

A large, stylized letter 'C' composed of concentric yellow and white rings, with a yellow circle at its center. The word 'CAREERS' is written in bold, grey, sans-serif capital letters across the middle of the 'C'.

# CAREERS

INFORMATION AND GUIDANCE



Careers Programme

## ST. HILDA'S CE HIGH SCHOOL CAREERS CURRICULUM

### **Intent**

The intention of the Careers curriculum at St. Hilda's CE High School, is to provide a careers programme that allows all students to be ambitious and make well-informed choices about their onward progression and career pathways. The curriculum intends to raise their aspirations and encourage them to consider a broad range of careers. We hope that by inspiring every student through contacts with the world of work, within their own community and beyond, they will then be able to put into context other areas of their education and increase their motivation to learn.

**Depth of Knowledge:** All students develop depth of knowledge about how to pursue their Post 16 and 18 ambitions. We aim to promote the development of key employability skills to support students in achieving personal economic stability and wellbeing. Our programme provides comprehensive, fully up-to-date information to alert students to the wide range of future progression opportunities, and to support students with their thinking and decision-making.

**Richness of Experience:** Students are given opportunities to expand their horizons in an ever-changing workplace through visiting speakers, employer engagement and leadership development. We aim to empower students to plan, access and manage their career choices and transitions. Careers education is embedded across the curriculum with all teaching staff and tutors having an on-going duty to link curriculum learning to careers.

**Character Development:** Students have opportunities to develop the skills and attributes that are needed to excel in the next step of their education and to prepare for Post 16 and Post 18 ambitions. Activities are designed to raise aspirations, foster self-esteem and motivate students to achieve their full potential. We promote equality, diversity, social mobility and challenge stereotypes.

### **Implementation**

The careers programme at St. Hilda's CE High School, is delivered through Personal Development lessons from Year 7 through to Year 13. Through-out the careers programme students have the opportunity to:

- To discuss their aspirations
- Meet employers and gain experience of the real-life world of work
- Make informed choices about their academic and career options
- Create an action plan to help them meet their career goals
- Develop an understanding of employability skills
- Successfully manage key transitions

We offer one-to-one Personal Careers Guidance for students in Year 11 and Year 13. We arrange visits, careers events for groups of students, provide access to employers through assemblies in school and run school wide careers initiatives to encourage students to explore as many careers opportunities as possible. Students are provided with experiences of the workplace opportunities in Year 10 and 12, both in person and virtual.

The eight Gatsby Benchmarks are a guidance system developed to enable secondary schools to provide students with the best possible careers education, information, advice and support.

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

These benchmarks have been embedded into our stable careers programme from Year 7 to 13 and can be seen in the table below. There are also opportunities for students to have one to one a one-to-one discussion with our independent Careers Advisor.

## Impact

We will gauge the impact of our careers provision by analysing destination data to see whether we have been able to support an increasing number of pupils onto Level 3 courses and into further education. We will also continue to aim for 0% NEET outcomes.

By the end of KS3:	By the end of KS4:	By the end of KS5:
<ul style="list-style-type: none"> <li>• All students understand how their careers education will progress through their time at school</li> <li>• All students can identify their own qualities and skills All students know what a university is</li> <li>• All students know that there are a range of careers pathways they can take Post 16</li> <li>• All students understand the range of opportunities that education opens up</li> <li>• All students don't conform to stereotypical thinking about jobs and types of employment.</li> <li>• All students make informed choices for their GCSE options based on an understanding of Further Education and Industry requirements as well as their own strengths</li> </ul>	<ul style="list-style-type: none"> <li>• All students have exposure to workplaces and develop more knowledge of sectors in practice</li> <li>• All students recognise the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>• All students are able to research the learning and qualification requirements for jobs and careers that they are interested in</li> <li>• All students have had exposure to researching the range of workplaces and what it is like to work there and have had meaningful interactions with employers and employees from a range of sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• All students understand the full range of post-18 options</li> <li>• All students can independently research and compare different career pathways and progression routes.</li> <li>• All students are able to identify their own strengths, skills, and interests and match them to potential careers.</li> <li>• All students know how to access and interpret labour market information to inform their career decisions.</li> <li>• All students are confident in making informed choices about their next steps after KS5</li> <li>• All students have developed key employability skills such as communication, teamwork, problem-solving, and resilience.</li> </ul>

<ul style="list-style-type: none"> <li>• All students are capable of identifying common sources of information about the labour market and the education system Students are aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>• All students can identify the difference between college, sixth form and apprenticeships</li> <li>• All students are informed about the impact their GCSE choices have on their future opportunities</li> <li>• All students can independently research course and job requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• All students have experience researching how recruitment and selection processes work and what they need to do to succeed in them</li> <li>• All students feel confident about making choices about their Post 16 choices</li> <li>• All students know how to research Post 16 choices and are aware of the different open days and events that are available to them.</li> <li>• All students are able to articulate how their skills and qualities make them right for their chosen Post 16 options</li> </ul>	<ul style="list-style-type: none"> <li>• All students have experience of the workplace through placements, employer engagement, or volunteering.</li> <li>• All students can articulate how their skills and experiences make them suitable for their chosen pathway.</li> <li>• All students are able to write effective CVs, cover letters, and complete job or university applications.</li> <li>• All students can manage transitions effectively, whether moving to higher education, training, or employment.</li> </ul>
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Year 7 Looking ahead to your future: exploring the world of work.	
Lesson 1 Introduction	What is the difference between a job and a career?
Objectives	<ul style="list-style-type: none"> <li>• Define career</li> <li>• Understand the benefits of working</li> <li>• Understand the negative impact of career stereotyping</li> <li>• Overcoming challenges</li> </ul>
Key words	Career, stereotyping, employment
GBM	2. Learning from careers and labour market information 3. Addressing the needs of each student 5. Encounters with employers and employees
CDI Framework	Manage career
Employability skills	Planning / aiming high, resilience / staying positive
Lesson 2 Employability skills	What are the different transition points?
Objectives	<ul style="list-style-type: none"> <li>• Understand entry routes, skills, qualifications, and progression opportunities</li> </ul>
Key words	career pathways, career goals, skills, qualifications, career progression
GBM	2. Learning from careers and labour market information 3. Addressing the needs of each student
CDI Framework	Explore possibilities
Employability skills	Research/communication/planning/teamwork
Lesson 3 Raising ambitions	What is your dream job?
Objectives	<ul style="list-style-type: none"> <li>• Understand how to take the initiative in developing their career journey</li> <li>• Understand the value of developing career aspirations</li> <li>• Understand the full range of opportunities available</li> </ul>
Key words	Research, open minded,
GBM	5. Encounters with employers and employees 6. Experiences of workplaces
CDI Framework	Explore possibilities
Employability skills	Research, communication, problem solving, critical thinking

Year 8 Be inspired by your future: exploring careers and employability skills	
Lesson 1 Introduction	Are careers changing?
Objectives	<ul style="list-style-type: none"> <li>• Understand a variety of career terminology.</li> <li>• Understand careers of the future</li> <li>• Identify a skill that's predicted to be valued by future employers</li> <li>• Explain at least one example of how careers have changed over time</li> <li>• Evaluate predictions about AI, and arguments on each side of the debate 'Is AI a threat to our jobs?'</li> </ul>
Key words	
GBM	2. Learning from career and labour market information. 5. supports encounters with employers and employees.
CDI Framework	See the big picture
Employability skills	Digital literacy, creativity, critical thinking, problem solving
Lesson 2 Employability skills	What are my employability skills and how to they fit into my career aspirations?
Objectives	<ul style="list-style-type: none"> <li>• Explain how skills can be developed and the benefits of accepting help, advice and support</li> <li>• Reflect on their own skills and achievements</li> <li>• Understand why having a diverse set of skills is important to employers</li> </ul>
Key words	Teamwork, competencies,
GBM	3. Addressing the needs of each student.
CDI Framework	Grow throughout life Create opportunities
Employability skills	Reflectiveness, teamwork, curiosity
Lesson 3 Raising ambitions	What sector am I interested in?
Objectives	<ol style="list-style-type: none"> <li>1. Identify careers within a chosen career sector</li> <li>2. Define 'career sector' and match careers to their associated sectors</li> </ol>
Key words	career profiles, career sectors, opportunity

GBM	2. Learning from career and labour market information.
CDI Framework	Explore possibilities
Employability skills	Teamwork, reflectiveness

Year 9	
Research your future: exploring careers and making choices	
Lesson 1 Introduction	How do I know which option to pick?
Objectives	Identify links between curriculum learning and careers
Key words	Curriculum, careers, options, post 16
GBM	2. Learning from careers and labour market information 3. Addressing the needs of the pupil 4. Linking curriculum learning to careers
CDI Framework	Manage career
Employability skills	Reflectiveness
Lesson 2 Employability skills	What are employability skills and how do they link to Labour Market Information?
Objectives	<ul style="list-style-type: none"> <li>• Define the labour market and labour market information</li> <li>• Identify different types of labour market information</li> <li>• Research labour market information linked to careers they are interested in</li> </ul>
Key words	Labour Market Information, Employability skills
GBM	2. Learning from careers and labour market information
CDI Framework	See the big picture
Employability skills	Critical thinking, learning, inquisitiveness

Lesson 3 Raising ambitions	
Objectives	<ul style="list-style-type: none"> <li>• Identify a learning pathway they'd like to explore further</li> <li>• Name pathways, qualifications, skills, and progression opportunities related to an example career</li> <li>• Define what success means to them</li> <li>• Acknowledge that success can be measured in different ways and can be achieved within lots of different career paths</li> <li>• Set goals for future successes</li> </ul>
Key words	career goals, skills, qualifications, career progression
GBM	3. Addressing the needs of each student
CDI Framework	Explore possibilities
Employability skills	Planning / aiming high, confidence, reflectiveness

Year 10 Secure your future: how do I stand out to an employer?	
Lesson 1 Introduction	What sector do I want to work in and how do I find work experience?
Objectives	<ul style="list-style-type: none"> <li>• What are the different sectors I am interested in</li> <li>• Understand how important work experience is</li> <li>• Explain what is meant by the word “career”</li> <li>• Identify the four career types, and the benefits and drawbacks of each type</li> <li>• Evaluate each career type and explain which they believe is right for them.</li> </ul>
Key words	Sector, future, experience,
GBM	5. Encounters with employers and employees 6. Experiences of workplaces
CDI Framework	Manage careers
Employability skills	Research, judgement,
Lesson 2 Employability skills	How do I stand out to an employer?
Objectives	<ul style="list-style-type: none"> <li>• How to behave in the work place/on work experience</li> <li>• Create a profile – linked in</li> <li>• Write a cv</li> <li>• How do to prepare for and do a good interview</li> </ul>
Key words	Professionalism, profile, CV
GBM	5. Encounters with employers and employees 6. Experiences of workplaces
CDI Framework	Manage careers
Employability skills	Attention to detail, professionalism
Lesson 3 Raising ambitions	How can I get the most out of my work experience?
Objectives	<ul style="list-style-type: none"> <li>• Email an employer with confidence</li> <li>• Contact an employer over the phone confidently</li> <li>• Explore virtual work experience sites</li> </ul>
Key words	Networking, experience, professionalism

GBM	5. encounters with employers and employees
CDI Framework	Manage career
Employability skills	Problem solving, research, communication

Year 11 Research your future: exploring careers and making choices	
Lesson 1 Introduction	What's next for me and what does my future look like?
Objectives	<ul style="list-style-type: none"> <li>• Understand the full range of option open to them</li> <li>• Considering what jobs and roles are interesting</li> <li>• Understand how post 16 education works</li> <li>• Recognising the main learning pathways, understanding which one they want to follow and how they will access and succeed in it</li> <li>• Understand entry requirements</li> <li>•</li> </ul>
Key words	Career pathways, education, employment, apprenticeships
GBM	2. Learning from career and labour market information. 3. Addressing the needs of each student. Supports 7. Encounters with further and higher education
CDI Framework	Explore possibilities
Employability skills	Critical thinking, planning / aiming high
Lesson 2 Employability skills	How is the Labour Market changing and which sector best suits me?
Objectives	<ul style="list-style-type: none"> <li>• Understand Labour Market Information (LMI)</li> <li>• Explain what labour market information is and why it is important for making informed career choices</li> <li>• Interpret Local and National Job Trends</li> <li>• Apply LMI to Career Planning to evaluate potential career pathways and make informed decisions about their post-16 options</li> <li>• Understand how and why the world of work is changing</li> </ul>
Key words	
GBM	2. Learning from careers and labour market information 3. Addressing the needs of each student 5. Encounters with employers and employees
CDI Framework	Manage career
Employability skills	Planning / aiming high, resilience / staying positive

Lesson 3 Raising ambitions	What career do I want to pursue and how will I get there?
Objectives	<ul style="list-style-type: none"> <li>• To know where to research for KS5 options</li> <li>• To research each option choice and evaluate as a possible option</li> <li>• To link qualifications to the world of work</li> <li>• Evaluate each career type and explain which they believe is right for them</li> <li>• To understand progression routes and apply them to persona goals and aspirations</li> <li>• To complete a personal action plan</li> </ul>
Key words	Progression, ambition
GBM	<ol style="list-style-type: none"> <li>2. Learning from careers and labour market information</li> <li>3. Addressing the needs of each student</li> </ol>
CDI Framework	Manage career
Employability skills	Planning/aiming high/resilience/problem solving

## ST. HILDA'S COLLEGE CAREERS CURRICULUM

Careers education is embedded across the curriculum with all teaching staff and tutors having an on-going duty to link curriculum learning to careers. The following people have specific responsibility for careers in the college

- Ms. Howard: Head of College and Assistant Headteacher
- Mrs. Maher: KS5 Ambition and Aspirations Coordinator
- Ms. R. Awodipe: Careers Advisor
- SEND: Ms. L Franks Executive SENDCo and Assistant Headteacher

### THE KS5 CAREERS PROGRAMME INCLUDES:

Programme of PD lessons to support Pathways choices post 18

Learning that focuses on life and employability skills

Opportunities to take part in remote and virtual work experience placements

Opportunities to visit local universities both independently and with the year 12 cohort

Steps to Success Evening for year 12 parents/carers includes careers advice and guidance

Access to a one-to-one advice and guidance appointment

Opportunities attend talks form guest speakers

Opportunities to take part in school community and volunteering projects

UCAS day to support students with university choices and applications

Opportunity to attend apprenticeship fairs

Personalised IAG from form tutors

Access to the KS5 Ambitions and Aspirations Coordinator

High Achievers' Programme

Access to a super curriculum to develop and enhance knowledge and skills

Access to Labour Market Information

Advice and guidance on applying for employment and CV writing

Advice of effectively managing transitions

## PRE – ENROLMENT

- Year 11 students are given the opportunity to attend a Post 16 assembly which guides them through their choices [GBM 2, 3, 7, 8]
- Year 11 students are given the opportunity to attend St. Hilda's College Open Evening which gives students the opportunity to talk to curriculum staff and current students [GBM 3, 4, 7, 8]
- All departments include employability skills and Labour Market information in their presentations. These presentations are available on the website. [GBM 2, 3, 4, 7, 8]
- The College Student Leadership Team speak to year 11 students in a student led and designed presentation about post 16 and post 18 choices. [GBM 3, 7]
- Year 11 students are given the opportunity to talk part in taster day in November. All subjects will explicitly discuss and highlight employability skills, destinations and labour market information. They also provide students with guidance on where to find out more information. [3, 4, 7, 8]
- Year 11 students have a one-to-one guidance interview with the Senior Leadership Team to discuss post 16 choices. [GBM 8]

## CAREERS AND CURRICULUM

- Unifrog: The College uses this platform to review and compare Post 18 options [GBM 1,2,3,4,7,8]
- The St. Hilda's Baccalaureate delivers a programme of skills, activities and volunteering to give every student the opportunity to develop essential competencies [GBM 3,8]
- Careers Resources are available on the website for students to access. Physical resources prospectuses are available in the college study area [GBM 1,2,3,4,7,8]
- Mock Interviews are made available to students at any time for a part-time job, university place or apprenticeship. Oxbridge candidates are also given interview practice by our partner, Aspire, which specialises in preparing students for Oxbridge and competitive courses [GBM 3,8]
- Employability skills: These are embedded in all schemes of work across all curriculum areas. All curriculum areas provide students with access to relevant Post 18 links to career opportunities to motivate and inspire learners. [GBM 1,2,3,4,7]
- Opportunity updates: Regular updates about external opportunities at universities, employers and industry sector organisations are shared with students through email and Show My Homework [GBM 1,2,3,4,5,7,8]
- EPQ: The Extended Project Qualification allows students to pick a topic outside of the curriculum to research. [GBM 3, 8]

## CAREERS AND ENRICHMENT

- Wider Student Leadership Team organises charity events where they learn how to budget and get value for money. [GBM 3]
- Science Crest Award where students become scientists, create their own experiments and analyses the outcomes. They receive personal guidance and support from staff and guidance about STEM careers [GBM 3, 4,6, 7, 8]
- Sports' Leaders Award helps students to practice their leadership skills with both their peers and with lower school students when they teach them a sports lesson. They are able to evaluate their own performance. Students also receive personal support and guidance for teachers about careers in sport [GBM 3, 4, 6, 7, 8]
- EPQ allows students to pick a topic outside of the curriculum to research, fostering independent learning that aligns with their ambitions and career exploration and career pathways. Students receive guidance and support from staff, helping them navigate their research, develop key skills, and connect their project to future education or career goals. [GBM 3, 4, 6, 7, 8]
- Peer Academic Mentoring Programme allows year 12 students to learn the value of communication, organisation, teamwork and listening. As they become experts, they pass these skills onto all members of the year group, who, in turn, mentor students from lower school. [GBM 3, 4]
- Reading and Literacy Programme enables Year 12 students to learn phonics. They are given the opportunity to visit a local primary school and work with primary school children and the teachers in that school. [GMB 3, 4, 6]

## CAREERS AND STUDENT DEVELOPMENT

- Every student has a form tutor with whom to discuss their aspirations. This is embedded into the academic mentoring programme. Tutors discuss academic progress and assist with IAG on careers related matters and progression opportunities. Each student has at least one scheduled 1:1 meeting every half term when they have access to IAG on careers. [GBM 1,3,4,7,8]
- Researching universities/apprenticeships/careers/Personal Statement sessions/ Student life and finance [GBM 1, 2, 3, 7, 8]
- Students go on university visit and apprenticeship fairs. [GBM 1,3,4,5,7]
- Work Experience: Students are encouraged to access in-person and virtual work experience opportunities which are relevant to their career goals. Students are expected to arrange these opportunities, but form tutors, the careers advisor and the college leadership team are available to help. [GBM 5,6]
- Trips & Visits: trips and visits to universities are promoted on the college Instagram and email. [GBM 7]
- Year 12 Steps To Success Information Evening includes Post 18 advice and pathways [GBM 1, 3]
- Aspire and HE+ programmes which enables students to access super-curricular opportunities to enhance their applications to Oxbridge, competitive course and Russell Group universities [GBM 3, 7, 8]
- Admissions test support is available from the KS5 Aspirations Co-ordinator. Students can sit their exams in the college. [GBM7]
- Comprehensive one-to-one support is available for all post 18 applications, IAG and other careers support throughout the year from tutors and the College Leadership Team [GBM 1,3,4,7,8]
- University/employer open day visits are encouraged and supported via the authorised absence process [GBM 7]

- The University of Liverpool talk to students about the Scholar's Programme, a widening participation scheme, to make the University of Liverpool more accessible to all students. This can result in reduced grade offer [GMB 4,7,8]
- On results day, the College Leadership Team is available to help any students looking at using UCAS Clearing services or who need to get in contact with their university choices. The Careers Advisor is also available [GBM 8].

This document will be reviewed in December 2026

