

Careers Education,  
Information and Guidance  
(CEIAG) and Employability  
Policy

Version 4a

**This policy applies to NCLT Secondary Schools –  
Years 7-13**

**DINNINGTON  
HIGH SCHOOL** 



**Wingfield Academy**



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## 1.0 INTRODUCTION AND STATUTORY GUIDANCE

1.1 The Government's Careers Strategy [2017] sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. The most recent DfE statutory guidance [2023], updated (2025) expands on the aims set out in the guidance to make sure that all young people in secondary school receive a programme of advice and guidance that is:

- Stable
- Structured
- Delivered by individuals with the right skills and experience.

1.2 To achieve this aim, the guidance sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks [2014], updated (2025) to develop and improve their careers provision. In accordance with the eight Gatsby benchmarks and the Careers Development Framework. The Gatsby Benchmarks are:

### 1.3 Benchmark 1: A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents/carers, teachers, governors and employers and other agencies.

### 1.4 Benchmark 2: Learning from career and labour market information

All students and parents should have access to high-quality information about future study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents / carers may require different or additional information. They will need the support of an informed adviser to make best use of available information.

### 1.5 Benchmark 3: Addressing the needs of each young person

Students have different careers guidance needs at different stages. Careers programme should help students navigate their concerns about any barriers to career progression. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality (SEND) embedded in the school's careers programme.

### 1.6 Benchmark 4: Linking curriculum learning to careers

All teachers link curriculum learning with careers. Subject teachers should highlight the progression routes for their subjects and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

### 1.7 Benchmark 5: Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

### 1.8 Benchmark 6: Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

### 1.9 Benchmark 7: Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes academic, technical and vocational routes and learning in schools, colleges, universities and the workplace.

#### 1.10 Benchmark 8: Personal guidance

Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. The Careers leader should work closely with the career's advisor, SENDCo and other key staff to ensure personal guidance is effective and embedded.

#### 1.11 The CDI Careers Development Framework identifies the six career development skills that people need to have positive careers. The six career development skills are:

- Grow throughout life - Grow throughout life by learning and reflecting on yourself, your background, and your strengths.
- Explore possibilities - Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- Manage career - Manage your careers actively, make the most of opportunities and learn from setbacks.
- Create opportunities - Create opportunities by being proactive and building positive relationships with others.
- Balance work and life - Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- See the big picture - See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

## 2.0 VISION

2.1 NCLT is wholeheartedly committed to supporting our learners to develop into responsible, respectful, model citizens, making a positive contribution to society. Social mobility matters both in terms of people and in delivering economic growth. The world economy is changing, and it is through education, skills and training from childhood into adulthood that we will make sure no one is left behind.

2.2 We at NCLT want to ensure that our young people are provided with the opportunities to enhance their life skills which will not only increase educational success but will support them to go as far as their talents and aspirations will take them.

2.3 At NCLT we are committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in Years 7-13 that will inspire and motivate them from an early age. We will support our students in making well informed choices about subjects and careers for their future.

2.4 This is primarily achieved through our careers programme, which is delivered to all pupils from Year 7 to 13. This programme encourages young people to develop the knowledge, skills, resilience, confidence and independence they need to make reasoned and informed decisions about their next steps. This helps them maximise their potential, supporting them in successfully transitioning into

higher education or an aspirational alternative.

2.5 We are committed to implementing a careers programme that:

- Empowers learners to make informed and realistic decisions about their futures at key transition points in learning and work.
- Inspires and motivates learners to fulfil their potential.
- Explores different careers available to raise learners' aspirations, broaden their horizons and accumulate the cultural capital, knowledge, behaviours, and skills that a learner can draw upon to be successful in society.
- Enriches learners' experience by providing multiple opportunities to learn from employers about work, employment and the skills that are valued in workplaces.
- Enables access to up-to-date labour market information (LMI) to ensure learners are aware of growth sectors in the economy and opportunities for employment, to encourage social mobility.
- Overcomes stereotypes to help learners explore all career opportunities available to them.
- Develops learners' personal financial capability.
- Provides learners with high quality independent and impartial careers advice and guidance which is in their best interests.
- Tracks and supports learners post-NCLT as/when required/appropriate.

### 3.0 INTENT

3.1 NCLT's Careers Education and Guidance policy is delivered with the following intent:

- To guarantee experiences of the workplace for every young person by the end of KS4 and a further meaningful experience by the end of KS5
- To ensure that all students experience high quality careers interactions during their time at NCLT institutions
- To contribute to strategies for raising achievement, especially by increasing motivation and aspiration from an early age
- To ensure that 100% of students identify progression routes and next steps in their education and/or training
- To give students opportunities to experience Science, Technology, Engineering and Maths input from professionals in their field in order to inform long term career decisions
- To prepare all students (including SEND) for independence, or supported independence, to equip these young people for further study
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including higher education and further education.
- To develop enterprise and employment skills in order to prepare students for life- long learning
- To reduce drop out from and course switching in education and training
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations

3.2 Parents and careers will know about the careers programme and what it will cover, what resources are available to them and how they can access support

3.3 All learners will have the opportunity to:

- Meet college representatives and apprenticeship providers at parents' evenings.

- Engage in a range of activities during National Apprenticeship week and National Careers week.
- Experience employer/alumni-led assemblies.
- Access quality, impartial, differentiated personal guidance interviews with our trained careers adviser

## 4.0 STUDENT STATEMENT OF ENTITLEMENT

4.1 As a student of NCLT you are entitled to receive a programme of careers education, advice, information and guidance.

4.2 Your CEIAG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious choices about courses and jobs.
- Develop a plan for the future.
- Understand the different routes after Y11 / Y13 including academic and technical routes, vocational training, apprenticeships, further and higher education and jobs.
- Provide high quality CVs for job applications.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

4.3 You will receive:

- Bespoke careers lessons via the PSHE curriculum
- Drop down day activities linked to employers and providers
- Help with CVs and interview skills to prepare you for the world of work.
- Access to the careers section in the academy library – information is available in books, leaflets and on a computer – ask for help.
- Interviews with the Careers Advisor.
- Other subject lessons linked to careers.
- Access to the UniFrog Careers platform

4.4 You can expect to be:

- Treated equally with others.
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the academy who are part of the careers programme.
- Given extra help if you have additional needs.
- Given mentoring and support for those who need it most and at risk of becoming NEET to help build the confidence and character needed to ensure a successful career.

## 5.0 STUDENT ACCESS TO CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE

5.1 Everyone has a role to play in our Careers delivery. It is a vital element driven by careers 'champions' across our Academies curriculum. Personal Social Health and Economic Education (PSHE) contribute significantly to the distinct delivery of Careers lessons and our Careers programme (Appendix A).

5.2 Students in:

- Year 7, 8 and 9 will receive 1 hour per week discreet PSHE/Career's across all 3 secondary schools
- Year 10 and Y11:
  1. WFA:
    - Y10: Planned immersion day ½ termly
    - Y11: Series of planned immersion days throughout the year
  2. DHS:
    - Y10: 1 lesson every 4 weeks
    - Y11: 1 lesson every 4 weeks
  3. BA:
    - Y10: 1 lesson every other week
    - Y11: 1 lesson every other week
  4. There will be a series of immersion days and tutor sessions focussed on careers throughout Y10 / Y11
- Year 12 – 1 hour per week – tutorial programme / personal guidance
- Year 13 – 1 Hour per week – tutorial programme /Personal guidance

5.3 All PSHE lessons will be delivered by a core team. Where non-specialist staff are deployed to deliver PSHE, the lead teacher for PSHE will quickly identify and provide/signpost integral support/training to develop the deliverer's expertise in the subject.

5.4 Careers lessons, clearly identified within the PSHE curriculum overview have been developed in consultation with the Careers Leader, Careers Adviser, learners and parents/carers, and in accordance with the national PSHE association Programme of Study, recommended by the DfE and mapped against the eight Gatsby benchmarks and CDI Framework for Careers, Employability and Enterprise Education (2018), updated (2020)

5.5 Content is appropriately sequenced within planned schemes of work, tailored to the needs of our learners and the local community to ensure its effectiveness. PSHE deliverers are responsible for adapting their teaching, ensuring learning is delivered in ways accessible to all abilities. They will encourage learners to ask questions, engage in class discussion and ensure topics are delivered sensitively to avoid stigmatising learners because of their home circumstances.

5.6 PSHE deliverers will challenge perceived views of learners, through exploration of, and developing mutual respect for those different to themselves.

## 6.0 CAREERS / PSHE / CAREERS CURRICULUM

6.1 In Year 7, Learners learn how to manage a budget effectively by balancing their longer-term goals and short-term happiness, essentially their wants and needs. Learners explore the key skills employers look for in potential employees and reflect upon their own skills, qualities/strengths and areas for development, their future employability and consider their dream job. They learn about savings, loans and interest and explore the social and moral dilemmas in relation to the use of money.

In addition, Year 7 will:

- Complete the future skills questionnaire
- Complete a career-centred questionnaires
- Consider applying to become Academy councillor / Student Leader
- Visit a university.

6.2 In Year 8, learners consider the different types and patterns of work including employment, self-employment and voluntary work, and use local and regional labour market information (LMI) to start informing their future career options. They explore all available post-16 pathways and develop skills to confidently challenge equality in the workplace.

In addition, Year 8 will:

- Meet NHS employees for British Heart Foundation 'Restart a Heart Day.
- Participate in RNN/DVC college taster sessions.
- Attend the North Star STEM event (selected cohort)
- Be provided with at least 1 encounter with providers of technical education and apprenticeship

6.3 In Year 9, learners consider what influences them, revisit their skills and qualities/strengths and areas for development to balance their ambition with realistic expectations and experience meaningful employer encounters enabling them to make reasoned, informed decisions about the career options best suited to them. They explore the GCSE options available, how different subjects link to careers and the world of work and learn strategies to develop a growth mindset to succeed and achieve.

In addition, Year 9 will:

- Participate in a labour market information (LMI) quiz
- Participate in a careers event.
- Attend individual personal option guidance interview
- Be provided with at least 1 encounter with providers of technical education and apprenticeship 6.4 KS3 Work Experience Activities

6.4 At KS3, students are introduced to early work experience opportunities, this may include workplace visits, shadowing, employer talks, and short practical activities, to help them begin exploring different career pathways and develop an understanding of the world of work.

6.5 In year 10, learners consider the current labour markets in preparation for their work experience. They will have opportunities to research different employment sectors and review the skills, qualities and qualifications needed to be successful in their chosen careers. Year 10 will culminate in an immersive work experience activity which allows for students to engage with employers of their choice. They will spend

In addition Year 10 will:

- Complete a visit to a 6th form provision / College
- Get up to Speed with STEM event.
- Visit a university.
- Participate in mock interviews with a range of employers.
- Complete 1 week of work experience
- Attend a career's event
- Be provided with at least 1 encounter with providers of technical education and apprenticeship

6.6 In Year 11, learners will learn about banking systems and interest rates. They will have practical sessions focused on student finances, savings, and budgeting in preparation for post 16 life. Throughout Y11, learners will have opportunities to review aspirations and life goals in order to proactively select and apply for the correct career route.

In addition, Year 11 will:

- Attend virtual/in person college and apprenticeship provider assemblies.
- Complete a further application , with support from the CEIAG adviser.
- Attend individual personal guidance interviews.
- Attend an advisory session concerning progression
- Be provided with at least 1 encounter with providers of technical education and apprenticeship
- Attend a career's event

6.7 In Year 12, students cover a bespoke tutorial programme. This programme covers the school's culture, mental health and wellbeing, healthy relationships, fundamental British values, current affairs, and wider topical issues. It also covers the next steps after sixth form, including degree apprenticeships and further education.

6.8 The programme enables students to move onto positive destinations, building and developing their skills along the way. Students will have a weekly group tutorial session, but they can also meet with tutors and the pastoral team one-on-one at points throughout the year.

6.9 Further to this Year 12 and Year 13 students will attend UCAS events and visits to universities and employers.

6.10 Y12 and Y13 students will also have the following opportunities:

- Virtual/in person university and apprenticeship provider assemblies
- Advisory sessions on post-18 pathways

- Support with completion of UCAS applications and applications for employment and apprenticeships
- Individual appointments with the career's advisor
- Be provided with at least 2 encounters with providers of technical education and apprenticeship

6.11 The Careers Programme includes careers education sessions, careers guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities as well as organised drop-down days with external providers and visits to local industries and businesses.

6.12 All learners will have the opportunity to: reflect on how their academic curriculum links to various career pathways

6.13 Careers lessons are part of the Trusts PSHE lessons. Other events and activities are planned and organised separately throughout the year. In addition to this, subject specific examples are often discussed through subject areas across the Academy.

6.14 The careers programme is reviewed annually and is subject to change as opportunities arise.

## 7 ROLES AND RESPONSIBILITIES

7.1 The Link advisor is responsible for:

- Ensuring the Academies meet their statutory requirements in relation to work related learning and employer engagement.
- Meet regularly with the Academies dedicated Careers Leader and Careers Adviser
- Report back to the Academies Advisory Board.

7.2 The Careers Leader/ and SLT link is responsible for:

- Ensuring the individual Academies meet their statutory requirements in relation to work related learning and employer engagement.
- Ensuring the curriculum is age-appropriate, ensures continuity and progression between each year group, is of high quality and tailored to the needs of all our learners.
- Monitoring and evaluating the delivery and effectiveness of the Careers programme.
- Liaising with the Lead teacher for PSHE to provide/signpost to integral support/training to develop deliverers expertise in the subject.
- Ensuring learners' Careers experiences are systematically monitored and recorded appropriately.
- Liaising with 'Careers Champions' colleagues across all curriculum areas to audit/ensure the inclusion of careers in new curriculum road maps.
- Reviewing any changes in relation to work related learning and employer engagement and advising on their implementation.

7.3 The Careers Advisor is responsible for:

- Supporting the careers leader in ensuring the Academy meets its statutory requirements in relation to work related learning and employer engagement.
- Supporting a planned programme of resourced Careers lessons for Year 7 to 13
- Providing quality, impartial, differentiated and timely personal guidance open to all learners.
- Systematically monitoring and recording learners' Careers experiences.
- Overseeing and updating the Careers library resources.
- Supporting the careers leads in collecting and analysing learners' first destinations.
- Attending all parents' evenings.
- Supporting the Coordination and reviewing the Academy's work experience offer.

#### 7.4 Careers champions are responsible for:

- Auditing the inclusion of Careers within their new curriculum roadmaps.
- Identifying and embracing opportunities to embed real-life contexts and examples from the world of work in their new curriculum roadmaps.
- Outreaching links with employers/external organisations/alumni.
- Attending/contributing to careers champions meetings and feeding back at curriculum team meetings at the earliest opportunity.
- Knowing the regional labour market information (LMI) for careers directly linked to their curriculum area.

## 8 FUNDING AND RESOURCING

- 8.1 The Careers Leader/Faculty lead for Careers is responsible for the effective deployment of the annually allocated careers budget.

## 9 MONITORING QUALITY

- 9.1 Careers Education is monitored and evaluated termly and then annually via the department. Careers Guidance is monitored and evaluated constantly through discussion with key stakeholders, including students and parents. Student evaluation forms are completed after events and parental feedback is collected through Parent Voice.
- 9.2 The Careers Lead and Careers Adviser are responsible for monitoring and evaluating the delivery and effectiveness of the Careers programme and will:
- Termly review Compass evaluation.
  - Conduct IMQTL comprising lesson visits and learner voice in accordance with the Academy calendar.
  - Record one-to-one guidance meetings
  - Analyse destination data
  - Seek feedback from all stakeholders.
- 9.3 The Careers Lead completes termly reviews of the Gatsby Benchmarks using the compass tool, careers tracker to ensure the Trust is meeting the Gatsby Benchmark criteria, the Employability consultant from the Careers, and Enterprise Company supports this.

9.4 The importance of careers education is reflected in the Trust's Quality Improvement Plan (QUIP) and is used to ensure that the Careers department is fully supporting whole academy aims. Regular feedback to SLT and advisors takes place.

- Trust Director: Miss C Wilkins
- Senior Leader: Mrs S Howel (WFA), Alice Hunt (Becky Foxton - Maternity cover (BA), Mr L Towers (DHS)
- Careers Lead: Miss K Waddington (WFA), Miss A Angus (BA), Mrs J Jones (DHS)
- Careers Advisor: Mrs C Walters, Miss D David
- Careers Link Advisor: Gareth Barker WFA, Sam Brooks DHS, Claire Mellon BA
- Local Authority Enterprise Careers Consultant: Mrs J Hussey, Ms V Start

## 10 PARENTS AND CARERS

10.1 Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the Academy website. Parents are kept up to date with careers related information through letters, newsletters, social media and at open evenings. Parents are welcomed to attend careers interviews and where necessary are invited.

## 11 REVIEW AND MEASUREMENT OF IMPACT

11.1 We review the success of our careers programme by looking at the destinations of our exiting Year 11 and Y13 students with a target of 0% NEET (students not in education, employment or training).

11.2 The policy is developed and reviewed annually by the Trust Director, AHT (each secondary school), Curriculum Leader Careers based on current good practice guidelines by DfES/Ofsted, CEIAG framework and Gatsby Benchmarks.

## 12 PROVIDER ACCESS

12.1 This section of the policy sets out the Trust/its school's arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer. This complies with the Trust's legal obligations under Section 42B of the Education Act 1997.

12.2 All Y7-Y13 students are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- Understand how to make applications for the full range of academic and technical courses.

- 12.3 Appendix D shows the way in which education and training providers should get in touch with its schools within the Trust in order to gain access to students and/or parents to inform them about further opportunities.
- 12.4 The Trust/its schools will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

### 13 LINKS WITH OTHER POLICIES

- 13.1 Our Careers policy supports and is underpinned by key academy policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Equal Opportunities and Diversity as well as the SEND and Pupil Premium action plans.
- 13.2 Please follow this link to:
- [Trust Provider Access Policy](#) listed against the relevant school

## APPENDIX A:

### WFA: 39 Week PSHE / Careers Programme

#### Key Stage 3

**Y7**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery	Self-Reflection: who am I?	My future self: Interests quiz, interests / skills quiz Future skills questionnaire Unifrog: Onboarding 101		National Careers Week: Unifrog: What is a Career?		Unifrog 1: What are my interests? Unifrog 2: What are my skills?
Meaningful Opportunities outside of the curriculum		Assembly on Sustainable & Green opportunities within the Local Labour Market				Hepp Session 1: What is higher education?

**Y8**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery	Goal Setting: where do I want to be?			National Careers Week: Unifrog: Setting Career Goals	Post 16 options: University, apprenticeships	
Meaningful Opportunities outside of the curriculum		Assembly on Sustainable & Green opportunities within the Local Labour Market	Career Speed Networking Event- Meet 16-20 local employers.	Hepp Session 2: Understand the financial, academic, careers, experience benefits of HE	HEPP Session 3: Understand how to make informed choices	

**Y9**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery		My future self: Interests quiz, interests / skills quiz Future skills questionnaire	GCSE, post 16/18 Options: career route Employability: Skills, rights	National Careers Week: Unifrog: Taking control of your career journey		

Meaningful Opportunities outside of the curriculum		Assembly on Sustainable & Green opportunities within the Local Labour Market	Enrichment Programme: Career paths, opportunity <b>Hepp Session 4:</b> Understand how subjects link to Post 16 options <b>Hepp Session 2:</b> Understand the different routes			
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Key Stage 4

Y10

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery		<b>Work Placement Experiences:</b> <ul style="list-style-type: none"> <li>How to secure a placement</li> <li>How to contact &amp; communicate employers</li> <li>What to expect during work experience</li> </ul>	<b>Unifrog:</b> <ul style="list-style-type: none"> <li>Work Experience upload</li> <li>Career quiz and routes into</li> </ul>		<ul style="list-style-type: none"> <li><b>Work experience:</b> Reflection, pathway, labour patterns: benefits</li> <li><b>Changing market</b></li> </ul>	
Meaningful Opportunities outside of the curriculum	Trust career's fair	Work Experience Launch Assembly with Parents		National Careers Week: Unifrog: Guest Speaker Assembly	Work Experience- 5 Day placement	Post 16 Event- Aspirations & Destinations

Y11

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery	Employment sectors	<ul style="list-style-type: none"> <li>Post 16 applications</li> <li>Student Finance: Banking, wages, student finance</li> </ul>	Aspirations: setting goals			
Meaningful Opportunities outside of the curriculum	Trust career's fair	<ul style="list-style-type: none"> <li>RNN Taster sessions</li> <li>Extended Assembly: How can I prepare for an interview.</li> </ul>		<b>Extended Assembly:</b> How do I build self-worth by reframing setbacks (linked to mock results) <b>Post 16 Event-Destinations</b> <b>National Careers Week:</b> <b>Unifrog:</b> Guest Speaker Assembly		

### Unifrog Across the Curriculum- Wingfield Academy

Year Group	39 Week Plan Location	Lesson Title	Lesson Outcomes
7	15	Onboarding	Complete 101 Course
	38	Who am I?	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>Describe who they are</li> <li>Draw connections between their likes, culture, connections and interests</li> <li>Understand that certain characteristics are protected by law</li> <li>Complete their interest's profile on Unifrog</li> </ul>
	39	What are my skills?	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>Explain why developing and recording skills now is important for the future world of work</li> <li>Reflect on their own skills and achievements</li> <li>Explain how skills can be developed and the benefits of accepting help, advice and support</li> </ul>
8	27	What comes after school: the main learning pathways	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>Identify a learning pathway they'd like to explore further</li> <li>Name pathways, qualifications, skills, and progression opportunities related to an example career</li> <li>State sources of further information about learning pathways</li> </ul>
	28	Decision Making: choosing what to study at KS4	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>Identify important factors to consider whilst deciding on subject choices</li> <li>Outline what they need to do next to reach their decision</li> </ul>
	29	Are A Levels right for me?	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>List three facts about A levels</li> <li>State three things to consider whilst selecting A level subjects</li> <li>Explain whether or not they'd consider A levels and why</li> </ul>
	30	Money talks: apprenticeships vs higher education (11-14)	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>State pros and cons of apprenticeships</li> <li>State pros and cons of higher education</li> <li>Explain how factors such as someone's financial situation could impact their career pathway choices</li> </ul>
	31	What type of career is best for me?	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>Explain what is meant by the word "career"</li> </ul>

			<ul style="list-style-type: none"> <li>Identify the four career types, and the benefits and drawbacks of each type</li> <li>Evaluate each career type and explain which they believe is right for them.</li> </ul>
	<b>32</b>	Unifrog	IT Lesson provided for them to log on, complete the quizzes, use the knowledge libraries and tools
<b>9</b>	<b>16</b>	Decision Making: choosing what to study at KS4	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>Identify important factors to consider whilst deciding on subject choices</li> <li>Outline what they need to do next to reach their decision</li> </ul>
	<b>17</b>	Wingfield Options Process specific- Pot 2	Students to watch the video clips from department leads, to explain what subjects are available in Humanities/Languages
	<b>18</b>	Wingfield Options Process specific- Pot 3	Vocational subjects- HSC/Childcare/Photography [to be determined by Christmas]
	<b>19</b>	Wingfield Options Process specific- Pot 3	Practical subjects- Dance/Drama/P.E [to be determined by Christmas]
	<b>20</b>	Employability Skills	IT Lesson provided for them to log on, complete the quizzes, use the knowledge libraries and tools
	<b>21</b>	Make options choices	Students to complete their Year 9 Options form. Second half of the lesson to look at laws and rights of young people in employment
<b>10</b>	<b>17</b>	Unifrog- Work Experience	IT lesson provided for them to log on and update their work experience placement, to the Unifrog placement tool
	<b>28</b>	Unifrog- Work Experience	IT lesson provided for them to log on and evaluate their work experience placement. Access the libraries and tools to prepare for Post 16 Next Steps.
	<b>30</b>	Post 16- Choices, Choices	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>Identify pros and cons of full-time education</li> <li>Identify pros and cons of employment</li> <li>Identify pros and cons of apprenticeships</li> </ul> Students to complete an "Intentions" survey, to support 1-1 Careers appointments.
	<b>32</b>	Money talks: apprenticeships vs higher education (14-16)	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>State pros and cons of apprenticeships</li> <li>State pros and cons of higher education</li> <li>Explain how factors such as someone's financial situation could impact their career pathway choices</li> </ul>

## APPENDIX B:

### DHS: 39 Week PSHE / Careers Programme

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
<b>Y7</b>	<b>Curriculum Delivery</b>	Self-Reflection: who am I?	My future self: Interests quiz, interests / skills quiz Future skills questionnaire			My dream jobs: exploration of careers and routes
	<b>Meaningful Opportunities outside of the curriculum</b>	Smashed Live – Alcohol awareness				
<b>Y8</b>	<b>Curriculum Delivery</b>	Goal Setting: where do I want to be?			Post 16 options: University, apprenticeships	
	<b>Meaningful Opportunities outside of the curriculum</b>	NHS: Restart a heart Smashed Live – Alcohol awareness	North Star Event - STEM			
<b>Y9</b>	<b>Curriculum Delivery</b>		Exploring options: Reflection of strengths, AFD and interests Unifrog – exploring via quizzes	GCSE, post 16/18 Options: career route GCSE Options Employability: Skills, rights		
	<b>Meaningful Opportunities outside of the curriculum</b>	Trust Career's fair		GCSE options Eve 1:1 Guidance meeting Career Networking Event	Skills Street – Gullivers Kingdom	
<b>Y10</b>	<b>Curriculum Delivery</b>	Work placement: opportunities to explore career routes				Work experience: Reflection, future pathway Changing labour market patterns: benefits

<b>Meaningful Opportunities outside of the curriculum</b>	<b>RNN assembly:</b> Further Ed Trust Career's Fair	<b>North Notts College</b> Taster Sessions	<b>Apprenticeship</b> Hub Assembly	<b>National Careers Week:</b> Guest Speaker Assembly <b>Get up to Speed</b> with STEM	<b>Duke of Edinburgh</b> Bronze Expedition	<b>Work experience</b> 5-day placement or Virtual Work Experience & workshops <b>Post 16</b> taster day
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**Y11**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
<b>Curriculum Delivery</b>	<b>Employment sectors</b> <b>Finance:</b> Banking, wages, student finance		<b>Aspirations:</b> setting goals, responding from setback			
<b>Meaningful Opportunities outside of the curriculum</b>	<b>Trust Career's fair</b> <b>DHS 6<sup>th</sup> Form</b> open evening <b>1:1 Career Adviser Meetings</b>	<b>RNN Taster sessions</b> <b>Post 16 Taster Sessions</b> <b>Post 16 Interviews</b> <b>1:1 Career Adviser Meetings</b>	<b>Further Ed</b> Application Support Sessions			<b>Post 16</b> transition visits

**Y12**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
<b>Curriculum Delivery</b>			<b>Progression routes:</b> University, apprenticeships	<b>National Careers Week:</b> Destination	<b>Career Progression:</b> Personal statements Work Environments	<b>Work Experience:</b> Intended destinations: course searches
<b>Meaningful Opportunities outside of the curriculum</b>	<b>Trust Career's fair</b> <b>SHU</b> – is university for me	<b>Mock Interviews</b>	<b>Apprenticeship</b> Hub Assembly NHS: Virtual Reality (health) <b>UCR</b> – UCAS talk			<b>UCAS event:</b> Sheffield Arena

**Y13**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
<b>Curriculum Delivery</b>	<b>UCAS registration:</b> Personal Statement <b>What career is right for me?</b> Employment route	<b>UCAS applications:</b> University <b>Job/Apprenticeship Applications:</b> Employment route	<b>Interview skills:</b> what is needed to be successful in the world of work? Mock interviews	<b>Supported Job applications:</b> Employment route		
<b>Meaningful Opportunities outside of the curriculum</b>	<b>Trust Careers Fair</b> <b>1:1 Career Adviser Meetings</b>	<b>Talk from SHU</b> - student finance <b>1:1 Career Adviser Meetings</b>	<b>Apprenticeship</b> Hub Assembly NHS: Virtual Reality (health)			

**Unifrog Across the Curriculum- Dinnington High School**

<b>Year Group</b>	<b>39 Week Plan Location</b>	<b>Lesson Title</b>	<b>Lesson Outcomes</b>
<b>7</b>	<b>15</b>	Onboarding	Complete 101 Course
	<b>38</b>	Who am I?	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• Describe who they are</li> <li>• Draw connections between their likes, culture, connections and interests</li> <li>• Understand that certain characteristics are protected by law</li> <li>• Complete their interest's profile on Unifrog</li> </ul>
	<b>39</b>	What are my skills?	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• Explain why developing and recording skills now is important for the future world of work</li> <li>• Reflect on their own skills and achievements</li> <li>• Explain how skills can be developed and the benefits of accepting help, advice and support</li> </ul>
<b>8</b>	<b>27</b>	What comes after school: the main learning pathways	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• Identify a learning pathway they'd like to explore further</li> <li>• Name pathways, qualifications, skills, and progression opportunities related to an example career</li> <li>• State sources of further information about learning pathways</li> </ul>
	<b>28</b>	Decision Making: choosing what to study at KS4	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• Identify important factors to consider whilst deciding on subject choices</li> <li>• Outline what they need to do next to reach their decision</li> </ul>
	<b>29</b>	Are A Levels right for me?	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• List three facts about A levels</li> <li>• State three things to consider whilst selecting A level subjects</li> <li>• Explain whether or not they'd consider A levels and why</li> </ul>
	<b>30</b>	Money talks: apprenticeships vs higher education (11-14)	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• State pros and cons of apprenticeships</li> <li>• State pros and cons of higher education</li> <li>• Explain how factors such as someone's financial situation could impact their career pathway choices</li> </ul>

	<b>31</b>	What type of career is best for me?	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• Explain what is meant by the word “career”</li> <li>• Identify the four career types, and the benefits and drawbacks of each type</li> <li>• Evaluate each career type and explain which they believe is right for them.</li> </ul>
	<b>32</b>	Unifrog	IT Lesson provided for them to log on, complete the quizzes, use the knowledge libraries and tools
<b>9</b>	<b>12</b>	Unifrog – Guidance Lesson	Students to explore quizzes and interests – learn how to navigate the platform
	<b>16</b>	Unifrog – Career Research	Students will research and understand what is meant by careers.
	<b>17</b>	Work and Employability Skills	By the end of the session students will be able to <ul style="list-style-type: none"> <li>• Explain why developing and recording skills now is important for the future world of work</li> <li>• Reflect on their own skills and achievements</li> <li>• Explain how skills can be developed and the benefits of accepting help, advice and support</li> </ul>
	<b>18</b>	Dinnington Options Process – What are my GCSE Options	To look at what you can study in school for Y10 and Y11 and look at the different factors which should be considered before making decisions
	<b>19</b>	Dinnington Options Process – What’s on offer	Students to explore the different option subjects available to them – looking at subject videos and the prospectus
<b>10</b>	<b>17</b>	Unifrog- Work Experience	IT lesson provided for them to log on and update their work experience placement, to the Unifrog placement tool
	<b>28</b>	Unifrog- Work Experience	IT lesson provided for them to log on and evaluate their work experience placement. Access the libraries and tools to prepare for Post 16 Next Steps.
	<b>30</b>	Post 16- Choices, Choices	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• Identify pros and cons of full-time education</li> <li>• Identify pros and cons of employment</li> <li>• Identify pros and cons of apprenticeships</li> </ul> Students to complete an “Intentions” survey, to support 1-1 Careers appointments.
	<b>32</b>	Money talks: apprenticeships vs higher education (14-16)	By the end of the session, students should be able to: <ul style="list-style-type: none"> <li>• State pros and cons of apprenticeships</li> <li>• State pros and cons of higher education</li> <li>• Explain how factors such as someone’s financial situation could impact their career pathway choices</li> </ul>

## APPENDIX C

### BA: 39 Week PSHE / Careers Programme

**Y7**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery	Self-Reflection: who am I?	My future self: Interests quiz, interests / skills quiz Future skills questionnaire				My dream jobs: exploration of careers and routes
Meaningful Opportunities outside of the curriculum				National Careers Week		Virtual Work Experience University Visit

**Y8**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery	Goal Setting: where do I want to be?				Post 16 options: University, apprenticeships	
Meaningful Opportunities outside of the curriculum				National Careers Week		

**Y9**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery			GCSE, post 16/18 Options: career route Employability: Skills, rights			
Meaningful Opportunities outside of the curriculum			Enrichment Programme: Career paths, opportunity Y9 Careers Interviews	National Careers Week		Work Shadow Day

**Y10**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery		<b>Work placement:</b> opportunities to explore career routes	<b>Unifrog:</b> Work Experience upload Career quiz and routes into		<b>Work experience:</b> Reflection, future pathway <b>Changing labour market patterns:</b> benefits	
Meaningful Opportunities outside of the curriculum	Trust career's fair	Work Experience – P4S		National Careers Week	Visit to New College	Work Experience Week  New Brinsworth 6 <sup>th</sup> Form Taster day  Y10 Mock Interviews

**Y11**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery	Employment sectors	<b>Post 16 applications</b> <b>Student Finance:</b> Banking, wages, student finance  <b>New Brinsworth 6<sup>th</sup> form taster morning</b>	<b>Aspirations:</b> setting goals, responding from setback			
Meaningful Opportunities outside of the curriculum		RNN Taster sessions		National Careers Week		

**Y12**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
Curriculum Delivery	<b>How do I stand out:</b> VESPA Vision	<b>Aspirations:</b> setting goals, responding from setback	<b>Beyond the Classroom:</b> Should I go to University/ Higher Level Apprenticeships routes		Progression: Personal statements'	Progression: Personal statements'
Meaningful Opportunities outside of the curriculum	Outreach applications	Outreach applications Student Executive applications	Sheffield Hallam Guest Speaker	National Careers Week		External Work Experience

**Y13**

	Sept - Oct	Nov - Dec	Jan - Feb	Feb - Mar	Apr - May	Jun - Jul
<b>Curriculum Delivery</b>	<b>Post 18 applications</b> Student Finance: Banking, wages, student finance	<b>Post 16 applications</b> Student Finance: Banking, wages, student finance	<b>Apprenticeships and Employability</b>	<b>Apprenticeships and Employability</b>		
<b>Meaningful Opportunities outside of the curriculum</b>		<b>Sheffield Hallam Open Event</b> Student Executive applications		<b>National Careers Week</b>		

## APPENDIX D: PROVIDER ACCESS REQUESTS

A provider wishing to request access or make an enquiry can make contact in a number of ways:

### Wingfield Academy

- Careers leader: Keely Waddington

Telephone number: 01709 513 002

Email: [kwa@nclt.ac.uk](mailto:kwa@nclt.ac.uk)

### Dinnington High School

Careers leader: Jo Jones

Telephone number: 01909 550066

Email: [J.Jones@nclt.ac.uk](mailto:J.Jones@nclt.ac.uk)

### Brinsworth Academy

Careers leader: Alice Hunt (Becky Foxton - Maternity cover)

Telephone number: 01709 828383

Email: [a.hunt@nclt.ac.uk](mailto:a.hunt@nclt.ac.uk) ([b.foxton@nclt.ac.uk](mailto:b.foxton@nclt.ac.uk))

The Careers Team will respond to all requests for access within three working days. All requests will be considered by the Careers Team and other relevant parties. Should a particular date not be available, alternatives will be suggested wherever possible.

In the event of there being a limited number of opportunities available, requests will be considered on a first come, first served basis.