

**Year 7**

Focus	Measureable Outcomes	Activity	Gatsby Benchmark/CDI Framework	Monitoring/Evaluation
<p>Explore - Students become aware of their personal talents and capabilities, cultivated during their academic journey, paving the way for engaging and promising opportunities in the future.</p>	<p>Increased awareness of various career options.</p> <p>Improved understanding of personal interests and strengths.</p> <p>Familiarity with basic job market trends and industries.</p>	<p>University Trip.</p> <p>During PSHE lessons, the careers program covers:</p> <ul style="list-style-type: none"> <li>• Becoming enterprising by developing skills such as problem-solving, communication, teamwork, leadership, risk-management, and creativity.</li> <li>• Exploring a broad range of careers and the abilities and qualities required for success in each profession.</li> <li>• The significance of equality of opportunity.</li> <li>• Challenging stereotypes, broadening horizons, and identifying future career aspirations.</li> <li>• The link between personal values and career choices.</li> </ul> <p>Students will follow the Trust Careers Convergence Programme during morning tutor sessions, covering the following topics:</p> <ol style="list-style-type: none"> <li>1. Exploring careers:               <ul style="list-style-type: none"> <li>• Job possibilities, career influences, labour market trends, and sources of information.</li> </ul> </li> <li>2. Personal strengths and goals:               <ul style="list-style-type: none"> <li>• Dream job, skills, achievements, and embracing challenges.</li> </ul> </li> <li>3. Education-career connections:               <ul style="list-style-type: none"> <li>• STEAM curriculum, job types, sectors, and the purpose of work.</li> </ul> </li> </ol>	<p>1,2,3,4,5.</p>	<p>Record of achievement created on Unifrog.</p> <p>Student voice taken at key parts of the year.</p> <p>Learning walks will monitor the quality of the careers session in PSHE and during morning tutor sessions.</p> <p>Students, teachers and providers will complete surveys following key activities throughout the year.</p> <p>All students will complete the 'Future Skills Questionnaire' in September.</p>

Student will login to Unifrog platform and complete the Personality Profile and Skills Profile.

Focus	Measureable Outcomes	Activity	Gatsby Benchmark/CDI Framework	Monitoring/Evaluation
<p>Students cultivate an understanding of their potential trajectories, plotting their routes towards higher education, vocational training, apprenticeships, and other opportunities beyond their school years.</p>	<p>Exploration of specific career pathways.</p> <p>Development of short-term academic and personal goals.</p> <p>Attendance at career-related workshops or events.</p>	<p>During PSHE lessons, the careers program covers:</p> <ul style="list-style-type: none"> <li>• Challenging stereotypes and discrimination in work and pay</li> <li>• Exploring employment, self-employment, and voluntary work</li> <li>• Setting aspirational goals and overcoming limiting expectations.</li> </ul> <p>During morning tutor sessions, Year 8 students will participate in the Trust Careers Convergence Programme, focusing on the following topics:</p> <ol style="list-style-type: none"> <li>1. Discovering Careers: <ul style="list-style-type: none"> <li>• Investigating a wide range of job possibilities and career paths.</li> <li>• Understanding the impact of personal interests and skills on career choices.</li> <li>• Analysing labour market trends and sources of information.</li> </ul> </li> <li>2. Personal Development: <ul style="list-style-type: none"> <li>• Reflecting on personal strengths, interests, and achievements.</li> <li>• Setting ambitious goals and creating a plan to achieve them.</li> <li>• Building resilience and overcoming obstacles.</li> </ul> </li> <li>3. Making Connections: <ul style="list-style-type: none"> <li>• Understanding how education can shape future career opportunities.</li> </ul> </li> </ol>	<p>1,2,3,4,5.</p>	<p>Record of achievement created on Unifrog.</p> <p>Student voice taken at key parts of the year.</p> <p>Learning walks will monitor the quality of the careers session in PSHE and during morning tutor sessions.</p> <p>Students, teachers and providers will complete surveys following key activities throughout the year.</p> <p>All students will complete the 'Future Skills Questionnaire' in September.</p>

- Investigating STEAM curriculum in more depth and its relation to different job sectors.
- Understanding the purpose of work and its role in society.

Focus	Measureable Outcomes	Activity	Gatsby Benchmark/CDI Framework	Monitoring/Evaluation
<p>Students make knowledgeable decisions regarding their GCSE selections, taking into account the demands of higher education and the workforce, as well as their individual talents and abilities.</p>	<p>Informed decision-making for GCSE subject selections.</p> <p>Participation in work-shadowing or job observation opportunities.</p> <p>Engagement with guest speakers from diverse industries.</p>	<p>Severn Trent will deliver workshops to students as part of the careers program, covering key skills such as confidence building, relationship building, communication, and problem-solving. These workshops will provide students with valuable tools and techniques to help them develop essential skills for personal and professional growth.</p> <p>In PSHE lessons, students will be taught the following skills and concepts:</p> <ul style="list-style-type: none"> <li>• Identifying transferable skills, abilities, and interests that can be applied to various career paths.</li> <li>• Developing strategies to showcase personal strengths and accomplishments.</li> <li>• Exploring different types of employment and career pathways to help inform future decisions.</li> <li>• Learning techniques to manage feelings and anxieties relating to future employment.</li> <li>• Setting meaningful, realistic goals and working towards personal aspirations.</li> <li>• Investigating GCSE and post-16 options to make informed decisions about future education and career paths.</li> <li>• Developing skills for effective decision-making.</li> </ul> <p>During morning tutor sessions, Year 9 students will engage with the Trust Careers Convergence Programme, focusing on the following topics:</p> <p>1. Career Exploration:</p>	<p>1,2,3,4,5.</p>	<p>Record of achievement created on Unifrog.</p> <p>Student voice taken at key parts of the year.</p> <p>Learning walks will monitor the quality of the careers session in PSHE and during morning tutor sessions.</p> <p>Students, teachers and providers will complete surveys following key activities throughout the year.</p> <p>All students will complete the 'Future Skills Questionnaire' in September.</p>

- Discovering different job possibilities and career paths.
  - Understanding the influence of personal values and beliefs on career choices.
  - Recognizing the importance of labour market trends and sources of information.
2. Personal Strengths and Goals:
- Identifying personal strengths and areas of interest.
  - Setting personal goals and aspirations.
  - Embracing challenges and learning from failures.
3. Education-Career Connections:
- Understanding the link between education and career opportunities.
  - Learning about STEAM curriculum and how it relates to different job types.
  - Exploring different sectors and understanding the purpose of work.

Year 9 Options Evening.

**Year 10**

<b>Focus</b>	<b>Measureable Outcomes</b>	<b>Activity</b>	<b>Gatsby Benchmark/CDI Framework</b>	<b>Monitoring/Evaluation</b>
--------------	-----------------------------	-----------------	---------------------------------------	------------------------------

<p>Students can make educated decisions about their post-16 options, linking their self-knowledge to the various opportunities and routes available.</p>	<p>Improved skills in resume writing, interview techniques, and job applications.</p> <p>Participation in work experience placements.</p> <p>Attendance at higher education or apprenticeship fairs.</p>	<p>Work Experience Week.</p> <p>In PSHE lessons, students will be taught the following skills and concepts:</p> <ul style="list-style-type: none"> <li>• how to evaluate strengths and interests in relation to career development</li> <li>• about opportunities in learning and work</li> <li>• strategies for overcoming challenges or adversity</li> <li>• about responsibilities in the workplace</li> <li>• how to manage practical problems and health and safety</li> <li>• how to maintain a positive personal presence online</li> <li>• how to evaluate and build on the learning from work experience</li> </ul> <p>During morning tutor sessions, Year 10 students will engage with the Trust Careers Convergence Programme, focusing on the following topics:</p> <p>Career Development:</p> <ul style="list-style-type: none"> <li>• Building on the knowledge gained in Year 9 regarding career exploration, students will delve deeper into their chosen career paths.</li> <li>• Understanding the skills and qualifications required for various professions.</li> <li>• Learning about job-shadowing, internships, and other experiential learning opportunities.</li> </ul> <p>Developing Personal Brand and Networking:</p> <ul style="list-style-type: none"> <li>• Enhancing communication, leadership, and teamwork skills to boost personal brand.</li> <li>• Identifying and cultivating a network of mentors, peers, and professionals in fields of interest.</li> <li>• Engaging in extracurricular activities and volunteer work to broaden experiences and strengthen networks.</li> </ul>	<p>1,2,3,4,5,6,7,8.</p>	<p>Record of achievement created on Unifrog.</p> <p>Student voice taken at key parts of the year.</p> <p>Learning walks will monitor the quality of the careers session in PSHE and during morning tutor sessions.</p> <p>Students, teachers and providers will complete surveys following key activities throughout the year.</p> <p>All students will complete the 'Future Skills Questionnaire' in September.</p>
--	--	---	-------------------------	--



Further Education and Training:

- Exploring the variety of post-secondary education options, including university, college, apprenticeships, and vocational programs.
- Aligning subject choices and academic performance with desired career paths.
- Researching scholarships, grants, and financial aid opportunities to support future education.

University Visit

Ask Apprenticeship Visit

**Year 11**

Focus	Measureable Outcomes	Activity	Gatsby Benchmark/CDI Framework	Monitoring/Evaluation
-------	----------------------	----------	--------------------------------	-----------------------

<p>Students attain success in applications to post-16 institutions that support their long-term goals and further enhance their personal growth.</p>	<p>Well-informed choices for post-16 education or training options.</p> <p>Successful applications to post-16 providers that align with long-term goals.</p> <p>Development of a career action plan, incorporating future aspirations and steps to achieve them.</p>	<p>Personal Guidance Interviews</p> <p>CV Writing Workshops</p> <p>Careers Fair</p> <p>Juniper Training Visit</p> <p>Derby College Visit</p> <p>Post 16 Options Evening</p> <p>In PSHE lessons, students will be taught the following skills and concepts:</p> <ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul> <p>During morning tutor sessions, Year 11 students will engage with the Trust Careers Convergence Programme, focusing on the following topics:</p> <p>Advanced Career Planning:</p> <ul style="list-style-type: none"> <li>• Refining career aspirations based on research, experience, and personal reflection.</li> </ul>	<p>1,2,3,4,5,6,7,8</p>	<p>Record of achievement created on Unifrog.</p> <p>Student voice taken at key parts of the year.</p> <p>Learning walks will monitor the quality of the careers session in PSHE and during morning tutor sessions.</p> <p>Students, teachers and providers will complete surveys following key activities throughout the year.</p> <p>All students will complete the 'Future Skills Questionnaire' in September.</p>
--	--	---	------------------------	--

- Developing an actionable roadmap for achieving career goals, including education, training, and work experience.
- Understanding the role of networking and mentorship in career advancement.

Employability Skills and Work Experience:

- Strengthening essential employability skills, such as problem-solving, adaptability, and resilience.
- Pursuing work experience, internships, or part-time jobs in fields of interest.
- Creating a professional resume and practicing interview techniques.

Transition to Post-Secondary Education or Employment:

- Preparing for the application process, including writing personal statements and securing letters of recommendation.
- Making informed decisions about post-secondary education or entering the workforce.
- Exploring career services and resources available at schools, universities, or within the community to support long-term career success.