



Bradford Forster Academy  
Careers Strategy  
2023-2026

**Our Vision**

*To support and engage every student to understand and develop their own future pathways, to raise and achieve their aspirations in an ever-changing and increasingly competitive world, grounded in the foundations of hope, endurance, forgiveness, and trust.*

# Careers at Bradford Forster Academy

## **Our Careers Strategy: Introduction**

Careers education has never been as important as it is today. At Bradford Forster Academy, we play a critical role to play in preparing our students for the next stage of their education or training and beyond. Our students will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Opportunities across the globe and increasing technological advances will result in young people having careers during their working life and potentially working in a career that does not currently exist.

With such great choices of education, training and employment, our aim is to prepare students for these ever-changing opportunities, responsibilities, and experiences and to equip them with the skills to manage the choices, changes, and transitions ahead of them.

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing students to access the necessary information to help them make informed decisions about their futures.

Careers Education at Bradford Forster Academy is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum. Our aim is that students understand how what they are being taught will link to their future pathways.

We want to support and engage every student to understand and develop their own future pathways, to raise and achieve their aspirations in an ever-changing and increasingly competitive world, grounded in the foundations of hope, endurance, forgiveness, and trust.

## Evidencing the need for change

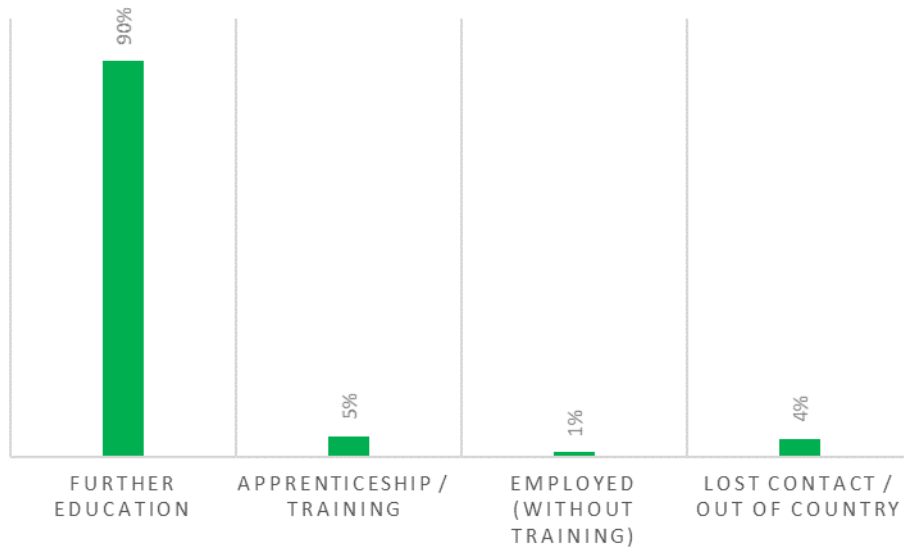
The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool.

Benchmark	% of the assessment areas in Benchmark achieved (2020)	% of the assessment areas in Benchmark achieved (2021)	% of the assessment areas in Benchmark achieved (2022)
1	100%	94%	88%
2	80%	80%	90%
3	100%	80%	100%
4	68%	100%	75%
5	100%	68%	100%
6	100%	100%	100%
7	100%	100%	95%
8	100%	100%	100%

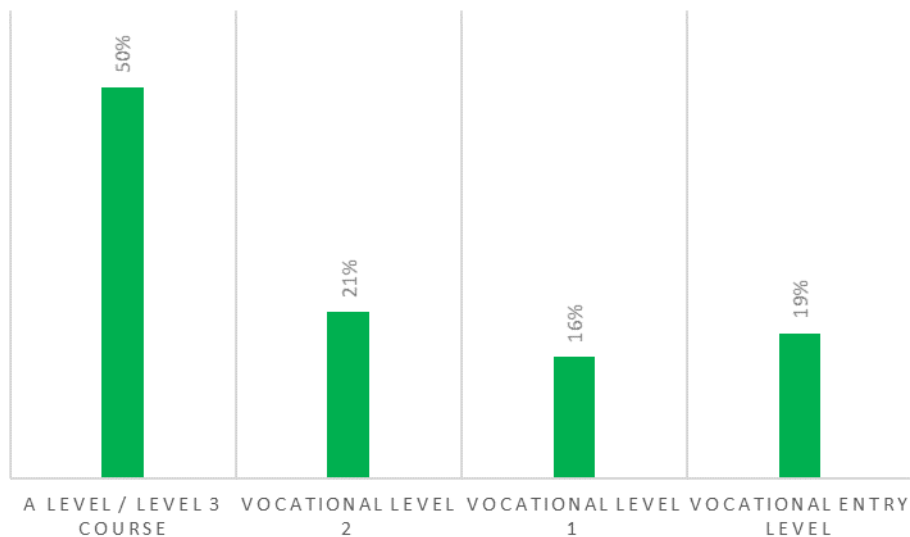
- The compass report completed at the end of 2022 was done with the support of the Enterprise coordinator and so was very rigorous in process.
- The Careers Leader is currently completing the Teach First Careers and Employability Leadership Programme.
- The careers work in school has already gained national reputation as the Careers Leader was asked to speak to a programme manager at the Gatsby Foundation about the impact of Careers in the Curriculum.
- In terms of staffing, the careers team consists of the Senior Leader: Student Progression (Careers Leader with oversight of Careers provision Careers Advisor (Level 6 trained). In addition, there is an Enterprise coordinator that works closely with the school. Staff at all levels in school have input into the Careers provision, including all teaching staff, pastoral colleagues, and non-teaching staff.

## Destination Data

Bradford Forster Academy is incredibly proud of all our Year 11 Leavers, most of whom have used their results from Summer 2022 to gain access to a variety of Post 16 provisions. Most students are now completing courses at colleges or 6<sup>th</sup> Form provisions whilst other students have chosen a vocational option and are following Apprenticeship schemes.



Of our students who have progressed to college or 6<sup>th</sup> Form, 50% are completing an A Level or Level 3 provision.



**Bradford Forster Academy**

**The 2019/2020 Year 11 at 2nd November 2020**

<b>In Learning:</b>	<b>126</b>	<b>96.9%</b>	<b>Other Categories:</b>	<b>4</b>	<b>3.1%</b>
Sixth form course	15	11.5%	Employment without full training/study	2	1.5%
College course	102	78.5%	Moved away	1	0.8%
Training course	4	3.1%	NEET	1	0.8%
Apprenticeship	5	3.8%	Not known	0	0.0%
Employment with full training/study	0	0.0%			
<b>Year 11 Total</b>	<b>130</b>				

**Bradford Forster Academy**

**The 2020/2021 Year 11 at 5th November 2021**

<b>In Learning:</b>	<b>180</b>	<b>96.3%</b>	<b>Other Categories:</b>	<b>7</b>	<b>3.7%</b>
Sixth form course	15	8.0%	Employment without full training/study	2	1.1%
College course	157	84.0%	Moved away	0	0.0%
Training course	4	2.1%	NEET	4	2.1%
Apprenticeship	3	1.6%	Not known	1	0.5%
Employment with full training/study	1	0.5%			
<b>Year 11 Total</b>	<b>187</b>				

**Bradford Forster Academy**

**The 2021/2022 Year 11 at 4th November 2022**

<b>In Learning:</b>	<b>183</b>	<b>93.8%</b>	<b>Other Categories:</b>	<b>12</b>	<b>6.2%</b>
Sixth form course	13	6.7%	Employment without full training/study	5	2.6%
College course	159	81.5%	Moved away	2	1.0%
Training course	7	3.6%	NEET	5	2.6%
Apprenticeship	4	2.1%	Not known	0	0.0%
Employment with full training/study	0	0.0%			
<b>Year 11 Total</b>	<b>195</b>				

- Typically, the school has maintained low NEET (Not in Education, Employment or Training) figures. Although the numbers have slightly increased. This is reflective of the local area and in direct comparisons with local schemes.

## Career Team at BFA

<b>Job title</b>	<b>Responsibilities</b>
Assistant Principal for Progression (Careers Lead)	<ul style="list-style-type: none"> <li>• Responsible for planning and setting the strategic direction of careers provision at BFA</li> <li>• Responsible for community engagement.</li> </ul>
Careers Advisor	<ul style="list-style-type: none"> <li>• Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews.</li> <li>• Responsible for providing support to identified at risk of NEET students.</li> </ul>
Heads of Year	<ul style="list-style-type: none"> <li>• Responsible for liaising with Careers Leader to ensure that all elements of careers are successfully covered</li> <li>• Identifying students at risk of NEET and giving information to Careers Advisor.</li> </ul>
Assistant Principal for Personal Development	<ul style="list-style-type: none"> <li>• Responsible for liaising with the AP for progression to ensure all elements of the career's curriculum are covered.</li> </ul>
Enterprise Coordinator	<ul style="list-style-type: none"> <li>• Responsible for sharing local and national developments in careers provision and careers strategy.</li> </ul>
Principal/ Vice Principal	<ul style="list-style-type: none"> <li>• Responsible for direct line management of Careers Leader and strategic promotion of careers strategy at Headship level.</li> <li>• Responsible for strategic and operational support and challenge of career leader decisions.</li> </ul>
Curriculum Leaders	<ul style="list-style-type: none"> <li>• Responsible for career displays within subject areas, advocate for schemes of work to be modified to include career-related activities</li> </ul>

Tutors and Personal Development teachers	<ul style="list-style-type: none"> <li>• Responsible for the delivery of the careers programme during personal development time. Year 11 tutors to monitor 1:1 Careers Guidance Action Plans.</li> </ul>
SENDCO	<ul style="list-style-type: none"> <li>• Responsible for liaising with Careers Leader to ensure students with special education needs and disabilities are able to access the careers programme and all careers and employability information, advice and guidance.</li> </ul>

## Strategic Objectives

<b>Strategic Objective 1:</b>		
Careers is an <b>integral</b> part of every area of school life. <b>All</b> members of the school community understand what their role in the careers programme is and the importance of careers education being <b>embedded</b> throughout the whole school.		
Benchmarks 1, 2, 4, 7 and 8		
<b>Year</b>	<b>What will success look like? What do we want to achieve?</b>	<b>What actions will we take to achieve these targets?</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• A comprehensive and age specific careers Education is in place through the PD curriculum. There is collaboration between the careers lead and PD lead.</li> <li>• All curriculum areas will have careers education linked into their curriculum intent.</li> <li>• 100% of students can understand the link between their learning in each subject area and their future career pathways, and every student can identify career pathways in all aspects of their curriculum learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Unifrog as starting point for careers curriculum</li> <li>• Regular training with staff CPD to update them around the PD curriculum and the Unifrog platform.</li> <li>• Careers education is clear within all curriculum areas. This is shared on the school website.</li> <li>• Career Pathways are referenced in curriculum schemes of learning and each department has career displays</li> <li>• Update the CEIAG area of school website with latest Careers, Enterprise, and Employability links.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme, following the latest CDI framework updates.</li> <li>• All curriculum areas will have linked with a local business-will be started to be developed within the WEX programme.</li> <li>• 100% of students can explain what the 8 key employability skills are, and they can demonstrate how they can use these skills in their future pathways.</li> <li>• In every scheme of work across the curriculum, key future pathways are linked with the work in that subject area so students can see link between learning and their future plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses visiting school and speaking with staff.</li> <li>• Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• 100% of all students demonstrate employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• Each department area to show in their schemes of learning where they</li> </ul>



	<p>and then can demonstrate a knowledge of different routes and careers available for different subjects.</p> <ul style="list-style-type: none"> <li>• All students can make KS4 and post-16 choices within time frame and can justify their choice.</li> <li>• Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery</li> </ul>	<p>have included Employability Skills and direct links to future plans.</p> <ul style="list-style-type: none"> <li>• Careers and LMI presented at parents events.</li> <li>• Targeted workshops to focus on key employability skills, including involving parents.</li> <li>• Review practice with another school to identify next steps</li> </ul>
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## Strategic Objective 2:

Every students' engagement within the careers programme during their journey through school is tracked and evaluated to ensure that students are supported in raising their aspirations and that the careers curriculum is impactful.

Benchmarks 1, 2, 3 and 8

Year	What will success look like? What do we want to achieve?	What actions will we take to achieve these targets?
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• All students have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 11 having 1 appropriate and meaningful interaction with an employer once during the year.</li> <li>• All students in Year 11 have created a profile to record their career pathway experiences.</li> <li>• 100% of all students in Year 11 have a clear plan for post-16 and that 100% of students are in some form of education or employment at the end of their phase in school. There are fewer than 4 students post-16 who are NEET.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a careers database to record all individual career engagements with staff CPD to show how to record and access information.</li> <li>• LMI is used to update the Careers Programme and that Year 11 have access to the latest information to make decisions and key transition points. LMI section of website updated for parents to access.</li> <li>• Every Year 11 have a 1:1 guidance interview with Careers Advisor which is rigorously monitored for quality and effectiveness.</li> <li>• Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed at parents' evenings.</li> <li>• Development of BFA Alumni.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• All careers' activities will be recorded on a spreadsheet for each student, with staff being able to access these records across the school.</li> <li>• All students in Years 7 to 11 to have created a profile on Unifrog to record their own careers pathways experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training on labour market information for all staff to support staff to bring into their subject teaching</li> <li>• Embed the use of Unifrog to students and staff</li> <li>• Staff training to colleagues so they can use the Alumni profile in order to invite former students into school to</li> </ul>

	<p>and to be regularly updating these throughout the year.</p> <ul style="list-style-type: none"> <li>• Further development of the Alumni- with students being invited to events.</li> <li>• All students have access to career and labour market information through library, school display, website and PD lessons.</li> </ul>	<p>support with events and in curriculum areas.</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• 100% of Year 11 students to have joined the BFA alumni and at least 3 events organised inviting former students into school to inspire next generation.</li> <li>• All students are updating their careers profile on a termly basis and software data analysis shows these updates across all accounts.</li> <li>• To continue working with a range of local employers to ensure that all students in Years 7 to 11 have at least one workplace visit per year and have at least one encounter with an employer each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that time is built into the Careers programme so that students can use Unifrog effectively and that staff have relevant CPD training to check progress.</li> <li>• Each curriculum area is responsible for at least one workplace visit per year and that these visits are recorded on the careers database and on individual students' profiles.</li> </ul>

### **Strategic Objective 3:**

Build an increasing and relevant network of varied partners and providers (reflective of LMI) who can engage students in developing their career pathways. These partners will work in partnership with subject areas to develop collaborations enabling opportunities for students to see clear links between their subject learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

<b>Year</b>	<b>What will success look like? What do we want to achieve?</b>	<b>What actions will we take to achieve these targets?</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage students.</li> <li>• 100% of Year 7 and Year 11 students to have visited at least one higher education provider and 100% of Year 11 students to have had contact with at least one further education provider by the end of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual BFA Careers Fair where local business, training providers and further and higher education providers will engage with all students. The types of employers who attend will reflect LMI.</li> <li>• Arrange with local universities for all Year 7 students to meet with staff and students.</li> <li>• In collaboration with our Enterprise Advisor, every department to be linked with a local business and to begin collaborative work.</li> <li>• IntoUniversity will work with all year groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• 50% of all students in Year 10 have completed a work experience by the end of the year and obtained a meaningful experience of a workplace.</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage students.</li> <li>• 70% of all students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace.</li> <li>• 100% of all Year 10 students have engaged with colleagues from a local university and explored future pathways linked to their interests and their own future pathway research.</li> <li>• 100% of all Year 10 students to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• All Year 10 students to complete a block work placement in June 2021 and to record this encounter/ all year 10 will complete a hybrid approach to WE and record this.</li> <li>• Visits and virtual events with further education, apprenticeship and training providers.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to create links with local businesses in order to link these with curriculum areas. Teachers need time in order to engage with these businesses and to have time to plan collaborative links.</li> <li>• Survey each curriculum area in order to establish what links have been created already and how successful these links have been.</li> </ul>

## Short Term Action Plan

<b>Strategic Objective 1:</b> Careers is an integral part of every area of school life. All members of the school community understand what their role in the careers programme is and the importance of careers education being embedded throughout the whole school.				
Yearly Milestone	Micro steps	Responsible	Resources required	Review
A comprehensive and age specific careers Education is in place through the PD curriculum. There is collaboration between the careers lead and PD lead.	<ul style="list-style-type: none"> <li>-PD curriculum in place and planned for Sept 2023</li> <li>-Staff CPD in Sept 2023 on using Unifrog</li> <li>-Regular (biweekly) meeting with PD leader set up.</li> <li>-Regular updates throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>-Careers Lead</li> <li>-PD Lead</li> </ul>	<ul style="list-style-type: none"> <li>-Staff CPD time</li> <li>-All staff have access to Unifrog platform</li> </ul>	October 2023 Ongoing throughout the year.
All curriculum areas will have careers education linked into their curriculum intent.	<ul style="list-style-type: none"> <li>-Staff CPD in Sept 2023 to talk through GB and importance of careers curriculum.</li> <li>-Career pathways are evidenced in curriculum plans (this is QA'd in Oct 2023)</li> <li>-All careers information is shared on the school website (Sept 2023)</li> <li>-Career champions appointed in departments in Sept 2023</li> <li>-All subjects to have careers notice board</li> </ul>	<ul style="list-style-type: none"> <li>-Careers Lead</li> <li>-Careers Adviser</li> <li>-Office Manager</li> <li>-Site manager</li> <li>-Subject leaders</li> </ul>	<ul style="list-style-type: none"> <li>-Website</li> <li>-Curriculum intents</li> <li>-Notice boards</li> <li>-CPD time</li> </ul>	On going -Higher score for GB 4 -Learning walks
100% of students can understand the link between their learning in each subject area and their future career pathways, and	<ul style="list-style-type: none"> <li>-Evaluation of student voice-happening each HT/ after careers fair/ NCW.</li> <li>-NCW to promote career pathways-</li> </ul>	<ul style="list-style-type: none"> <li>-Vice Principal</li> <li>-Careers Lead</li> <li>-Subject leaders</li> </ul>	<ul style="list-style-type: none"> <li>-Time during PD/ IT lessons to complete student voice.</li> <li>-Analysis by careers lead.</li> </ul>	Half termly -Learning walks

every student can identify career pathways in all aspects of their curriculum learning.	on the calendar for 2023/24.			
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**Strategic Objective 2:** Every students' engagement within the careers programme during their journey through school is tracked and evaluated to ensure that students are supported in raising their aspirations and that the careers curriculum is impactful.

Yearly Milestone	Micro steps	Responsible	Resources required	Review
All students have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 11 having 1 appropriate and meaningful interaction with an employer once during the year.	-Database that can be shared with all staff to track engagement with careers programme (Sept 2023) -CPD in Sept 23 to enable staff to use this. -Use the Unifrog platform to support with tracking engagement. -All workplace visits are evaluated by students.	-Careers Leader -Careers advisor -Data manager	-Time to update database	NEET statistics 2023 GB 1,3.4 100% met
All students in Year 11 have created a profile to record their career pathway experiences.	-Staff CPD on Unifrog (Sept 2023) -Students have lessons as part of their PD curriculum.	-PD year 11 teachers -PD lead -Careers lead -Cover manager	-Computer rooms for PD lessons	Tracking documents
100% of all students in Year 11 have a clear plan for post-16. There are fewer than 4 students post-16 who are NEET.	-Every Year 11 has a 1.1 guidance interview generating an action plan that is shared with parents and tutors. (By Jan 2024) -Develop BFA Alumni- through social media posts/ contact home.	-Careers Advisor -Office Manager	-Time/ external agencies to support with 1.1 sessions.	Benchmark 8 is 100% met All Year 11 guidance interviews are tracked.

**Strategic Objective 3:** Build an increasing and relevant network of varied partners and providers (reflective of LMI) who can engage students in developing their career pathways. These partners will work in partnership with subject areas to develop collaborations enabling opportunities for students to see clear links between their subject learning and the world of work.

Yearly Milestone	Micro steps	Responsible	Resources required	Review
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Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage students.	<ul style="list-style-type: none"> <li>- Annual BFA Careers Fair where local business, training providers and further and higher education providers will engage with all students. The types of employers who attend will reflect LMI. (April 2024)</li> <li>-Experience of Work week- where subjects can invite businesses in to work in departments.</li> </ul>	<ul style="list-style-type: none"> <li>Careers Lead</li> <li>Careers Advisor</li> <li>Enterprise advisor</li> <li>Site Manager</li> </ul>	<ul style="list-style-type: none"> <li>-Career advisor to contact relevant providers</li> <li>-Activity studio booked</li> <li>Tables and chairs set out</li> <li>-Careers advisor helping students to seek placements etc</li> <li>Career advisor time to contact employers for evaluations.</li> </ul>	
100% of Year 7 and Year 11 students to have visited at least one higher education provider and 100% of Year 11 students to have had contact with at least one further education provider by the end of the academic year.	<ul style="list-style-type: none"> <li>-By July 2024 visits to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>-Careers Leader</li> <li>-Into University</li> <li>-Career Advisor</li> <li>Trip lead</li> </ul>	<ul style="list-style-type: none"> <li>-Time to plan the trip and complete paperwork</li> <li>-Cost of hiring transport</li> <li>-Cost of staff cover</li> </ul>	<ul style="list-style-type: none"> <li>-Student voice to show impact</li> <li>-Compass tool for July 2024 shows GB 7</li> </ul>
50% of all students in Year 10 have completed a work experience by the end of the year and obtained a meaningful experience of a workplace.	<ul style="list-style-type: none"> <li>-In collaboration with our Enterprise Advisor, every department to be linked with a local business and to begin collaborative work.</li> <li>-Start the process early to ensure further uptake</li> <li>-Make use of virtual work experience further.</li> </ul>	<ul style="list-style-type: none"> <li>-Careers leader</li> <li>-Career adviser</li> <li>-Enterprise advisor</li> <li>-Speakers for schools' adviser</li> <li>-Head of Year 10.</li> </ul>	<ul style="list-style-type: none"> <li>-Time for careers adviser to plan.</li> </ul>	<ul style="list-style-type: none"> <li>-Student evaluation</li> </ul>

## Career Programme 23-24

Year 7- Discover				
Career Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluation
<p>Students understand their own skills, interests and strengths, starting focus on employability skills and sectors.</p>	<p>To define what a 'career' is.</p> <p>To navigate the Careers library confidently to explore the variety of different careers there.</p> <p>To identify what skills and competencies are.</p> <p>To compare examples of how to write about competencies</p> <p>To use the Unifrog Competencies tool to add an example of a competency to the platform.</p> <p>To identify their interests.</p> <p>To reflect on their interest profile quiz results.</p>	<ul style="list-style-type: none"> <li>- Discuss the definition of a career and the things that are important when choosing a career</li> <li>- Login and complete a treasure hunt on the Unifrog Careers library</li> <li>- Use students' understanding of the different search functions in the library to research their top three careers</li> <li>- Match skills and definitions.</li> <li>- Read three examples of how to write about your competencies and explain which one is best.</li> <li>- Write their competency examples on the Unifrog Competencies tool</li> <li>- Read the Holland Code Know-how library guide.</li> <li>- Take the Unifrog Interests profile quiz.</li> <li>- Search the Careers library based on their results.</li> </ul>	<p>1,2,3,4</p>	<p>From 2023- students keep a record of their career's education on their Unifrog profile</p> <p>The school will also keep track of career activities.</p> <p>Student voice taken at key points during the Year (January and July)</p> <p>Learning walks will monitor the delivery of the careers sessions to ensure consistent quality and appropriate feedback given.</p> <p>Support from external providers to give feedback on our careers programme.</p>

	<p>To discuss careers related to their interests.</p> <p>To understand the factors that influence deciding a 'dream job.'</p> <p>To illustrate what their dream job might look like in the future.</p> <p>To compare the labour market information for different careers.</p>	<ul style="list-style-type: none"> <li>- Discuss the factors that people consider when thinking about a dream job.</li> <li>- Complete a mini-Careers library treasure hunt.</li> <li>- Create a job advert for their dream job!</li> <li>- Find careers in the Careers library and note the skills, qualifications and salary expectations.</li> <li>-IntoUniversity Focus Programme</li> <li>-Careers Fair (April)</li> <li>-Open door and email access to L6 Qualified Careers Advisor</li> <li>-Green Careers Week- including assemblies, link to subjects, trip to local business.</li> <li>-National Careers Week Careers learning opportunities in lesson</li> </ul>		
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Year 8 - Explore				
Career Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluation
Students develop awareness of potential future journeys and LMI and map out their path to success.	<p>To define what a 'career' is.</p> <p>To navigate the Careers library confidently to explore the variety of different careers there.</p> <p>To understand a variety of career terminology.</p> <p>To explain why learning about career terminology is useful.</p> <p>To define what success means to them.</p> <p>To identify what motivates them.</p> <p>To understand how to search for career areas that match their motivators and definitions of success on the Careers library.</p> <p>To understand and recall what goes in each section of a CV.</p>	<ul style="list-style-type: none"> <li>- Discuss the definition of a career, and the things that are important when choosing a career</li> <li>- Complete a treasure hunt on the Unifrog Careers library</li> <li>- Use the Careers library to research their top three careers</li> <li>- Match careers terminology with their definitions.</li> <li>- Create a careers terminology mind map.</li> <li>- Watch a refresher on how to use the Know-how library.</li> <li>- Discuss what makes them successful.</li> <li>- Complete an auction of success.</li> <li>- Use the Careers library to search for Careers that relate to their motivators and definitions of success.</li> <li>- Complete a word scramble to discover each section of the CV.</li> <li>- Work in groups to create a CV for a superhero of</li> </ul>	1,2,3,4	<p>From 2023- students keep a record of their career's education on their Unifrog profile</p> <p>The school will also keep track of career activities.</p> <p>Student voice taken at key points during the Year (January and July)</p> <p>Learning walks will monitor the delivery of the careers sessions to ensure consistent quality and appropriate feedback given.</p> <p>Support from external providers to give feedback on our careers programme.</p>

	<p>To create a CV for a superhero of their choice.</p> <p>To understand what makes someone a good communicator.</p> <p>To identify examples of when they've been a good communicator.</p>	<p>their choice.</p> <ul style="list-style-type: none"> <li>- Provide feedback on their peers' CVs.</li> <li>- Brainstorm the qualities of great communicators.</li> <li>- Record an example of when they've been a good communicator using the Unifrog Competency tool.</li> <li>-IntoUniversity Focus Programme</li> <li>-Careers Fair (April)</li> <li>-Green Careers Week- including assemblies, link to subjects, trip to local business.</li> <li>-National Careers Week</li> </ul>		
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Year 9 - Pathways				
Career Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluation
Students can make informed choices for their GCSE options based on understanding about future pathways, their own interests and strengths.	<p>To understand how exploring and identifying students' areas of interest can help with their career searches.</p> <p>To become comfortable with using the Careers library.</p> <p>To make informed choices on their GCSE subjects, taking into account a variety of factors.</p> <p>To understand how Unifrog can help them make good choices at GCSE level.</p> <p>To define what a 'career' is.</p> <p>To navigate the Careers library confidently to explore the variety of different careers there.</p>	<ul style="list-style-type: none"> <li>- Identify students' personal interests</li> <li>- Become familiar with the Careers library and the importance of LMI</li> <li>- Link students' interests to potential careers by searching the Careers library.</li> <li>- Answer true or false questions to introduce students to what GCSEs are.</li> <li>- Review various factors to consider when making their choices and rate their importance.</li> <li>- Use Unifrog's Careers library and Interests profile tools to explore their options.</li> <li>- Discuss the definition of a career and the things that are important when choosing a career</li> <li>- Log in and complete a treasure hunt on the Unifrog Careers library</li> <li>- Use students'</li> </ul>	2,3,4,7	<p>From 2023- students keep a record of their career's education on their Unifrog profile</p> <p>The school will also keep track of career activities.</p> <p>Student voice taken at key points during the Year (January and July)</p> <p>Learning walks will monitor the delivery of the careers sessions to ensure consistent quality and appropriate feedback given.</p> <p>Support from external providers to give feedback on our careers programme.</p>

	<p>To explore what makes a good leader.</p> <p>To identify their own leadership experiences.</p> <p>To understand how to record competencies on the Unifrog platform.</p> <p>To explore teamwork and what makes collaborating in a team work well.</p> <p>To familiarise students with the Careers library and recording competencies on the Unifrog platform.</p>	<p>understanding of the different search functions in the library to research their top three careers</p> <ul style="list-style-type: none"> <li>- Explore the definition of a leader and the skills involved in being a leader</li> <li>- Identify when they have been leaders</li> <li>- Work independently to write a record of this in the Unifrog Competencies tool.</li> <li>- Explore what is needed for good teamwork</li> <li>- Identify students' own competencies, get into teams, and work out how their team would work best at solving a problem scenario</li> <li>- Use the Careers library to search for careers that meet students' competencies</li> <li>- Students are reminded of what activities and competencies mean.</li> <li>- They practise describing their activities to their classmates, reflecting on what makes a good description.</li> <li>- Students are introduced to the Activities tool on</li> </ul>		
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		<p>Unifrog and will input activities of their own.</p> <ul style="list-style-type: none"><li>-IntoUniversity Focus Programme</li><li>-Careers Fair (April)</li><li>-Open door and email access to L6 Qualified Careers Advisor</li><li>-Bradford Manufacturing Week- including talks from local businesses and trips to local businesses.</li><li>-GCSE option choices support</li><li>-GCSE options evening</li></ul>		
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Year 10 - Experience

Career Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluation
<p>Students can make informed decisions about Post 16 options; they will experience workplaces and develop self-awareness of goals.</p>	<p>To reflect on things they want to consider when choosing work experience and why work experience is important.</p> <p>To use Unifrog to search for suitable businesses to approach for work experience.</p> <p>To recall what a CV and cover letter are, their structures, and why each document is important.</p> <p>To locate and use the CV / Resume tool.</p> <p>To email an employer with confidence.</p> <p>To contact an employer over the phone confidently.</p> <p>To navigate the Unifrog Careers library.</p> <p>To understand why</p>	<ul style="list-style-type: none"> <li>- Students will discuss why work experience is important and what they need to consider when looking for it.</li> <li>- They will be introduced to the Apprenticeships tool and will use it to search for possible work experience opportunities.</li> <li>- Students discuss the contents of CVs and cover letters and why each type of document is important.</li> <li>- They compare different cover letters to identify the strengths and weaknesses of each.</li> <li>- Students are introduced to the Unifrog CV/Resume tool.</li> <li>- Students discuss the good and bad aspects of example emails to employers and write their own practice email.</li> <li>- Students learn how to contact an employer over the phone and unscramble a</li> </ul>	<p>2,3,4,5,6,7</p>	<p>From 2023- students keep a record of their career's education on their Unifrog profile</p> <p>The school will also keep track of career activities.</p> <p>Student voice taken at key points during the Year (January and July)</p> <p>Learning walks will monitor the delivery of the careers sessions to ensure consistent quality and appropriate feedback given.</p> <p>Support from external providers to give feedback on our careers programme.</p>

	<p>research is important for students' future choices. To understand more about their personalities.</p> <p>To explore the careers commonly associated with their closest personality types.</p> <p>To explain the qualities of a good team player.</p> <p>To list the skills and competencies students have themselves and how these make them good team players.</p> <p>To record students' own competencies using the Unifrog Competencies tool.</p>	<p>conversation to learn top tips on approaching this.</p> <ul style="list-style-type: none"> <li>- Students identify the different things one might consider when deciding on a career</li> <li>- They practise navigating the Careers library as part of a treasure hunt task</li> <li>- Log into Unifrog and take the Personality quiz</li> <li>- Use the results to reflect on students' personalities and to start linking potential careers paths to their personality categories.</li> <li>-Students explore what makes a good team player.</li> <li>- They identify their own competencies and how these would be useful in a teamwork situation.</li> <li>- Students use the Competencies tool to record an example of when they have worked in a team.</li> <li>-IntoUniversity Focus Programme</li> <li>-Careers Fair (April)</li> <li>-Work Experience Week (March)</li> </ul>		
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		<ul style="list-style-type: none"><li>-Open door and email access to L6 Qualified Careers Advisor</li><li>-National Careers Week</li><li>-Careers learning opportunities in lesson linked with Employer engagement opportunities</li><li>-Careers assemblies- including LMI and visits from outside speaker/ providers/ employers.</li><li>-Careers support available at Parents' evening.</li></ul>		
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Year 11- Action

Career Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring and Evaluation
<p>Students are successful in applications to Post-16 providers that can support their long-term goals.</p>	<p>To explore and research post-16 choices available to students.</p> <p>To use the Unifrog Know-how library to support this research.</p> <p>To understand what BTEC subjects are and the difference between BTECs and A-levels.</p> <p>To use the College/ Sixth Form tool to create a shortlist of options.</p> <p>To provide students with confidence in their A level choices.</p> <p>To understand how Unifrog can help students to make good choices at A level.</p> <p>To become familiar with the Unifrog Subjects library.</p> <p>To learn about and explore subject profiles suited to students' needs.</p>	<ul style="list-style-type: none"> <li>- Students explore the Know-how library and the ways they can use it to learn about their different post-16 options.</li> <li>- Use this information to research students' options and create a pros and cons list.</li> <li>- Learn about BTEC subjects.</li> <li>- Work through a Know-how library guide to answer pop quiz questions and explore four case studies.</li> <li>- Apply this learning to using the College / Sixth Form search tool.</li> <li>- Explore what A levels are and the factors to consider when choosing A level subjects.</li> <li>- Complete exercises on Unifrog, becoming familiar with the routes to A level decision-making and various tools on the platform.</li> <li>- Students create a spider diagram, linking their</li> </ul>	<p>3,4,6,7</p>	<p>From 2023- students keep a record of their career's education on their Unifrog profile</p> <p>The school will also keep track of career activities.</p> <p>Student voice taken at key points during the Year (January and July)</p> <p>Learning walks will monitor the delivery of the careers sessions to ensure consistent quality and appropriate feedback given.</p> <p>Support from external providers to give feedback on our careers programme.</p>

	<p>To identify 'good' and 'bad' revision techniques.</p> <p>To make their own revision processes easier and more effective.</p> <p>To access the Know-how library to learn more about revision techniques.</p> <p>To understand what apprenticeships are and how they work.</p> <p>To consider the broad range of apprenticeship standards and which ones might be suitable to students.</p> <p>To navigate the Unifrog Apprenticeships tool.</p> <p>To understand the changes that will take place when they move to secondary school.</p> <p>To use a toolkit of ways they can manage these changes.</p> <p>To navigate the Apprenticeships and</p>	<p>favourite subject to skills, possible careers, and related content.</p> <ul style="list-style-type: none"> <li>- They complete a treasure hunt around the Subjects library.</li> <li>- Students write down and discuss various approaches to revision and what things may hinder revision or produce worse results.</li> <li>- They consider how different techniques suit different people.</li> <li>- Read and answer questions on a Know-how library guide to find the key facts about apprenticeships.</li> <li>- Explore the Unifrog Apprenticeships tool and create shortlists of potential courses to expose them to the wide range of opportunities available.</li> <li>- Students reflect on the various changes they're about to undergo, leaving school.</li> <li>- They devise strategies for coping with these by considering the advice they might offer to other students in scenarios.</li> </ul>		
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	<p>College/Sixth Form tools to plan their next steps and complete their homework</p>	<ul style="list-style-type: none"> <li>- Students collate these strategies into a 'strategy toolkit'.</li> <li>- Careers/ Progression Fair (September)</li> <li>- IntoUniversity Focus Programme</li> <li>-1:1 career guidance meeting with L6 qualified careers advisor</li> <li>-Support with Post 16 applications for</li> <li>-College/Sixth Form and Apprenticeships</li> <li>-CV support and checking service</li> <li>-Bradford Manufacturing Week Apprenticeship Panel</li> <li>-National Careers Week</li> <li>-Careers learning opportunities in lesson support available at</li> <li>-Parents' evening.</li> <li>-Links with local universities/ training providers.</li> <li>-Careers assemblies- including LMI and visits from outside speaker/post-16 providers/ employers</li> </ul>		
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