**The King's C of E Academy Careers Programme 2024-2025 – Discover → Explore → Pathways → Experience → Apply → Destination**

| **By the end of KS3** | | |
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| Students will be able to: <ul><li>A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.</li><li>A better understanding of the full range of 14-19 opportunities for progression</li><li>An understanding of some of the qualities, attitudes and skills needed for employability.</li><li>Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.</li><li>Received appropriate advice and guidance on Key Stage 4 options.</li></ul> | Students will have developed the following skills: | |
| | Time management | <ul><li>be properly equipped at all times, plan to complete a task.</li><li>be able to prioritise different tasks based on importance.</li><li>stay on task, seek extension tasks</li></ul> |
| | Communication | <ul><li>be aware of the strengths and weaknesses of different media and styles of communication.</li><li>explore SLRW appropriately in different forms and for different audiences.</li><li>present yourself appropriately in person and when communicating in writing</li></ul> |
| | Resilience | <ul><li>identify when you have made a mistake and take steps to correct it.</li><li>use support from resources, peers and adults as appropriate.</li><li>behave well when facing difficulties.</li></ul> |
| | Self-awareness | <ul><li>identify qualities in others that lead to success.</li><li>know how your thoughts and feelings affect your behaviour.</li><li>be able to list your key strengths and areas for development</li></ul> |
| | Integrity | <ul><li>be honest in what you do and say.</li><li>treat peers and adults respectfully.</li><li>complete tasks to a high standard.</li></ul> |
| | Positivity | <ul><li>apply yourself well in all opportunities for learning.</li><li>encourage peers and recognise success.</li><li>pursue different extra-curricular activities.</li></ul> |
| | Problem Solving | <ul><li>identify a problem and suggest a solution.</li><li>identify resources and support to help you solve the problem.</li><li>implement a solution, rate its success and say how you would improve next time.</li></ul> |
| | Teamwork | <ul><li>take account of the feelings of others when speaking and listening in a group.</li><li>understand that a team includes different roles.</li><li>be able to compromise with others in a group with support.</li></ul> |
| | Self-Confidence | <ul><li>understand what a skill set is and what your skill set includes.</li><li>understand that feedback is critical to development.</li><li>understand what your comfort zone is.</li></ul> |

| Year 7 Discover | | | | |
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| **Careers Focus** | **Measurable Outcomes** | **Activities** | **Gatsby Benchmarks** | **Monitoring and Evaluation** |
| Students are aware of the top 10 employability skills and how these will develop to lead to exciting future opportunities. | • All students can define job categories.<br>• All students understand how their careers education will develop their skills over time.<br>• All students to be aware of the different pathways available post 16/18.<br>• 80% of students will understand the term LMI and key LMI indicators to consider and how to articulate this.<br>• Vast majority of students are able to articulate at least 4/10 employability skills. | • Introduction to Unifrog and exploration of careers and skills linked to careers.<br>• Students to experience encounters from employers in each curriculum area.<br>• Students to encounter one post 16 provider.<br>• Activities in form time to provide focus on LMI and use of NCS to help understand local, national and international employers.<br>• Students to take part in STEM careers activities.<br>• Students to attend careers fair. | 1, 3, 4, 5, 7, 8 | • RSHE to focus in first term on completion of Unifrog introduction and completion of FSQ – AW and EN to monitor.<br>• Careers champions to submit to AW a planned encounter – Staff members to complete evaluations after events and AW to monitor impact and collect student voice.<br>• Unifrog used to monitor activities completed – AW and LL to monitor usage on Unifrog.<br>• Drop ins will show use of world of work activities.<br>• Student voice will show 80% of students can articulate the term LMI and where to find information surrounding LMI.<br>• AW to collect student voice on STEM events. |

| Year 8 Explore | | | | |
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| **Careers Focus** | **Measurable Outcomes** | **Activities** | **Gatsby Benchmarks** | **Monitoring and Evaluation** |
| Students to develop and awareness of future pathways into employment and how these link to education and their own future learning journey. | • Students can articulate a variety of different post 16 providers, including apprenticeships, T-Levels, A-Levels, vocational qualifications, and university.<br>• Students are able to understand that employment opportunities may be in unfamiliar sectors.<br>• Students will make links between their education and the careers opportunities this will open up. | • Introduction to Unifrog and completion of FSQ.<br>• Students to experience encounters from employers in each curriculum area.<br>• Students to encounter one post 16 provider.<br>• Students to experience careers within the curriculum, linking to the employer competencies.<br>• Students to take part in STEM exploration activities with careers focus.<br>• Students to attend careers fair. | 1, 3, 4, 5, 7, 8 | • AW to monitor and evaluate FSQ and Unifrog questionnaires.<br>• HUB leaders to submit to AW planned encounter – Staff members to complete evaluations after events and AW to monitor impact.<br>• Unifrog used to monitor activities completed – AW and LL to monitor usage on Unifrog.<br>• Drop ins will show use of world of work activities.<br>• Student voice will show an understanding of how skills relate to a wide variety of careers.<br>• Students will produce a STEM project based upon AI and present this during annual science fair – judged by SLT and guest judge from AI specialism. |

| Year 9 Pathways | | | | |
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| **Careers Focus** | **Measurable Outcomes** | **Activities** | **Gatsby Benchmarks** | **Monitoring and Evaluation** |
| Students make informed decisions on their KS4 options based upon sound knowledge of Further Education and Industry requirements, linking these to their own strengths. | <ul><li>Students to know the difference between different post 16 providers.</li><li>Students to make informed decisions on their options and know how these relate to their future pathways.</li><li>Students to have meaningful encounters with a variety of professionals across their curriculum.</li></ul> | <ul><li>Students to use Unifrog to explore a variety of career pathways and the qualifications needed for chosen careers.</li><li>Students to complete FSQ's.</li><li>Students to experience encounters from employers in each curriculum area.</li><li>Students to attend options evening with attendance from a variety of post 16 providers present.</li><li>Students have access to Careers Club to access impartial advice on making option choices.</li><li>Students to complete "Keep the cash" to link real world to skills developing throughout school.</li><li>Students to attend careers fair.</li></ul> | 1, 2, 3, 4, 5, 6 | <ul><li>AW to monitor and evaluate FSQ and Unifrog questionnaires.</li><li>Student voice will show at least 80% of students know what different post 16 providers offer and how this relates to their options.</li><li>HUB leaders to submit to AW planned encounter – Staff members to complete evaluations after events and AW to monitor impact.</li><li>Unifrog used to monitor activities completed – AW and LL to monitor usage on Unifrog.</li><li>Drop ins will show use of world of work activities.</li></ul> |

## By the end of KS4

| Students will be able to: | Students will have developed the following skills: | |
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| <ul><li>Enhanced their self-knowledge, career management and employability skills</li><li>Used ICT software and other sources of advice to investigate and explore future choices and progression routes</li><li>Experienced the World of Work through a work placement</li><li>Been given direct access to employers, colleges and training providers</li><li>Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.</li><li>Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview</li><li>Produce a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves</li></ul> | **Time management** | <ul><li>plan an extended activity, identify equipment needed.</li><li>prioritise similar tasks based on importance and length.</li><li>complete tasks independently, identify and complete extension learning.</li></ul> |
| | **Communication** | <ul><li>understand how to communicate professionally using different media.</li><li>SLRW appropriately in different forms for a professional audience.</li><li>present myself in a professional manner in writing, face-to-face and on social media.</li></ul> |
| | **Resilience** | <ul><li>consistently check work for errors/ development opportunities.</li><li>consistently identify and use appropriate support from resources, peers and adults.</li><li>stay focused on success when facing difficulties.</li></ul> |
| | **Self-awareness** | <ul><li>emulate qualities shown by others to improve your effectiveness.</li><li>know how your thoughts and feelings affect your effectiveness.</li><li>understand your strengths and weaknesses and their impact on your success.</li></ul> |
| | **Integrity** | <ul><li>understand the personal benefits of honesty; be honest in what you think, say and do.</li><li>interact appropriately with people in different roles - be supportive and encouraging to peers, respectful and polite to adults.</li><li>complete work independently, stretch yourself</li></ul> |
| | **Positivity** | <ul><li>seek opportunities to develop skills, knowledge and understanding.</li><li>understand the benefits of actively encouraging and supporting those around you.</li><li>consistently stretch yourself by trying a broad range of new activities in and outside formal education.</li></ul> |
| | **Problem Solving** | <ul><li>analyse a problem and identify a range of possible solutions.</li><li>identify resources and support necessary to solve the problem and rank importance.</li></ul> |

| | | • implement a solution, evaluate its success and feed your findings into future plans. |
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| | Teamwork | • adapt contributions to prioritise the success of a group. |
| | | • successfully contribute to the success of a group in a range of roles. |
| | | • be able to agree and disagree with others' decisions constructively. |
| | Self-Confidence | • actively seek to improve your skill set based on performance data. |
| | | • evaluate feedback from others and decide what can improve your performance. |
| | | • take opportunities to work beyond my comfort zone to improve my skill set. |

| Year 10 Experience | | | | |
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| **Careers Focus** | **Measurable Outcomes** | **Activities** | **Gatsby Benchmarks** | **Monitoring and Evaluation** |
| Students to experience the world of work and develop an acute awareness of their own personal skills and how these link to post 16 options. | • 80% of students to access work experience – leading to 100% in 2025/26.<br>• Students to feel confident in making post 16 choices. | • Students to complete FSQs.<br>• Students to explore Unifrog careers to find potential work experience placements.<br>• Students to experience encounters from employers in each curriculum area.<br>• Students have access to Careers Club to access support on gaining work experience placements.<br>• Students to encounter a post 16 provider.<br>• Students to encounter mock interview day.<br>• Potential NEETs identified – early intervention to take place and to include support in post 16 education visits.<br>• Students to attend careers fair. | 1, 2, 3, 4, 5, 6, 7 | • AW to monitor work experience placements – AW and LL to contact previous placement to create bank of placements to support students.<br>• Student voice will show at least 80% of students know what different post 16 providers offer and how this relates to their options.<br>• HUB leaders to submit to AW planned encounter – Staff members to complete evaluations after events and AW to monitor impact.<br>• Unifrog used to monitor activities completed – AW and LL to monitor usage on Unifrog.<br>• Drop ins will show use of world of work activities. |

## Year 11 Apply

| Careers Focus | Measurable Outcomes | Activities | Gatsby Benchmarks | Monitoring and Evaluation |
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| Students are successful in applications to post 16 provisions which will support and develop their long-term ambitions. | <ul><li>100% of students to leave the academy with a secure post 16 placement.</li><li>No students leave NEET</li><li>Students to have a portfolio to showcase top 10 employer competency skills.</li><li>All students to have met or visited at least 2 post 16 providers.</li></ul> | <ul><li>Form time business sessions to focus on applications to post 16 providers.</li><li>100% of students to meet with independent careers advisor – RONI students to meet at least 2-3 times with entrust careers advisor. SEND students to have extra support from TA (if required).</li><li>Students to undergo CV writing workshop and create CV on Unifrog.</li><li>Students to have post 16 provision RSHE lessons to understand choices and monitor well-being on making choices.</li><li>Taster sessions for a variety of post 16 courses –</li></ul> | 1, 2, 3, 4, 5, 7, 8 | <ul><li>AW to conduct form time drop ins to support Y11 destinations and provide students 1-2-1 support on applications. 100% of SEND or vulnerable students to have applications accepted before exams.</li><li>All careers interviews recorded onto Unifrog – any need interventions to be flagged and recorded on spreadsheet.</li><li>AW to conduct RSHE feedback and plan intervention for those who need further support.</li><li>Form tutors to mark and feedback on quality of CV and record data on CVs.</li><li>AW and LL to monitor students signing up for taster sessions.</li></ul> |

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| | | students to attend at least 1 taster.<br>• Students to attend careers fair. | | |

| **By the end of KS5** | | |
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| Students will be able to: | Students will have developed the following skills: | |
| | Time management | • plan an extended project over multiple days.<br>• importance, length, and resource.<br>• identify and complete tasks independently to work towards long term goals. |
| | Communication | • communicate effectively, face-to-face, in writing  and on social media, with different professional audiences.<br>• adapt SLRW appropriately in different forms for a wide range of professional audiences.<br>• conceptualise and begin to establish a 'personal brand' using CV, social media. |
| | Resilience | • habitually check for errors and development opportunities in all aspects of life.<br>• habitually use and evaluate support from a range of resources, peers and adults.<br>• achieve success while learning from difficulties. |
| | Self-awareness | • seek out, emulate and improve on qualities shown by a range of others in every day life to improve your effectiveness.<br>• manage time and activity to ensure that you are effective professionally.<br>• independently identify and complete learning and training opportunities to improve your effectiveness. |
| | Integrity | • identify opportunities to work for the benefit of others.<br>• actively seek to improve the way you interact with others. |

| | | • complete work independently and identify resources and methods to improve continuously. |
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| | Positivity | • habitually monitor skills, knowledge and understanding, evaluate and seek opportunities to improve.<br>• habitually support/mentor/encourage peers in all aspects of life.<br>• manage time spent at work, rest and play to ensure aims are met. |
| | Problem Solving | • regularly analyse problems in work and leisure time and identify solutions.<br>• regularly access a range of resources and support that help you overcome day to day problems.<br>• regularly implement solutions, evaluate their success, and use feedback to inform future plans. |
| | Teamwork | • work cooperatively in groups of different sizes and types to achieve success.<br>• fill a range of roles to contribute to groups of different sizes and types.<br>• contribute and respond to others' contributions in a group to actively manage disputes |
| | Self-Confidence | • consistently use performance data to direct your development.<br>• consistently use feedback from others to direct your development.<br>• consistently stretch myself to work beyond my comfort zone and improve my skill set. |

| Year 12 and 13 Destination | | | | |
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| **Careers Focus** | **Measurable Outcomes** | **Activities** | **Gatsby Benchmarks** | **Monitoring and Evaluation** |
| Students successful in their post 18 applications that support their lifelong ambitions and destinations. | • 100% of students to secure appropriate post 18 provision.<br>• 100% of students to experience a variety of post 18 options.<br>• 100% of students to leave with a full and varied CV focused on the employability skills.<br>• 100% of students to access independent careers advice through changing education. | • Workshops on completing UCAS applications or job applications.<br>• Workshops from student finance, student accommodation and student life.<br>• Career ready programme to run through Y12-13.<br>• Life skills workshops (cooking, first aid, mental health, driving experience and finance) with VTQ completed.<br>• Linked In workshop with CEC enterprise advisor.<br>• University master classes and visits.<br>• Employer visits.<br>• Work experience/internships.<br>• Students to attend careers interviews.<br>• Students to attend careers fair. | 1, 2, 3, 4, 5, 7, 8 | • SW to support students in uploading experiences to unifrog locker and track experiences on unifrog/calendar.<br>• Student voice to show destination data is in place.<br>• AW to conduct student voice to support any further support on post 18 choices after workshops.<br>• AW to conduct CV checks to support students.<br>• AW to conduct form time drop ins to support Y12/13 destinations and provide students 1-2-1 support on applications. 100% of SEND or vulnerable students to have applications accepted before exams.<br>• All careers interviews recorded onto Unifrog – any need interventions to be flagged and recorded on spreadsheet.<br>• AW to support students developing their linked in profiles and support developing our Alumni profile. |