

Careers curriculum policy 2025 - 2026



**Broadwalk
Green**

Signed by:

_____ Chair of governors

Date: _____

_____ Headteacher

Date: _____

Introduction

In 2022 the school designed the careers curriculum and policy to give students a focus and inspiration to work towards future goals.



Context

The school is highly committed to meeting the 8 Gatsby Benchmarks of good career guidance (a DFE expectation) working towards the Quality in Careers Standard to recognise the careers provision offered.

Gatsby Benchmarks

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employer and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

At the time of rebranding, we set out our new vision for careers and outlined a series of commitments.

Vision:

To enable all pupils to achieve social and economic success and realise aspirational future pathways through the provision of an inspirational and informed programme of careers education.

Commitment:

- To deliver high quality, timely and independent careers guidance which supports our pupils to achieve their career aspirations and goals.
- To engage with a range of FE colleges, employers, training providers and universities to enable aspirational career possibilities.
- To develop sustainable partnerships with local training providers, employers and other educational organisations and provide students from Year 7 to 9 with at least one employer encounter per year
- To engage students as active participants in their career development from Year 7 through to Year 9
- To provide opportunities for students to develop the necessary skills and attributes needed to make the next steps in their chosen career pathway
- To use local and national labour market information to increase employability prospects for all pupils
- To empower individuals to enter the competitive and evolving workplace with confidence and competence.
- To provide pupils with the support and advice needed to make an effective transition beyond Year 9
- To support staff in developing employability within the curriculum and as a key part of the learner experience

Careers Programme

Careers education at Broadwalk Green is delivered in a variety of ways. The main methods are as follows:

- Character programme (mentor time booklets and activities)
- BOLT activities e.g., workshops, workplace visits, careers fair, employer engagement, assemblies, “drop down” days etc.
- Planned cross curricular learning opportunities
- Use of Kudos (our online careers platform)
- Form time activities and confidence building exercises

The Character Programme

Time is allocated in the programme annually for pupils to engage in career related learning. They do this through a series of activity sheets and career focused visits.

| Key Learning Outcomes |
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| <ul style="list-style-type: none">• reflect on yourself• look at your achievements• decide your strengths and weaknesses• consider your skills and qualities• think about the things that you are looking forward to• discover more about a range of careers |
| <ul style="list-style-type: none">• explore the world of work• consider how the careers centre and careers staff might help you• make a careers action plan• think about the things that you want from a job or career• discover more about a range of potential careers• think about the types of skills and qualities that employers value |
| <ul style="list-style-type: none">• explore the world of work• consider how the careers centre and careers staff might help you• think about the things that you want from a job or career• discover more about a range of potential careers• think about options and how to make informed choices• think about the types of skills and qualities that employers value• write a personal statement |

Types of Activity and Differentiation

Activity worksheets include a wide variety of activities to ensure that scope for differentiation is possible. It is expected that all pupils will be able to complete activities in the booklets. Pupils can work at their own pace, as necessary.

- sentence completion
- circling key words
- tick boxes
- reflection
- independent work
- partner work
- group work (E.g., Employability skills tasks are powerful in groups)
- talk and discussion (an essential part of many activities)

In addition, staff delivering activities could:

- sit pupils in ability groups for ease of giving additional support where needed
- give pupils a choice of tasks
- approach tasks verbally using Q&A

To **stretch** more able pupils, staff could:

- use pupils to lead an activity

- Allow a pupil to research and become an expert in a career area of their interest – give a presentation to the rest of the class
- Use higher order questioning to target pupils and explore their career thinking
- Set additional tasks E.g., visit the careers area to find out more about...
- Get pupils to create a bank of their own career ideas and key information
- Get pupils to interview staff about their career journey and report back to the group
- Allow pupils to update their career activity log with detailed career learning
- Encourage pupils to be aspirational in their thinking regarding career ideas and future pathways

Additional Information

Staff should familiarise themselves with our policy for careers which is available to view on the school website alongside a more detailed map of the whole school programme for careers mapped against the Career Development Institute learning outcomes.