

Autumn: beginning to believe

- **Creating belief:** PSHE activity: students identify their dream job and create a poster about it.
- **Parental engagement:** On students' first report card, parents provided with information about a student's chosen career path.
- **Inspiration:** Career of the term: 1x assembly with LMI*, required skills.

Spring: inspired to explore

- **Inspiration:** Career of the term: 1x assembly with LMI*, required skills.
- **Inspiration:** Careers Fair.
- **Inspiration:** Science week.
- **Embedding:** Careers quiz in registration.

Aware of the process

- **Inspiration:** Career of the term: 1x assembly with LMI*, required skills.
- **Continuous process:** Students shortlist three potential careers using Unifrog.
- **Continuous process:** Students complete the Future Skills Questionnaire to reflect on their careers learning.

Year 7

By the end of Year 7 we want students to be:

Beginning to believe in themselves:

Students start to see how their strengths and interests can link to future careers through shortlisting career paths, reflecting on dream jobs and creating beliefs so that they can have a fulfilling future.

Inspired to explore:

Students should be curious and excited about the world of work, understanding that there are many possible futures available and they are motivated to keep exploring.

Aware of the process:

Students understand that their future is supported by school, family and staff through assemblies, career reflections and by taking part in the process, they help secure their future.

Knowledge	Students gain the knowledge of activities undertaken in a particular career with LMI*. Parents gain knowledge of students' future goals.
Skills	Students learn how to articulate their future goals and share these with staff and their parents.
Understanding	Students gain an insight into skills that they will be required to develop in order to access their future career and are able to connect them.

Knowledge	Students gain the knowledge of activities undertaken in a particular career with LMI*. Students know the range of careers available to them from the careers fair.
Skills	Students develop the ability to engage with local employers and Higher Education providers, ask relevant questions and record responses.
Understanding	Students develop an understanding of the range of roles within different sectors and how they interact.

Knowledge	Students gain further insight into a particular career with LMI* and how they might best go about preparing for this career.
Skills	Students develop skills in the use of Unifrog as a platform to record their achievements and explore potential careers. They also have the opportunity to reflect.
Understanding	Students understand how the careers programme has brought on their awareness of careers and reflect on its efficacy to drive improvement.

*Labour Market Information: facts about local, regional or national current and future job trends.

Autumn: Developing self-knowledge

- **Embedding:** Unifrog session in computer rooms in which students take the interests profile to explore how strengths lead to different careers.
- **Inspiration:** Unifrog big 10 activity to identify strengths and link to careers.
- **Inspiration:** Career of the term with an assembly on LMI* and skills.

Spring: Expanding targets through exploration

- **Inspiration:** Careers Fair.
- **Inspiration:** Science week.
- **Embedding:** Careers quiz in registration.
- **Inspiration:** Career of the term with an assembly on LMI* and skills.
- **Embedding:** 'Careers Curiosity Wall'. Each half term students are challenged to submit one contribution – a post-it or printed response to a careers question.

Summer: Fully embedded in careers thinking

- **Inspiration:** Career of the term: 1x assembly with LMI*, required skills.
- **Continuous process:** Students shortlist three potential careers using Unifrog.

Year 8

Knowledge	Students develop an awareness of their own skills and knowledge and are able to link this to potential careers.
Skills	Students can demonstrate an ability to link their learning in lessons and extra-curricular activities to future goals through completing tasks on Unifrog.
Understanding	Students gain an insight into skills that they will be required to develop in order to access their future career and are able to connect them.

Knowledge	Students know the range of careers available to them from the careers fair. Students' awareness of various careers is broadened by curiosity wall.
Skills	Students develop the ability to engage with local employers and Higher Education providers, ask relevant questions and record responses as well as research skills for potential careers.
Understanding	Students understand how soft skills like communication or resilience apply to workplace success.

Knowledge	Students gain further insight into a particular career with LMI* and how they might best go about preparing for this career
Skills	Students develop skills in the use of Unifrog as a platform to record their achievements and explore potential careers.
Understanding	Students are able to recognise how their personal strengths align with certain careers and make reflective choices about relevant careers.

By the end of Year 8 we want students to be:

🕒 Developing self-knowledge:

Students can talk about their interests, strengths and how these connect to different careers by refining their careers shortlist.

🕒 Expanding targets through exploration:

Students have broadened their awareness of what's possible and are more willing to consider unfamiliar or unexpected paths while being aware that they don't have all the answers yet.

🕒 Fully embedded in careers thinking:

Students should understand that every subject and experience can link to future careers. Through exposure to careers-related discussions and activities, students see that careers education is part of everyday learning.

*Labour Market Information: facts about local, regional or national current and future job trends.

Autumn: Seeing yourself in the future

Embedding: Unifrog session in computer rooms in which students take the skills profile to explore how strengths lead to different careers.
Inspiration: Unifrog Big 10 activity to identify strengths and link to careers.
Inspiration: Career of the term with an assembly on LMI* and skills.
Inspiration: Subjects to pathways PSHE session where students explore pathways to careers based on options choices.

Spring: Making informed choices

- **Inspiration:** Career of the term: assembly with LMI*, required skills.
- **Inspiration:** Careers Fair.
- **Inspiration:** Science week.
- **Embedding:** Careers quiz in registration.
- **Enrichment:** A Further Education focused assembly promoting A-levels, diplomas and apprenticeships.

Summer: Taking ownership of career thinking

- **Inspiration:** Career of the term: assembly with LMI*, required skills.
- **Continuous process:** Students shortlist three potential careers using Unifrog.
- **Parental engagement:** Students create a visual job tree on their family's and create a 'Future Me' branch to their planning how their GCSE options will align with this.
- **Continuous process:** Students complete the Future Skills Questionnaire.

Year 9

Knowledge	Awareness of different career pathways for post-14 options and basic labour market information, and how it relates to careers opportunities.
Skills	Self-assessment and reflection on strengths and interests and decision-making based on skills profiles.
Understanding	Students develop and understanding of how individual strengths and subject preferences the importance of making informed choices to support careers goals.

Knowledge	Students gain information about a range of careers and required skills through assemblies and events with an awareness of different post-16 routes.
Skills	Active engagement and questioning during events like the careers fair. Critical thinking when comparing education and training pathways.
Understanding	Students develop an understanding of how different Further Education pathways align with individual aspirations and the relevance of subject areas.

Knowledge	Awareness of a range of career options through continued exposure and knowledge of how GCSE options influence future pathways.
Skills	Career research and digital navigation using Unifrog. Goal-setting and planning linked to personal goals. Reflective thinking through FSQ.
Understanding	Students understand the importance of personal agency in careers planning and a growing sense of ownership over their individual journey.

By the end of Year 9 we want students to be:

☞ Seeing themselves in the future:

Students begin to visualise their place in the world of work by mapping family career journeys and exploring real-world roles through Unifrog and the Careers Fair.

☞ Taking ownership of their career thinking:

Students begin to reflect on their progress in careers education. They've updated their skills profile, shortlisted careers and had conversations about post-16 routes, allowing them to reflect on their personal development.

☞ Making informed choices:

Students understand how their subject choices can influence future opportunities through structured guidance and PSHE activities.

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Autumn: Strengthening belief of own potential

- **Embedding:** Unifrog session in computer rooms in which students take the skills profile to explore how strengths lead to different careers.
- **Inspiration:** Unifrog Big 10 activity to identify strengths and link to careers.
- **Responsibility of everyone:** A slide at the end of a lesson every fortnight on the relevance of the lesson's focus and link to a career with LMI*.

Spring: Aware of post-16 pathways

- **Inspiration:** Careers Fair.
- **Inspiration:** Science week.
- **Embedding:** Careers quiz in registration.
- **Embedding:** Adding a skill to Unifrog profile.
- **Creating belief:** Meetings with Deputy Head of Sixth Form to identify post-16 pathways.
- **Responsibility of everyone:** End of lesson slides.

Summer: Engaged in ongoing career planning

- Think about work experience.
- **Inspiration:** Career of the term: assembly with LMI*, required skills.
- **Continuous process:** Students shortlist three potential careers using Unifrog.

Year 10

Knowledge	Deeper awareness of employability skills and personal strengths with continued exposure to labour market information.
Skills	Self-assessment through profiling tools and reflective activities and career research using digital platforms.
Understanding	Students gain an understanding of the value of every subject in building transferable skills for the workplace and how LMI* can inform realistic careers planning.

Knowledge	Information about post-16 options (e.g. A-levels, BTECs, apprenticeships). Ongoing understanding of how subject content relates to real-world jobs.
Skills	Career exploration and networking during the Careers Fair and self-reflection through updating personal skill profiles.
Understanding	Understanding of how personal strengths, interests and preferences inform post-16 decisions and the range of available education and training routes and how they align with career goals.

Knowledge	Continued exposure to a range of career options through regular career spotlights. Deeper understanding of specific careers, required qualifications, and skills.
Skills	Independent research and career comparison. Reflective thinking when shortlisting potential career options.
Understanding	The importance of proactive and ongoing career planning. How to align personal aspirations with career opportunities and pathways.

By the end of Year 10 we want students to be:

🕒 **Strengthened in their belief of their potential:** Students' understanding of the link between their interests, strengths and experiences is strengthened and can lead to a meaningful career.

🕒 **Aware of post-16 pathways:**

Students know what options are available after Year 11 and which might suit them with guidance interviews, pathway meetings and exposure to sixth form and college environments.

🕒 **Engaged in ongoing career planning:**

Students are actively refining their careers ideas through adding skills to Unifrog and targeted activities like university visits and HPQ workshops.

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Year 11

Autumn: Confident about next steps

- **Embedding:** Unifrog session in computer rooms in which students take the work environments profile quiz.
- **Inspiration:** Unifrog big 10 activity to identify strengths and link to careers.
- **Creating belief:** Meeting with Head of Sixth Form to finalise post-16 pathways.

Spring: Equipped with a clear sense of purpose and excited for the future

- **Inspiration:** Careers Fair.
- **Inspiration:** Science week.
- **Embedding:** Creating a CV.
- **Creating belief:** Meetings with Head of Sixth Form to identify post-16 pathways.

By the end of Year 11 we want students to be:

🎯 **Confident about next steps:**

Students' awareness of their next step should be secure based on regular informal and formal interviews and the wide range of possibilities for next steps that have been discussed.

🎯 **Equipped with a clear sense of purpose and excited for the future:**

Students are clear on the pathways that they want to take after Year 11 and what they grades will need to secure in their exams in order to achieve this. Students are enthused about their next steps and how they will help them reach their chosen career.

Knowledge	Students gain an insight into the different types of work environments and the jobs that fit into them as well as key strengths that employers look for.
Skills	Students will be able to identify their personal strengths and preferences and match their strengths and interests to career paths.
Understanding	Students will be aware that their unique strengths and preferences guide their career choices and that different routes can lead to success.

Knowledge	Students will know the range of careers available across different sectors, what a CV is and what employers expect to see.
Skills	Creating a basic CV using their own experience and strengths. They are able to ask questions and gather useful information from employers.
Understanding	Students will grasp that exploring different industries helps them make more informed choices and that they are responsible for presenting themselves well and planning ahead.

Autumn: Armed with powerful co-curricular experiences

- **Embedding:** University, careers and employability sessions.
- **Enrichment:** Programme of summer school opportunities provided with information event.
- **Enrichment:** Exeter Scholars.
- **Inspiration:** Visit to Exeter University.
- **Parental engagement:** Information evening.
- **Creating belief:** Meeting Deputy Head of Sixth Form to identify post-18 steps.

Spring: Believing in the possibility of greatness

- **Embedding:** University, careers and employability sessions.
- **Enrichment:** Programme of summer school opportunities, provided with support offered.
- **Enrichment:** Exeter Scholars.
- **Parental engagement:** Post-18 information evening.
- **Inspiration:** Careers Fair.
- **Inspiration:** Science week.

Summer: Embracing the realities of working life

- **Embedding:** University, careers and employability sessions.
- **Enrichment:** Exeter Scholars.
- **Inspiration:** London trip with workplace visit.
- **Inspiration:** 1 week work experience.

Year 12

By the end of Year 12 we want students to be:

③ **Armed with powerful co-curricular experiences:**

Students' future applications for university or apprenticeships should be supplemented with a range of enrichment experiences they have received as part of the careers programme.

③ **Believing in the possibility of greatness:**

Students' experiences in this term are geared around nurturing the belief that students should aim high in terms of their careers and genuinely believe that these goals are attainable.

③ **Embracing the realities of working life:**

Through work experience opportunities, students should gain an insight into what a full-time job is like and the steps that they are required to take in order to secure this.

Knowledge	A full knowledge of the range of post-18 options available. What summer schools and widening participation programmes offer and what different universities are like.	Knowledge	An awareness of what a wide range of post-18 routes involve. What top employers look for in applicants. How summer schools can strengthen applications.	Knowledge	Students will develop knowledge of what real workplaces are like: expectations, environments and routines. The skills and behaviours employers value.
Skills	To articulate plans in a 1:1 meeting and engage confidently in university-style experiences.	Skills	To take initiative in applying for summer schools or academic enrichment opportunities. To engage meaningfully with employers and universities.	Skills	Conduct themselves professionally in a real-world setting and network with successful professionals. Apply insights from workplace visits to refine their plans.
Understanding	Students will grasp that real-world experiences help them make informed post-18 decisions and that planning their future is a personal journey.	Understanding	Students will see that excellence is possible with planning, commitment and confidence and that outreach programmes are stepping stones.	Understanding	Students will understand the differences between working life and school and that real experience helps them make informed decisions about their future.

Autumn: Confident about next steps

- **Embedding:** University, careers and employability sessions.
- **Enrichment:** Visit from representatives of the University of Bath.
- **Creating belief:** Meet Head of Sixth Form to finalise post-18 steps.

Spring: Aware of the support we offer

- **Embedding:** University, careers and employability sessions.
- information evening.
- **Inspiration:** Careers Fair.
- **Inspiration:** Science week.
- **Creating belief:** Meet Head of Sixth Form to finalise post-18 steps.

Spring: Ready to contribute to the future of the careers programme

- **Continuous process:** Leavers are encouraged to join us at careers events through 'The Spires College Alumni' LinkedIn page.
- **Continuous process:** Students can sign up during Y13 registration to opt-in to future visits.

Year 13

Knowledge	The key details of post-18 options such as university courses, apprenticeships and gap years. What their next steps involve and how to access support.
Skills	To refine choices and complete applications. Make informed decisions through 1:1 discussions and gather insights from university visits.
Understanding	Students will know that they are in control of their future and are supported in taking the next step and that their decisions have an impact.

Knowledge	The range of support that we offer to help with next steps. What employers and universities are looking for in applications and growing careers, particularly in STEM.
Skills	To prepare for university by doing further reading and co-curricular study. Ask relevant questions to employers and universities at the careers fair.
Understanding	Students will know that they are not on their own. Trusted adults and resources are available to guide them.

Knowledge	How to stay connected with the College after leaving through the Alumni network.
Skills	Sign up for future involvement (e.g. events, talks, mentoring) through LinkedIn or tutor time.
Understanding	That their career journey doesn't end with school, and they can continue to give back and grow through the network.

By the end of Year 13 we want students to be:

☞ Confident about their next steps:

Students should be ready to approach university study, training, apprenticeships or their working life with a clear understanding of success criteria for their future.

☞ Aware of the support that we can offer:

Students should know that as a careers team we would be happy to offer any guidance in future should they need it, in line with the college's aspiration to treat careers education as a continuous process.

☞ Ready to contribute to the future of the careers programme:

Students should be enthusiastic about joining the careers team at careers events and appearing in 'alumni-spotlight' features to help inspire the next generation of professionals.