

**CAREERS PROGRAMME 2025-2026**— this is programme is reviewed and adapted each academic year. **PAL encounter (Provider Access Legislation).**

**Notes:** Programme is linked to external providers and therefore may change throughout the academic year.

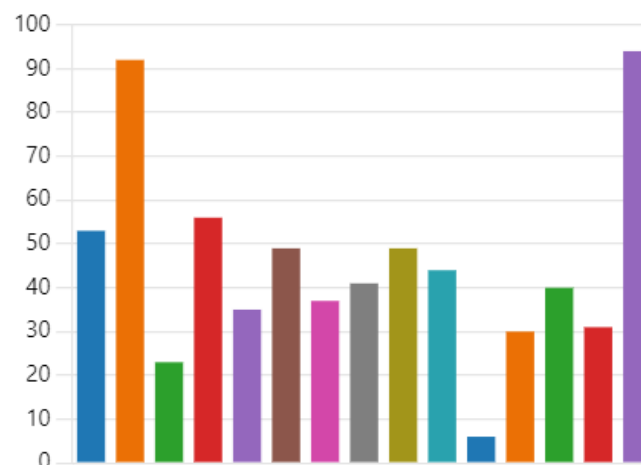
2<sup>nd</sup> encounter for students in Y9,11 and 13 must be before February.

**Top careers sectors:**

**Data from June 2024:** Which type of career are you most interested in following when you leave All Saints'?

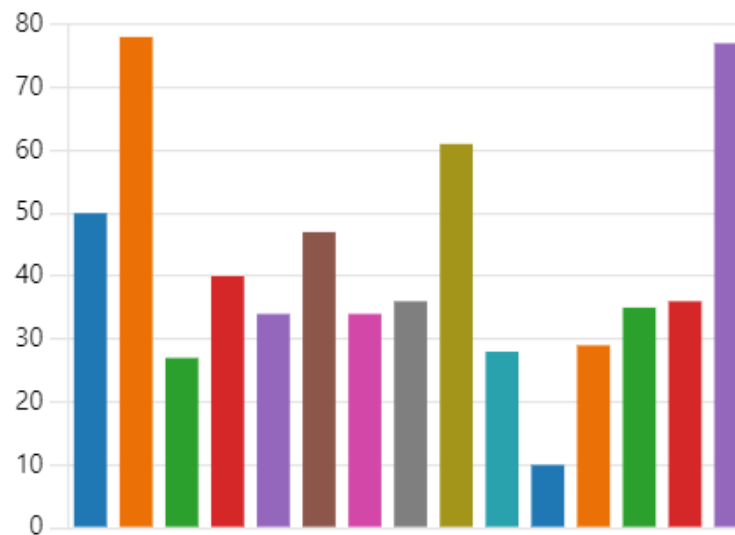
**Year 7 and 8**

Arts and Creative	53
Business	92
Constructions and Property	23
Engineering	56
Finance / Accounting	35
Healthcare and veterinary Scien...	49
Hospitality and travel	37
IT and Technology	41
Law	49
Media	44
Public sector and charity	6
Retail, buying and fashion	30
Science	40
Teaching and Education	31
Sport and leisure	94



## Year 9 and 10

Arts and Creative	50
Business	78
Constructions and Property	27
Engineering	40
Finance / Accounting	34
Healthcare and veterinary Scien...	47
Hospitality and travel	34
IT and Technology	36
Law	61
Media	28
Public sector and charity	10
Retail, buying and fashion	29
Science	35
Teaching and Education	36
Sport and leisure	77



	Personal Development Lessons	Curriculum * Refer to subject personal development audit.	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
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#### YEAR 7

**Developing yourself through careers, employability and enterprise education:** describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.

**Learning about careers and the world of work:** describe different explanations of what careers are and how they can be developed; give examples of different kinds of work and why people's satisfaction with their working lives can change; give examples of different business organisational structures.

**Developing your career management and employability:** identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services; recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable; recognise when you are using qualities and skills that entrepreneurs demonstrate and show that you can be positive, flexible and well-prepared at transition points in your life.

	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
YEAR 7	<b>Unifrog:</b>  Who am I? Exploring possibilities: dream jobs. What is a career? What is an entrepreneur? What is a work-life balance? Careers and the future.	Refer to subject personal development audit and Careers in the Curriculum plan.	<b>Nottingham Trent University – Moving on Up.</b> This assembly introduces the journey through secondary school to Higher Education. It will go through key aspects of higher education through an interactive quiz.  All Saints' 6 <sup>th</sup> form 'aspirations' assembly.	National careers (incorporating Apprenticeship week)	Careers Fair – November 2025 (TBC).	Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students.  Careers Fair – November 2025 (TBC).	NA	NA

#### YEAR 8

**Developing yourself through careers, employability and enterprise education:** describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.

**Learning about careers and the world of work:** be aware of what labour market information (LMI) is and how it can be useful to you; identify how to stand up to stereotyping and discrimination that is damaging to you and those around you and be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.

**Developing your career management and employability:** know how to identify and systematically explore the options open to you at a decision point; know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need

	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
YEAR 8 i	<b>Unifrog:</b>  What are my interests? Job applications: superhero CVs. Challenges and rewards of work. Creating the life you want: making a vision board. What does success mean to me? Careers and the climate.	Refer to subject personal development audit and Careers in the Curriculum plan.	Year 8 options evening. <b>Nottingham Trent University – Myths about Higher Education:</b> This assembly focuses on some of the common myths that surround higher education and goes into more depth about the societies that we have on offer at NTU for students.  All Saints' 6 <sup>th</sup> form 'aspirations' assembly.	National careers (incorporating Apprenticeship week)	<b>Careers Fair – November 2025</b>  <b>Department for Work and Pensions</b>	<b>Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students.</b>  <b>Careers Fair – November 2025</b>	Nottingham Trent University campus tour (up to 6 students).	Options parents evening with progress careers advisor – 15 minute optional meeting.

#### YEAR 9

**Developing yourself through careers, employability and enterprise education:** describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.

**Learning about careers and the world of work:** be aware of what labour market information (LMI) is and how it can be useful to you; identify how to stand up to stereotyping and discrimination that is damaging to you and those around you and be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.

**Developing your career management and employability:** show that you can manage your own budget and contribute to household and school budgets; know how to prepare and present yourself well when going through a selection process; show that you can be positive, flexible and well-prepared at transition points in your life.

YEAR 9	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
	<b>Unifrog:</b> What are my skills? What comes after school: the main learning pathways. Taking control of your career journey. Working and earning: managing your money. What is the labour market and why is it important?	Refer to subject personal development audit and Careers in the Curriculum plan.	<b>Nottingham Trent University assembly – ‘Your skills, your future’</b> - This assembly focuses on exploring educational choices post GCSEs. We introduce pupils to the skills needed for their future such as employment and higher education.  All Saints’ 6 <sup>th</sup> form ‘aspirations’ assembly.	National careers (incorporating Apprenticeship week)	Careers Fair – November 2025	Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students.  Careers Fair – November 2025		LAC students.  Options parents evening with progress careers – date TBC.

#### YEAR 10

**Developing yourself through careers, employability and enterprise education:** recognise how you are changing, what you have to offer and what’s important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences

**Learning about careers and the world of work:** discuss the skills involved in managing your own career; explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction; explain different types of business organisational structures, how they operate and how they measure success; be able to find relevant labour market information (LMI) and know how to use it in your career planning; recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues and be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.

**Developing your career management and employability:** build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services; show how you are developing the qualities and skills which will help you to improve your employability; show that you can be enterprising in the way you learn, work and manage your career; show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you;

	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
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<b>YEAR 10</b>	<p>Mock interviews and work experience.</p> <p><b>Unifrog:</b> Reflecting on my career journey: past, present and future. Exploring employer profiles. What type of career is best for me? Preparing to go on work experience. Wellbeing in the workplace. In person, hybrid, and remote: what works best?</p>	Refer to subject personal development audit and Careers in the Curriculum plan.	<p><b>Nottingham Trent University assembly – ‘Your future, your choice’</b> - This assembly discusses further education options that are available to pupils. There will be added input from student case studies and reflective questions to support pupil decision making.</p> <p>All Saints’ 6<sup>th</sup> form open evening. (June 2025)</p> <p><b>Tutor time:</b> Options / pathways – linked to destinations.</p>	National careers (incorporating Apprenticeship week)	<p>Mock Interview (March 2025 ) and 1-week Work Experience placement (July 2025).</p> <p>Careers Fair – November 2025</p> <p>Think Big (apprenticeships)– 15.1.2026</p> <p>Department for work and pensions (DWP), Mock Interview preparation work shops</p>	Destinations survey.  <b>Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students.</b>  Careers Fair – November 2025	1 x hour session with Progress Careers.	<p>LAC students.</p> <p>1 x hour session with Progress Careers.</p> <p>Options parents evening with progress careers advisor – 15 minute optional meeting.</p>
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## YEAR 11

**Developing yourself through careers, employability and enterprise education:** recognise how you are changing, what you have to offer and what’s important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences

**Learning about careers and the world of work:** discuss the skills involved in managing your own career; explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction; explain different types of business organisational structures, how they operate and how they measure success; be able to find relevant labour market information (LMI) and know how to use it in your career planning; recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues and be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.

**Developing your career management and employability:** be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals; know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you; know your rights and responsibilities in a selection process and strategies to use to improve your chances of success; review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.

	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
<b>YEAR 11</b>	Post-16 options Apprenticeships Career matches  <b>Unifrog:</b> What are my employability skills? Post 16 – Choices, Choices. Decision making: choosing your post-16 pathway. Researching volunteering and paid work. Money talks: apprenticeships vs. higher education. Is AI a threat to our jobs?  121 session and review with careers advisor/tutor  Talk to parents/guardian about plans	Refer to subject personal development audit and Careers in the Curriculum plan.	<b>Nottingham Trent University assembly – Looking ahead:</b> This assembly focuses on how GCSEs are the first step towards the future. We ask the pupils to reflect on their commitment to succeeding and offer tips to maximise their GCSE attainment. Content supports school messaging about the importance of GCSEs and encourages pupils to access support.	National careers (incorporating Apprenticeship week)	Careers Fair – November 2025	Nottingham Trent University Outreach programme. Assembly for all.  Careers Fair – November 2025		1 x hour session with Progress Careers.  Options parents evening with progress careers advisor – 15 minute optional meeting.

#### YEAR 12/13

**Developing yourself through careers, employability and enterprise education:** recognise how you are changing, what you have to offer and what's important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences

**Learning about careers and the world of work**

**Developing your career management and employability**

	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
<b>Year 12/13</b>	<p><b>Unifrog for Y12:</b> Preparing for a personal guidance one-to-one. Post 18 – Choices, Choices. Setting career goals. How to network and be enterprising. Wellbeing: balancing life, learning and work. What makes an employer 'good' to work for?</p> <p><b>Unifrog for Y13:</b> Personal branding: your CV and online profile. The basics of interviews: in person and online. Confidently managing transitions. Preparing for an employer assessment day. Being self-employed and working freelance. Should all employers adopt a four-day week?</p>		EXTERNAL VISITORS DELIVER TALKS (e.g. DANOP or universities)	Higher education PP every week	HE+ University of Cambridge. (see below*)  Y12 Work experience	Y13 OPEN DAYS  Y12 University/Open day trip  <b>Careers Fair – November 2025</b>	Y13 attend taster lectures (book themselves).  Y12 students attend summer residentials	Sessions With assistant head of 6 <sup>th</sup> form

\* - SEND and LAC students receive additional advice and guidance, in Year 9, 10 and 11.

Pupil premium students have priority career appointments in Year 10 and Year 11.

**Appendix 1:** Key Stage 3 learning outcomes from CDI (Career Development Institute) framework ([Home \(thecdi.net\)](https://www.thecdi.net))

**Appendix 2:** CDI (Career Development Institute) framework ([Home \(thecdi.net\)](https://www.thecdi.net)) Key Stage 4 Learning Outcomes – students



## Appendix 1:

### Key Stage 3 learning outcomes from CDI (Career Development Institute) framework ([Home \(thecdi.net\)](http://thecdi.net))

		Learning outcome statement	Evidence you could provide
Developing yourself through careers, employability and enterprise education	1	describe yourself, your strengths and preferences	You can talk about your strengths You know what you like and enjoy doing
	2	be able to focus on the positive aspects of your wellbeing, progress and achievements	You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing
	3	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	You can explain what you have learnt from career, employability and enterprise learning activities and experiences
Learning about careers and the world of work	4	describe different explanations of what careers are and how they can be developed	Using the members of staff around you survey how their careers developed. You can spot similarities and differences
	5	give examples of different kinds of work and why people's satisfaction with their working lives can change	You can identify different kinds of work that people do. You can say why people's job satisfaction varies
	6	give examples of different business organisational structures	Looking at different businesses you can describe their organisation and structure
	7	be aware of what labour market information (LMI) is and how it can be useful to you	You can say what is LMI and why you need to be aware of it for making future decisions
	8	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you
	9	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	You are aware of the laws and the bye-laws relating to the hours and types of employment for your age group
Developing your career management and employability skills	10	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills
	11	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	You can recognise the skills and qualities needed for the world of work through activities/experiences
	12	recognise when you are using qualities and skills that entrepreneurs demonstrate	You can show how you are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects

	13	show that you can manage your own budget and contribute to household and school budgets	You can show how to get the most from a personal budget, understand and use financial words
	14	know how to identify and systematically explore the options open to you at a decision point	You can make an informed decision after assessing the choices and opportunities open to you
	15	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future
	16	know how to prepare and present yourself well when going through a selection process	You can prepare and present yourself well when going through a selection process
	17	show that you can be positive, flexible and well-prepared at transition points in your life	You can be positive, flexible and well prepared for your move into key stage 4

### Key Stage 3 Learning Outcomes

1. Self-assessment, peer assessment, using an ILP (e-portfolio)
2. Transition from primary/middle/secondary school, understand feelings and changes to learning styles
3. Inviting a visitor in to talk about themselves, curriculum 'drop down' days, work shadowing
4. Interview staff, using JED, Kudos, Start, iCloud
5. Interview staff about their career pathway.
6. Look at businesses in a five mile radius and place into categories of small, medium and large, identify the differences
7. Understand the terminology of SIC and SOC (industry), explain STEM subjects, do we need another hairdresser?
8. Understand issues of protected characteristics including race, religion, gender, age, disability
9. Personal safety, health and safety at work, roles and responsibilities, hours, impact on learning
10. Friendship groups, personal safety and social media, networking
11. Attendance, punctuality, communication, motivation and professional conduct
12. Personal profile, certificates of participation/achievement, citizenship, character and resilience
13. Pocket money or savings, Young Money (Pfeg now part of Young Enterprise) website, RBS money sense, account,
14. Options process, parent evenings, subject assemblies, using the careers resource centre, careers fairs, contact with local employers
15. Use of the Real Game, citizenship type scenarios, Barclays Lifeskills
16. Personal statement, basic CV knowledge, personal presentation tips
17. Action plan, complete ILP and set personal goals

### Appendix 2: CDI (Career Development Institute) framework ([Home \(thecdi.net\)](http://thecdi.net)) Key Stage 4 Learning Outcomes – students

Area of learning	Learning outcome statement	Evidence
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Developing yourself through careers, employability and enterprise education	1	recognise how you are changing, what you have to offer and what's important to you	1. Attitude. Skills and experience. Money, value, travel time, career.
	2	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	2. Improved behaviour, attendance. Work experience or academic achievement.
	3	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	3. Skills, references, open evenings, events.
Learning about careers and the world of work	4	discuss the skills involved in managing your own career	4. Career websites e.g. i-could, Start. Interviews, talking to family and employers.
	5	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	5. Hours, mobile market. Changing careers, portfolio workers, zero-hour contracts
	6	explain different types of business organisational structures, how they operate and how they measure success	6. Bank, builders, fashion shop. Shareholders any current value, do they pay dividends? Goodwill.
	7	be able to find relevant labour market information (LMI) and know how to use it in your career planning	7. ie how many bricklayers/ physios/ people working in the 'green' industry will be needed in 5 years' time good website Warwick University – 'LMI for All'
	8	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	8. Race, religion, age, disabilities and any other barriers to equality and inclusion
	9	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	9. Health and safety at work

Developing your career management and employability skills	10	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	10. Talking to employers, college interviews, part time jobs
	11	show how you are developing the qualities and skills which will help you to improve your employability	11. Work experience, improved attendance, college course,
	12	show that you can be enterprising in the way you learn, work and manage your career	12. Do you have your own portfolio? Have you been a sports captain? Library monitor.
	13	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	13. Pocket money or savings. Young Money (PFEG materials now part of) Young Enterprise website. Bank websites. Knowledge of ISA The cost of an Apprenticeship against attending an HEI
	14	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	14. Open evenings, taster days, company websites.
	15	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	15. How are you making decisions and plans? are family involved? Have you had to solve any problems?
	16	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	16. Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing.
	17	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	17. Update CV. Improve Personal Statement. Reference, include taster day visits.

18. Attitude. Skills and experience. Money, value, travel time, career.

19. Improved behaviour, attendance. Work experience or academic achievement.

20. Skills, references, open evenings, events.

21. Career websites e.g. i-could, Start. Interviews, talking to family and employers.
22. Hours, mobile market. Changing careers, portfolio workers, zero-hour contracts
23. Bank, builders, fashion shop. Shareholders any current value, do they pay dividends? Goodwill.
24. ie how many bricklayers/ physios/ people working in the 'green' industry will be needed in 5 years' time good website Warwick University – 'LMI for All'
25. Race, religion, age, disabilities and any other barriers to equality and inclusion
26. Health and safety at work
27. Talking to employers, college interviews, part time jobs
28. Work experience, improved attendance, college course,
29. Do you have your own portfolio? Have you been a sports captain? Library monitor.
30. Pocket money or savings. Young Money (PFEG materials now part of) Young Enterprise website. Bank websites. Knowledge of ISA The cost of an Apprenticeship against attending an HEI
31. Open evenings, taster days, company websites.
32. How are you making decisions and plans? are family involved? Have you had to solve any problems?
33. Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing.
34. Update CV. Improve Personal Statement. Reference, include taster day visits.