

UK Careers Year Plan (11-16) - Key

To make your own editable copy of this spreadsheet, go to **File > Make a copy**

15m	15m lesson which <u>does not</u> require computer access		15m task which requires student access to the unifrog platform
60m	60m lesson which <u>does not</u> require computer access		60m lesson which requires student access to the unifrog platform
 15m	15m information only session (suitable for assembly)		

The majority of lessons are available in a range of formats. However:

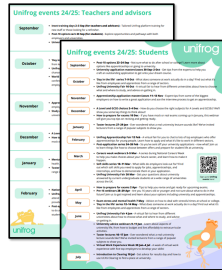
- Occasionally, a lesson can only be taught if students have access to the platform.
- Occasionally, a lesson will not require platform access at all.

Where this is the case, the lessons are clearly marked.

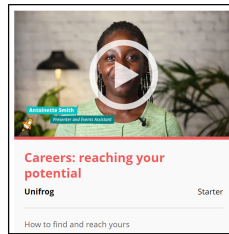
Click [here](#) to download the 11-16 learning journey



Click [here](#) to download the events calendars for students and teachers/advisors



Click [here](#) to browse Unifrog courses, including subject tasters and career preparation courses




Careers education: CDI spiral curriculum

Supports **Gatsby 1** by providing a stable careers programme with clear learning outcomes.

		11-14 student launch video									14-16 student launch video					
GATSBY	CDI LEARNING AREA	Year 7			Year 8			Year 9			Year 10			Year 11		
2 3 8 [1]	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Who am I?			What are my interests?			What are my skills?			Reflecting on my career journey: past, present and future			What are my employability skills?		
		15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m
2 7 [2]	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Exploring possibilities: dream jobs			Job applications: superhero CVs			What comes after school: the main learning pathways			Exploring employer profiles			Post 16 – Choices, Choices		
		15m	N/A	 60m	15m	60m	 60m	15m	N/A	 60m	15m	N/A	 60m	15m	60m	 60m
2 7 8 [3]	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	What is a career?			Challenges and rewards of work			Decision making: choosing what to study at KS4			What type of career is best for me?			Decision making: choosing your post-16 pathway.		
		15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m
2 6 7 [4]	Create opportunities Create opportunities by being proactive and building positive relationships with others.	What is an entrepreneur?			Creating the life you want: making a vision board			Taking control of your career journey			Preparing to go on work experience			Researching volunteering and paid work		
		15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m
2 3 6 7 [5]	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	What is a work-life balance?			What does success mean to me?			Working and earning: managing your money			Wellbeing in the workplace			Money talks: apprenticeships vs. higher education		
		15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m
2 3 6 [6]	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.	Careers and the future			Careers and the climate			What is the labour market and why is it important?			In person, hybrid, and remote: what works best?			Is AI a threat to our jobs?		
		15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m	15m	60m	 60m
3	Psychometric testing										Using the Interests profile					
											N/A			N/A		
											Using the Personality profile					
											N/A			N/A		
											Using the Work environments profile					
									N/A			N/A				



Careers education: CDI spiral curriculum

Supports **Gatsby 1** by providing a stable careers programme with clear learning outcomes.

		11-14 student launch video			14-16 student launch video	
GATSBY	CDI LEARNING AREA	Year 7	Year 8	Year 9	Year 10	Year 11
8 [7]	lessons				Using the Skills profile part 1: Skills quiz N/A N/A 🕒 60m	
					Using the Skills profile part 2: Skills test N/A N/A 🕒 60m	
					14-16 Reflecting on your psychometric test results  N/A 🕒 60m	
4 [8]	Linking careers to curriculum template	Careers in the curriculum templates (11-14)			Careers in the curriculum templates (14-16)	

Post-16 applications

Year 11 autumn term / spring term

Post-16 qualifications	Is a T level right for me?			Are A levels right for me?			Is the IB right for me?			Is a UK apprenticeship right for me?		
	15m	N/A	N/A	15m	N/A	N/A	15m	N/A	N/A	15m	N/A	N/A
	Are BTECs right for me?			Is an EPQ right for me?			Are Cambridge Technicals right for me?			Are Scottish Highers right for me?		
	15m	N/A	N/A	15m	N/A	N/A	15m	N/A	N/A	15m	N/A	N/A
	Are Functional Skills right for me?			Is an NVQ/SVQ right for me?			Is a supported internship right for me?			Is a traineeship right for me?		
	15m	N/A	N/A	15m	N/A	N/A	15m	N/A	N/A	15m	N/A	N/A
Post-16 shortlisting	Using the College / Sixth Form tool to find the best fit (post-16)			Using the Apprenticeships tool to find the best fit (post-16)								
	15m	N/A	 60m	15m	N/A	 60m						

Got platform access and 15 minutes? Try one of these quick tasks!

Quizzes	Exploring pathways	Recording what you've done	Searching for opportunities	Application materials	Making applications	Home page
N.B. Avoid if using the psychometric testing lessons. Students aged 11-14 can access the Interests quiz only						
Taking the Interests profile quiz	Exploring the Careers library	Adding to your Locker	Shortlisting UK universities	Updating your CV	Recording your post 16 intentions	Searching the platform
N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Taking the Personality profile quiz	Exploring the Subjects library	Adding an activity	Shortlisting US universities	Using the Writing tool	Recording an application	Exploring interactions and opportunities for you
N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Taking the Work environments profile quiz	Exploring the Know-how library	Adding a skill	Shortlisting European universities	Adding notes for your reference writers		
N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A		
Taking the Skills profile quiz	Joining a course		Shortlisting Oxbridge colleges			
N/A N/A	N/A N/A		N/A N/A			
Taking the Skills profile numbers test	Shortlisting MOOCs		Shortlisting apprenticeships			
N/A N/A	N/A N/A		N/A N/A			
Taking the Skills profile words test	Signing up to a Unifrog event		Shortlisting colleges and sixth forms			
N/A N/A	N/A N/A		N/A N/A			
Taking the Skills profile reasoning test	Exploring the Read, Watch, Listen tool		Shortlisting Canadian universities			
N/A N/A	N/A N/A		N/A N/A			
Reviewing your Quiz profile	Adding a placement		Shortlisting Asian universities			
N/A N/A	N/A N/A		N/A N/A			

Careers calendar

[Unifrog events: students and teachers/advisors](#)

Date	Year 7	Year 8	Year 9	Year 10	Year 11
e.g. W/C 11th September					

Add your employer or provider encounters*					

***Additional information on employer and provider encounters:**

- GB5: Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
- GB6: By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- *GB6: By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.*
- GB7: By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities.
- *GB7: By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.*

Go to the [Gatsby checklist tab](#) for more information.

Provider access legislation: Facilitate six encounters with training providers, which should happen at specific times:

- Two between 1 September in Year 8 and 28 February in Year 9 (mandatory for all students to attend).
- Two between 1 September in Year 10 and 28 February in Year 11 (mandatory for all students to attend).
- *Two between 1 September in Year 12 and 28 February in Year 13 (not mandatory for all students to attend).*

Read our Know-how library guide for more information: [How to meet Provider Access Legislation: a guide for teachers.](#)

CDI learning aims Age 11-14 (KS3)			
Learning area	KS3 learning aim (11-14)	Lessons which cover this learning aim	Year group
Grow throughout life		Who am I?	7
	being aware of the sources of help and support available and responding positively to feedback	What are my interests?	8
		What are my skills?	9
	being aware that learning, skills and qualifications are important for career	What are my skills?	9
	being willing to challenge themselves and try new things	What are my interests?	8
		Who am I?	7
	recording achievements	What are my interests?	8
	What are my skills?	9	
	being aware of heritage, identity and values	Who am I?	7
Explore Possibilities	being aware of the range of possible jobs	Exploring possibilities: dream jobs	7
	identifying common sources of information about the labour market education system	Job applications: superhero CVs	8
		What comes after school: the main learning pathways	9
	being aware of the main learning pathways (e.g. university, college and apprenticeships)	What comes after school: the main learning pathways	9
	being aware that many jobs require learning, skills and minimum qualifications	What comes after school: the main learning pathways	9
	being aware of the range of different sectors and organisations where they can work	Exploring possibilities: dream jobs	7
being aware of the range of ways that organisations undertake recruitment and selection	Job applications: superhero CVs	8	
Manage Career	being aware that career describes their journey through life, learning and work	What is a career?	7
	looking forward to the future	What is a career?	7
		Decision making: choosing what to study at KS4	9
	imagining a range of possibilities for themselves in their career	What is a career?	7
	being aware that different jobs and careers bring different challenges and rewards	What is a career?	7
		Challenges and rewards of work	8
	managing the transition into secondary school and preparing for choosing their GCSEs	Decision making: choosing what to study at KS4	9
	learning from setbacks and challenges	Challenges and rewards of work	8
	Decision making: choosing what to study at KS4	9	
Create opportunities	developing friendships and relationships with others	Creating the life you want: making a vision board	8
		What is an entrepreneur?	7
	being aware that it is important to take initiative in their learning and life	Creating the life you want: making a vision board	8
		Taking control of your career journey	9
	being aware that building a career will require them to be imaginative and flexible	Creating the life you want: making a vision board	8
		Taking control of your career journey	9
	developing the ability to communicate their needs and wants	Taking control of your career journey	9
	being able to identify a role model and being aware of the value of leadership	What is an entrepreneur?	7
being aware of the concept of entrepreneurialism and self-employment	What is an entrepreneur?	7	
	being aware of the concept of work-life balance	What is a work-life balance?	7
		What does success mean to me?	8
	being aware that physical and mental wellbeing are important	What is a work-life balance?	7
		What does success mean to me?	8
	being aware of money and that individuals and families have to actively manage their finances	Working and earning: managing your money	9
	What is a work-life balance?	7	

Balance life and work	being aware of the ways that they can be involved in their family and community	What does success mean to me?	8
		Working and earning: managing your money	9
	being aware of different life stages and life roles	What is a work-life balance?	7
		What does success mean to me?	8
	being aware of rights and responsibilities in the workplace and in society	Working and earning: managing your money	9
recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	What is a work-life balance?	7	
See the big picture	being aware of a range of different media, information sources and viewpoints	Careers and the future	7
		Careers and the climate	8
	being aware that there are trends in local and national labour markets	What is the labour market and why is it important?	9
	being aware that trends in technology and science have implications for career	Careers and the future	7
		Careers and the climate	8
	being aware of the relationship between career and the natural environment	Careers and the climate	8
	being aware of the relationship between career, community and society	What is the labour market and why is it important?	9
	being aware of the relationship between career, politics and the economy	Careers and the future	7
What is the labour market and why is it important?		9	

CDI learning aims		Age 14-16 (KS4)		
Learning area	KS4 learning aim (14-16)	Lessons which cover this learning aim	Year group	
Grow throughout life	responding positively to help, support and feedback	Reflecting on my career journey: past, present and future	10	
		What are my employability skills?	11	
	positively engaging in learning and taking action to achieve good outcomes	Reflecting on my career journey: past, present and future	10	
	recognising the value of challenging themselves and trying new things	Reflecting on my career journey: past, present and future	10	
		What are my employability skills?	11	
	reflecting on and recording achievements, experiences and learning	Reflecting on my career journey: past, present and future	10	
		What are my employability skills?	11	
	considering what learning pathway they should pursue next	Reflecting on my career journey: past, present and future	10	
	reflecting on their heritage, identity and values	Reflecting on my career journey: past, present and future	10	
Explore Possibilities	which one they want to follow and how they will access and succeed in it	Post 16 – Choices, Choices	11	
	researching the learning and qualification requirements for jobs and careers that they are interested in	Exploring employer profiles	10	
	researching the range of workplaces and what it is like to work there	Exploring employer profiles	10	
	researching how recruitment and selection processes work and what they need to do to succeed in them	Exploring employer profiles	10	
Manage Career	recognising the different ways in which people talk about career and reflecting on its meaning to them	What type of career is best for me?	10	
		What type of career is best for me?	10	
	building their confidence and optimism about their future	Decision making: choosing your post-16 pathway	11	
		What type of career is best for me?	10	
	making plans and developing a pathway into their future	Decision making: choosing your post-16 pathway	11	
		What type of career is best for me?	10	
	considering the risks and rewards associated with different pathways and careers	Decision making: choosing your post-16 pathway	11	
taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	Decision making: choosing your post-16 pathway	11		
thinking about how they deal with and learn from challenges and setbacks	Decision making: choosing your post-16 pathway	11		
Create opportunities	developing friendships and relationships and reflecting on their relationship to their career	Preparing to go on work experience	10	
		Researching volunteering and paid work	11	
	starting to take responsibility for making things happen in their career	Preparing to go on work experience	10	
		Researching volunteering and paid work	11	
	being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	Researching volunteering and paid work	11	
	being willing to speak up for themselves and others	Preparing to go on work experience	10	
	being able to discuss roles models and reflect on leadership	Preparing to go on work experience	10	
researching entrepreneurialism and self-employment	Researching volunteering and paid work			
Balance life and work	reflecting on the different ways in which people balance their work and life	Wellbeing in the workplace	10	
	reflecting on their physical and mental wellbeing and considering how they can improve these	Wellbeing in the workplace	10	
	recognising the role that money and finances will play, in the decisions that they make and, in their life and career	Money talks: apprenticeships vs. higher education	11	
	recognising the role that they play in their family and community and considering how that might shape their career	Money talks: apprenticeships vs. higher education	11	
	considering how they want to move through different life stages and manage different life roles	Money talks: apprenticeships vs. higher education	11	
	developing knowledge of rights and responsibilities in the workplace and in society	Wellbeing in the workplace	10	
	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	Wellbeing in the workplace	10	
evaluating different media, information sources and viewpoints		In person, hybrid and remote: what works best?	10	
		Is AI a threat to our jobs?	11	

See the big picture	exploring local and national labour market trends	In person, hybrid and remote: what works best?	10
		Is AI a threat to our jobs?	11
	exploring trends in technology and science	Is AI a threat to our jobs?	11
	exploring the relationship between career and the environment	In person, hybrid and remote: what works best?	10
	exploring the relationship between career, community and society	In person, hybrid and remote: what works best?	10
	exploring the relationship between career, politics and the economy	In person, hybrid and remote: what works best?	10
Is AI a threat to our jobs?		11	

PSHE Association objectives (N.B. the other PSHE Association objectives are met in our PSHE Pack)				
Age 11-14 (KS3)				
Core theme	Topic area	KS3 objective	Lessons which cover this objective	Year group
Living in the wider world	Learning skills	L1. study, organisational, research and presentation skills	What is the labour market and why is it important?	9
		L2. to review their strengths, interests, skills, qualities and values and how to develop them	Decision making: choosing what to study at KS4	9
			Who am I?	7
			What are my interests?	8
		L3. to set realistic yet ambitious targets and goals	What are my skills?	9
	What is a career?		7	
	Creating the life you want: making a vision board		8	
	Taking control of your career journey		9	
	What comes after school: the main learning pathways		9	
	L4. the skills and attributes that employers value	Job applications: superhero CVs	8	
		What are my skills?	9	
		What is the labour market and why is it important?	9	
	L5. the skills and qualities required to engage in enterprise	What is an entrepreneur?	7	
		L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	Decision making: choosing what to study at KS4	9
			L8. about routes into work, training and other vocational and academic opportunities, and progression routes	What comes after school: the main learning pathways
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	Exploring possibilities: dream jobs	7		
	Creating the life you want: making a vision board	8		
	L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	What does success mean to me?	8	
Careers and the future		7		
L12. about different work roles and career pathways, including clarifying their own early aspirations	What is a career?	7		
	Exploring possibilities: dream jobs	7		
	Careers and the climate	8		
Employment rights and responsibilities	L13. about young people's employment rights and responsibilities	What is a work-life balance?	8	
		Challenges and rewards of work	8	
	Working and earning: managing your money	9		
Age 14-16 (KS4)				
Core theme	Topic area	KS4 objective	Lessons which cover this objective	Year group
Living in the wider world	Learning skills	L1. to evaluate and further develop their study and employability skills	What are employability skills?	11
		L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting	Reflecting on my career journey: past, present and future	10
		L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability	Reflecting on my career journey: past, present and future	10
	Choices and pathways	L4. about the range of opportunities available to them for career progression, including in education, training and employment	Post 16 – Choices, Choices	11
			Exploring employer profiles	10
			Decision making: choosing your post-16 pathway	11
			What type of career is best for me?	10
		L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	Money talks: apprenticeships vs. higher education	11
			Exploring employer profiles	10
			Researching volunteering and paid work	11
			Exploring employer profiles	10
	L7. about the labour market, local, national and international employment opportunities	In person, hybrid and remote: what works best?	10	
What type of career is best for me?		10		
Exploring employer profiles		10		
In person, hybrid and remote: what works best?		10		
L8. about employment sectors and types, and changing patterns of employment	Is AI a threat to our jobs?	11		

		L9. to research, secure and take full advantage of any opportunities for work experience that are available	Preparing to go on work experience	10
			Researching volunteering and paid work	11
		L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities	Preparing to go on work experience	10
			Researching volunteering and paid work	11
		L11. the benefits and challenges of cultivating career opportunities online	Preparing to go on work experience	10
	L12. strategies to manage their online presence and its impact on career opportunities	Researching volunteering and paid work	11	
	Employment rights and responsibilities	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures	What are employability skills?	11
		L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken	Wellbeing in the workplace	10
			Preparing to go on work experience	10

The Gatsby Benchmarks - a checklist

Benchmark	Additional guidance	Tick	Suggested actions	Links
1. A stable careers programme	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p> <p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<input type="checkbox"/>	Identify a Careers Lead (with appropriate training).	Know-how library guide: For teachers: a guide to being a careers lead in the UK
		<input type="checkbox"/>	Gain support from SLT and the board of governors for your careers programme.	
		<input type="checkbox"/>	Use Unifrog's Spiral Curriculum across all year groups.	Teaching resources: Spiral curriculum
		<input type="checkbox"/>	Publish your Careers Programme on school website where it can be viewed by pupils, parents, teachers and employers.	Past webinar: Supercharge your careers website
		<input type="checkbox"/>	Promote the importance of the careers programme to students, parents, teachers and employers so that they know what to expect and how they can contribute to its success.	Resource pack: Careers website - UK schools
		<input type="checkbox"/>	Regularly evaluate your careers programme, gathering feedback from pupils, parents, teachers and employers.	Printable resource: Unifrog learning journey Know how library guide: For teachers: how to raise the profile of your careers programme
		<input type="checkbox"/>	Ask for student feedback on careers sessions, trips, speakers, or any other careers provision using Unifrog's Interactions tool.	Know-how library guide: For teachers: how to evaluate your careers programme using feedback Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction>ask for student feedback)
2. Learning from career and labour market information	<p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p> <p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<input type="checkbox"/>	<p>Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.</p> <p>Key lessons to help you evidence how you teach about labour market opportunities include: Y7 Exploring possibilities: dream jobs Y7 Careers and the future Y8 Careers and the climate Y9 What is the labour market and why is it important?</p> <p>Key lessons to help you evidence how you teach about future study options include: Y9 What comes after school? Exploring the main learning pathways Y9 Decision making: choosing what to study at KS4 Y11 Post 16 - Choices, Choices Y11 Decision making: choosing your post 16 pathway</p>	Teaching resources: Spiral curriculum
		<input type="checkbox"/>	Provide opportunities for students to access the Careers library, which contains current local and national LMI data (this could be in the lessons identified above, or independently).	Unifrog tool: Careers library (student side) Classroom resource: Quick task: exploring the Careers library
		<input type="checkbox"/>	Provide opportunities for students to access the Subjects library (this could be in the lessons identified above, or independently).	Unifrog tool: Subjects library (student side) Classroom resource: Quick task: exploring the Subjects library
		<input type="checkbox"/>	Ensure students have access to an informed Careers adviser.	
		<input type="checkbox"/>	Use resources from Unifrog's Parent Pack to introduce the platform to parents.	Resource pack: Parent Pack
		<input type="checkbox"/>	Set up parent accounts on Unifrog.	Email info@unifrog.org to request signup codes
		<input type="checkbox"/>	Read our guide for ideas about how to involve parents.	Know-how library guide: For teachers: how to involve parents
		<input type="checkbox"/>	Ensure careers events and parents' evenings explain and promote the full range of opportunities in an impartial way (including both academic and vocational pathways).	Know-how library guide: How to meet Provider Access Legislation: a guide for teachers Know-how library guide: For parents and caregivers: helping your child make their Level 2 qualification choices Know-how library guide: For parents and caregivers: helping your child make their Level 3 qualification choices
		<input type="checkbox"/>	Add characteristics to students to help you monitor different groups (e.g. PP, SEND, LAC).	Video guide: Adding characteristics
		<input type="checkbox"/>	Use the spiral curriculum across all year groups - the CDI learning aims are tailored for each key stage.	Teaching resources: Spiral curriculum

3. Addressing the needs of each pupil	<p>Pupils have different career guidance needs at different stages.</p> <p>Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p> <p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.</p>	<p>Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.</p> <p>Key lessons to help you evidence how you challenge stereotypical thinking and raise aspirations include:</p> <p>Y7 Exploring possibilities: dream jobs Y8 Creating the life you want Y8 What does success mean to me Y9 Taking control of your career journey Y10 What type of career is best for me</p> <p>Key lessons to help you evidence how you provide opportunities for students to reflect on and record their skills and activities include:</p> <p>Y7 Who am I? Y8 What are my interests Y9 What are my skills? Y10 Reflecting on my career journey: past, present and future</p>	<p>Teaching resources: Spiral curriculum</p>
		<input type="checkbox"/> Provide opportunities for students to use the Skills tool to record their skills (this could be in the lessons identified above, or independently).	<p>Unifrog tool: Skills tool (student side)</p> <p>Classroom resource: Quick task: adding a skill</p>
		<input type="checkbox"/> Provide opportunities for students to use the Activities tool to record their activities (this could be in the lessons identified above, or independently).	<p>Unifrog tool: Activities tool (student side)</p>
		<input type="checkbox"/> Use the Psychometric testing tools to build a picture of students' needs.	<p>Unifrog tools: Student homepage (student side - 'Quizzes')</p> <p>Lesson series: Psychometric testing</p>
		<input type="checkbox"/> Use the Interactions tool to record experiences of career and enterprise activity and individual advice given to students.	<p>Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction)</p>
		<input type="checkbox"/> Use the Interactions tool to evidence tailored support given to students with differing needs (e.g. students with SEND) after working proactively with the local authority.	<p>Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction)</p>
		<input type="checkbox"/> Use 'favouriting' data from the Careers and Subject libraries to build a picture of students' individual preferences. Use this to tailor support, guidance and employer and provider interactions.	<p>Teacher side: Usage charts: exploring pathways</p>
		<input type="checkbox"/> Use the Shortlisting tools to monitor students' intended destinations. This allows you to identify any deficits in take up of pathways, subjects or courses that could be addressed by better tailoring of the careers programme.	<p>Unifrog tools: Student homepage (student side - 'Searching for opportunities')</p> <p>Teacher side: Usage charts: searching for opportunities</p>
		<input type="checkbox"/> This also allows you to provide early targeted support (e.g. to students who have not made a shortlist).	<p>Classroom resource: Quick task: shortlisting colleges and sixth forms</p> <p>Classroom resource: Quick task: shortlisting apprenticeships</p>
		<input type="checkbox"/> Use the Destination tool to collect and maintain accurate data for each student on their education, training and employment destinations after they leave school. Hold this data for at least 3 years and share with the local authority as required.	<p>Unifrog tool: Destination (student side)</p>
<input type="checkbox"/> Use this data to create a list of alumni contacts who may be able to support with your careers programme.	<p>Teacher side: Usage charts: alumni</p>		
<input type="checkbox"/> Break down this data by characteristic (e.g. gender, LAC, SEND, PP, EAL) and identify trends or areas you could improve your careers provision as part of your evaluation strategy.	<p>Know-how library guide: How to... use Unifrog for Destinations and Alumni</p>		
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p> <p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>	<input type="checkbox"/> Direct subject teachers to use the GB4 templates from the Careers Year Plan.	<p>Teaching resources: Spiral curriculum</p>
		<input type="checkbox"/> Direct subject teachers to use the 'search' function on the student homepage for their subject area. This will bring up relevant Careers library pages, Subject library pages, Know-how library guides and Read Watch Listen resources which could be used with students to link curriculum learning to careers.	<p>Student side: Student homepage (use keyword search)</p>
		<input type="checkbox"/> Create a careers display area for each curriculum subject.	<p>Working in' posters: STEM</p> <p>Working in' posters: the humanities</p> <p>Working in' posters: the creative arts</p> <p>See all careers posters here</p>
		<input type="checkbox"/> Ensure all staff have received Unifrog training - particularly how they can use the platform for GB4 'quick wins' within lessons.	<p>Contact your account manager for support</p> <p>Blog post: Quick wins for meeting Gatsby Benchmark 4</p>
		<input type="checkbox"/> Identify a member of staff in each department or faculty to lead on careers-relevant teaching.	

		<input type="checkbox"/> Ensure each department or faculty includes careers-related learning in their schemes of work which shows how career-relevant learning will be embedded in their teaching (e.g. through starters, plenaries, inserted activities or a specific careers-related module or unit).	
		<input type="checkbox"/> Ensure all teachers understand their role in embedding careers in their subject, and they can link curriculum learning to careers confidently in their everyday teaching.	Classroom resources: Careers in the curriculum templates (11-14) and (14-16)
		<input type="checkbox"/> Encourage teachers to share their personal experiences of jobs outside of teaching (e.g. through a display or assembly).	
5. Encounters with employers and employees	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p> <p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>* A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<input type="checkbox"/> Create a database of employer contacts. This might include local employers, alumni and parent contacts. You could use the employer details from the Placements tool as a starting point.	Teacher side: Manage placement contacts
		<input type="checkbox"/> Evaluate the range of contacts you have, considering how well it meets the needs of different groups of students (e.g. disadvantaged students, students with SEND).	
		<input type="checkbox"/> Approach companies directly, use LinkedIn, or contact your local Enterprise Adviser to help with expanding your employer network.	
		<input type="checkbox"/> For each year group, plan at least one, first-hand, meaningful encounter with an employer each year. This could be in the form of a careers fair, careers talks or assemblies, mentoring, mock interviews, enterprise competitions or workplace visits with employers.	Teacher side: Advanced page (Sort by school leaving year->[filter for specific students]>+interaction)
		<input type="checkbox"/> Record these interactions using the Interactions tool, noting the number of businesses visited.	
		<input type="checkbox"/> Read our guide about employer encounter suggestions.	Know-how library guide: For teachers: top tips for employer and provider encounters
		<input type="checkbox"/> Every school trip location is a workplace. As part of each school trip, build in 30 minutes of Q&A with employees to help students learn about work, employment and the skills that are valued in that workplace.	
		<input type="checkbox"/> Direct students to attend Unifrog's online Apprenticeship Fair to hear directly from, and interact with, apprenticeship providers from a range of sectors.	Annual event: Unifrog Apprenticeship Fair
		<input type="checkbox"/> Direct students to sign up for upcoming Unifrog webinars hosted by employers.	See Events
		<input type="checkbox"/> Direct students to explore the 'employer profile' section of the Know-how library. Add as an interaction to keep a record.	Unifrog tool: Know-how library: employer profiles (student side) Teacher side: Advanced page (Sort by school leaving year->[filter for specific students]>+interaction)
6. Experiences of workplaces	<p>Every pupil 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.</p> <p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p><i>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</i></p>	<input type="checkbox"/> Calendar work experience for KS4 students (e.g. in Y10).	
		<input type="checkbox"/> Read our guide on how to coordinate a successful placement programme.	Know-how library guide: For teachers: how to coordinate a successful placement programme
		<input type="checkbox"/> Use Unifrog's Placements tool to manage all of your work experience administration from start to finish.	Unifrog tool: Placements tool (student side) (This is an optional add-on to your Unifrog subscription - contact your Area Manager for more details)
		<input type="checkbox"/> Show students this video to help them understand how to use the Placements tool.	Video: Filling out your student initial form
		<input type="checkbox"/> Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks. A key lesson to help you evidence how you prepare students for work experience is: Y10 Preparing to go on work experience. This lesson includes a work experience journal to help students make the most of their experience. You can also learn about managing money when you're paid in a workplace: Y9 Working and earning: managing your money Ensure that by the age of 16, every pupil has had an encounter with:	Teaching resources: Spiral curriculum
		<input type="checkbox"/> - Sixth forms - Colleges - Universities - Apprenticeship providers To further meet Provider Access Legislation (PAL), facilitate the encounters at the following times: - Two between 1 September in Year 8 and 28 February in Year 9 (mandatory for all students to attend)	Teacher side: Advanced page (Sort by school leaving year->[filter for specific students]>+interaction)

7. Encounters with further and higher education	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><i>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</i></p> <p>* A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.</p>	<p>attend).</p> <p>- Two between 1 September in Year 10 and and 28 February in Year 11 (mandatory for all students to attend).</p> <p>Each encounter should include the opportunity to meet both staff and pupils.</p> <p><i>Use the Interactions tool to record each encounter.</i></p>	<p>Know-how library guide: How to meet Provider Access Legislation: a guide for teachers</p>
		<p><input type="checkbox"/> <i>Ensure that by the age of 18, all pupils considering applying to university should have had at least two visits to universities to meet staff and pupils.</i></p> <p><input type="checkbox"/> <i>Use the shortlisting tools to determine which students are considering applying for university.</i></p> <p><i>Use the Interactions tool to record each university encounter. [9]</i></p>	<p>Student side: Student homepage (student side - 'Searching for opportunities')</p> <p>Teacher side: Usage charts: searching for opportunities</p> <p>Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction)</p>
		<p><input type="checkbox"/> <i>Provider Access Legislation (PAL): Facilitate two encounters with training providers, which should happen at specific times:</i></p> <p><i>- Two between 1st September in Year 12 and 28 February in Year 13 (not mandatory for all students to attend). [10]</i></p>	<p>Know-how library guide: How to meet Provider Access Legislation: a guide for teachers</p>
		<p><input type="checkbox"/> Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.</p> <p>Key lessons to help you evidence how you help students to understand the full range of learning opportunities that are available to them include:</p> <p>Y11 Post 16 Choices Choices Y11 Decision making: choosing your post 16 pathway</p>	<p>Teaching resources: Spiral curriculum</p>
		<p><input type="checkbox"/> Use the lessons from the Post-16 applications tab to support students to make their post-16 applications.</p>	<p>Teaching resources: Post-16 applications</p>
		<p><input type="checkbox"/> Provide opportunities for students to watch 'How I got in' videos to hear directly from students about their university experience.</p>	<p>Unifrog tool: Know-how library (student side - search by keyword 'how I got in')</p>
		<p><input type="checkbox"/> Direct students to attend Unifrog's online University Fair to hear directly from, and interact with, a range of universities.</p> <p><input type="checkbox"/> Direct students to attend Unifrog webinars about different pathways</p>	<p>Annual event: Unifrog University Fair</p> <p>See Events</p>
8. Personal guidance	<p>Every pupil 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.</p> <p>Every pupil should have at least one such interview by the age of 16, <i>and the opportunity for a further interview by the age of 18.</i></p>	<p><input type="checkbox"/> Identify a careers adviser (internal or external) who is trained to an appropriate level.</p> <p><i>To be 'trained to an appropriate level', the careers adviser must hold a career guidance qualification at level 6 (degree level) or higher, according to the Career Development Institute.</i></p>	
		<p><input type="checkbox"/> Arrange training for your careers adviser with your Unifrog Account Manager on how to log 1:1 interviews using Interactions, record feedback, and track progress.</p>	<p>Contact your Account Manager for support.</p>
		<p><input type="checkbox"/> Schedule appointments for students whenever significant study or career choices are being made (e.g. Y8 and Y9 option choices, choosing pathways for post-16).</p> <p>Use the Interactions tool to record each appointment.</p>	<p>Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction)</p>
		<p><input type="checkbox"/> Ensure students have at least one careers interview by the age of 16.</p> <p>Use the Interactions tool to record each appointment.</p>	<p>Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction)</p>
		<p><input type="checkbox"/> Use Unifrog's careers interview templates to prepare students for personal guidance 1:1s.</p>	<p>Classroom resource: Careers interview templates</p>
		<p><input type="checkbox"/> Carry out evaluation to ensure advice is impartial and in best interests of students - for example, you could ask for student feedback using the Interactions tool.</p>	<p>Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction>ask for student feedback)</p>
		<p><input type="checkbox"/> In addition to 1:1 interviews, you <i>might</i> ask a careers adviser to:</p> <ul style="list-style-type: none"> - run targeted group work sessions on particular careers topics - advise students and parents at careers fairs and parents' evenings - run drop-in sessions for students at lunchtimes and other times during the week - provide support to students on exam results days 	
<p><input type="checkbox"/> Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.</p> <p>Key lessons to help you evidence how you help students to prepare for a personal guidance 1:1 session include:</p> <p>Y9 Decision making: choosing what to study at KS4 Y10 Reflecting on my career journey: past, present and future Y11 Decision making: choosing your post 16 pathway</p>	<p>Teaching resources: Spiral curriculum</p>		

[1] Supports Gatsby 2 by providing examples of the value of learning and qualifications and their connection to career.

Supports Gatsby 3 by showing students how recording achievements can support lifelong learning and reflection.

Supports Gatsby 8 by helping students to prepare for a personal guidance interview, giving them opportunities to reflect on what activities they have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.

[2] Supports Gatsby 2 by encouraging exploration and analysis of information about the labour market.

Supports Gatsby 7 by creating opportunities for pupils to find out about the full range of educational and training pathways.

[3] Supports Gatsby 2 by illustrating common career challenges and examining how they can be overcome.

Supports Gatsby 7 by discussing the way in which a commitment to lifelong learning can open up new opportunities and support progression.

Supports Gatsby 8 by helping students to prepare for a personal guidance interview, giving them opportunities to reflect on what activities they have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.

[4] Supports Gatsby 2 by encouraging exploration of entrepreneurship and self-employment as a career route.

Supports Gatsby 6 by preparing students for work experience.

Supports Gatsby 7 by discussing the way in which a commitment to lifelong learning can open up new opportunities and support progression.

[5] Supports Gatsby 2 by raising awareness of rights and responsibilities in the workplace and providing examples of work/life balance.

Supports Gatsby 3 by challenging stereotypes and their relationship to life roles, work/life balance and career destinations.

Supports Gatsby 6 by encouraging pupils to use their experiences of work to find out about how others balance work with life.

Supports Gatsby 7 by recognising learning as a part of life which people need to make time for.

[6] Supports Gatsby 2 by providing labour market data, policies and issues for analysis and discussion.

Supports Gatsby 3 by challenging stereotypes and their relationship to life roles, work/life balance and career destinations.

Supports Gatsby 6 by supporting pupils to think about how organisations operate, what they contribute to society and the economy and what they might be lauded or criticised for.

[7] Supports Gatsby 3 by providing personalised psychometric results.

Supports Gatsby 8 by generating information which can be used in 1:1 guidance sessions.

[8] Supports Gatsby 4 by providing a template for subject teachers to link their subject area to careers.

[9] Please note, this suggested action may not be relevant to your setting.

[10] Please note, this suggested action may not be relevant to your setting.