traditional professions are included in stories, verses, and songs, with examples reflective of the modern world.</li> <li>• Experience of growing food, baking, making, and eating is a weekly occurrence.</li> <li>• A craft program is offered, using various materials.</li> </ul>
<b>Class I - V (Lower School)</b>	<ul style="list-style-type: none"> <li>• Children learn about different professions through their environment and interactions.</li> <li>• They act out and learn from each other in play.</li> <li>• Traditional professions are included in stories, verses, and songs, with examples reflective of the modern world.</li> <li>• Experience of growing food, baking, making, and eating is a weekly occurrence.</li> <li>• The craft program continues.</li> <li>• Specialist subjects include Music, Eurythmy, Games (PE), French, British Sign Language, Land &amp; Nature (Gardening), Handwork, and Woodwork.</li> <li>• Fundraising activities start, either for charity or school trips.</li> <li>• Understanding money as part of Maths lessons.</li> </ul>
<b>Class III</b>	<ul style="list-style-type: none"> <li>• Study themes of building and farming</li> <li>• Encounter professionals like architects, plumbers, and farmers.</li> <li>• Undertake their first individual project and presentation (e.g., researching and making a shelter model).</li> </ul>
<b>Class IV</b>	<ul style="list-style-type: none"> <li>• Typically meet local historians and zoologists during outings.</li> <li>• Visit local landmarks.</li> <li>• Study an animal and make a presentation.</li> </ul>
<b>Class V</b>	<ul style="list-style-type: none"> <li>• Typically meet with an MP at Westminster.</li> <li>• Focus on a region of the British Isles, its landscape, and economy for their project.</li> <li>• Visit places of worship and landmarks.</li> <li>• Organisation of Harvest collection</li> </ul>
<b>Class V through Class VIII</b>	<ul style="list-style-type: none"> <li>• Opportunity to hear from a broad variety of professions at the school's annual careers fair.</li> <li>• Fundraising activities to support the wider community, school, class or charities enables development of skills in planning, producing, buying and selling goods.</li> <li>• Growth mindset is fostered through regular self-assessments</li> </ul>
<b>Class VI - VIII (Middle School)</b>	<ul style="list-style-type: none"> <li>• Maths, Science, and Drama are taught by specialist teachers in addition to previous specialist subjects.</li> <li>• Business Maths block is introduced, where children develop their own business.</li> <li>• Assemblies (weekly) cover the PSHE curriculum, with guest speakers from various fields. Alumni may also speak.</li> </ul>

	<ul style="list-style-type: none"> <li>• STEM subjects and professions are explored. Biographies are often part of topics. Visits to places like science fairs, colleges and museums.</li> <li>• Workplace visits may happen (e.g., to a designer like Paul Smith) as a group.</li> <li>• Visits to higher education places may happen (e.g., Central St Martin)</li> </ul>
<b>Class VI</b>	<ul style="list-style-type: none"> <li>• Study of a European country, including its economy, and present as an individual project.</li> <li>• Business Maths block is introduced, where pupils develop their own business.</li> <li>• Formal letters are written in English lessons</li> </ul>
<b>Class VII</b>	<ul style="list-style-type: none"> <li>• Project research and presentation in VII is becoming more advance. In preparation for the main one in class VIII a topic might be chosen by the pupil.</li> <li>• Writing a CV without work experience is explored, focusing on skills and strengths.</li> <li>• Residential trip is focusing on collaboration and physical challenge.</li> <li>• School and families are working together to form the next stage of their education, with talks and visits</li> </ul>
<b>Class VIII</b>	<ul style="list-style-type: none"> <li>• The individual project in Class VIII is a significant event, involving research, a practical project, and working with an external mentor. Younger children are inspired by these projects which are presented to the whole community</li> <li>• Parents are encouraged to visit secondary/upper school open days.</li> <li>• Expertise around GCSE choices is developed.</li> <li>• Preparation for interviews for next schools.</li> <li>• In the last spring term, meetings are held with the student, class teacher, head teacher, and /or Careers Advisor to discuss future education and career hopes.</li> </ul>