



Year 7 - Discover

Focus	Activity	Gatsby Benchmarks	Monitor / Evaluation
<ul style="list-style-type: none"> Identify interests and passions through self-reflection, school subjects, hobbies, and extracurricular activities. Research various careers that match those interests and passions. Consider strengths, values and lifestyle preferences when exploring career options. 	<ul style="list-style-type: none"> Take online personality and career assessments to gain insight into potential career paths. Attend career fairs or informational interviews with professionals in the field to learn more about the day-to-day responsibilities and requirements of different careers. Research job growth projections and salary ranges for different career paths to help inform decisions. Students attend BBC bitesize event understanding careers in the creative industry. 	<p>2. Learning from career and labour market information 4. Linking curriculum learning to careers 5. Encounters with employers and employees 7. Encounters with further and higher education</p>	<ul style="list-style-type: none"> Students complete the starting secondary survey on the future skills questionnaire. Results from this will enable us to plan their careers path. Following careers encounters evaluations will take place to reflect on learning. Students have an understanding of different careers Students are aware of the careers their favourite subjects could lead to. 


Year 8 - Explore

Focus	Activity	Gatsby Benchmarks	Monitor / Evaluation
<ul style="list-style-type: none"> ● Set goals and create a plan to acquire the necessary skills and knowledge for the chosen career. ● Utilise resources such as online courses, mentorship programs, internships, and volunteer opportunities to develop relevant skills. ● Participate in relevant clubs or organisations to build connections and gain experience. 	<ul style="list-style-type: none"> ● Consider enrolling in extracurricular activities or classes that align with the chosen career field, such as coding clubs or creative writing workshops. ● Create a portfolio of work to showcase relevant skills and experience. ● Students attend s4tp and work alongside employers. ● Students attend BBC bitesize event understanding careers in the creative industry. ● Attend career fairs or informational interviews with professionals in the field to learn more about the day-to-day responsibilities and requirements of different careers. 	<ol style="list-style-type: none"> 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 	<ul style="list-style-type: none"> ● Evaluate understanding of green careers following s4tp. ● Evaluate knowledge of the workplace following s4tp. ● Evaluate knowledge of next steps following post 16 and the routes available. ● Develop key areas identified in the Y7 FSG survey ● Students have an understanding of the links between careers and sustainability. ● Understand the careers available linked to specific subjects. 

Year 9 - Pathways

Focus	Activity	Gatsby Benchmarks	Monitor / Evaluation
<ul style="list-style-type: none"> ● Identify potential pathways to reach the chosen career, such as a university degree, vocational training, or an apprenticeship. ● Research the requirements, and benefits of each pathway. ● Consult with a careers advisor or mentor to determine the best pathway for the chosen career. 	<ul style="list-style-type: none"> ● Research specific universities or vocational schools that offer programs in the chosen career field. ● Research different apprenticeship programs available in the local area or through industry associations. ● Students chose options via guided pathways to support future life choices. ● Students attending BBC bitesize event are able to evaluate if that is a career route that would interest them. 	<ol style="list-style-type: none"> 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance 	<ul style="list-style-type: none"> ● Monitor the changes that happen to option subjects. ● Student feedback following FSQ. ● Students are able to select options to support future careers. ● Students understand post 16 options linked to option subjects. ● Students complete the FSQ transition from KS3 survey to identify careers knowledge. <div data-bbox="1608 898 2007 1129" data-label="Image"> </div>

Year 10 - Experience

Focus	Activity	Gatsby Benchmarks	Monitor / Evaluation
<ul style="list-style-type: none"> ● Experience Post 16 settings to understand relevant options. ● Seek out opportunities to gain hands-on experience in the chosen career field, such as job shadowing, or volunteering. ● Build a portfolio of projects or work experiences that demonstrate skills and knowledge relevant to the chosen career. ● Network with professionals in the field and seek out mentorship or guidance. 	<ul style="list-style-type: none"> ● Attend career-related events such as workshops, conferences, or seminars to gain more knowledge and experience. ● Apply for summer positions in the chosen career field. ● Consider volunteering or working part-time in a related field to gain relevant experience. ● Students attend college taster days to understand post 16 options ● Students attend mock interview day to develop interview skills & technique. 	<ol style="list-style-type: none"> 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance 	<ul style="list-style-type: none"> ● Students reflect on their experiences and confidence following mock interviews. ● Students are able to have a greater understanding of the different post 16 providers and the options available at each setting following taster day experiences. 

Year 11 - Apply

Focus	Activity	Gatsby Benchmarks	Monitor / Evaluation
<ul style="list-style-type: none"> • Apply for relevant educational programs or apprenticeships that align with the chosen career pathway. • Tailor CVs, cover letters, and job applications to highlight relevant skills and experiences. • Prepare for interviews by researching the company and practising common interview questions. 	<ul style="list-style-type: none"> • Research potential employers and tailor job applications to fit specific requirements and needs of each company. • Take advantage of career centre services at school or through professional associations to get help with CVs, cover letters, and interview skills. • Prepare for interviews by researching common questions and practising with friends or family members. 	<ol style="list-style-type: none"> 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance 	<ul style="list-style-type: none"> • Review applications to next steps for students. • Intervene with extra support for students at risk of NEET. • Ensure Y11 RAG is completed throughout to target 121 appointments with progress careers. 