



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Starting my career journey	My strengths interests and values	The world of work	Skills employers value	Subjects open doors	Explore a career and plan ahead
Year 8	Career sectors and job families	Understanding labour market information	Routes and qualifications	Making decisions and challenging stereotypes	Employer challenge	My developing career profile
Year 9	GCSE choices and future goals	Post-16 pathways explained	Local providers and courses	University and higher apprenticeships	Work and the changing labour market	My decision plan
Year 10	Post-16 choices in depth	Professional behaviours and digital reputation	Writing a strong CV	Applications and interviews	Preparing for work experience	Reflecting on work experience
Year 11	Autumn 1 Lessons 1-6 Routes, LMI, research and provider encounter			Autumn 2 Lessons 7-12 Applications, interviews and progression planning		



Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Starting my career journey</p> <p>Students understand what a career is, why career learning begins in Year 7 and how choices develop over time.</p>	<p>My strengths interests and values</p> <p>Students build a positive, realistic picture of themselves and learn language they can use to describe what they offer.</p>	<p>The world of work</p> <p>An employer-led lesson introduces sectors, roles, workplaces and the realities of working life.</p>	<p>Skills employers value</p> <p>Students explore the skills and behaviours that help people contribute successfully in education and employment.</p>	<p>Subjects open doors</p> <p>Students connect curriculum knowledge and skills to varied careers while challenging narrow or stereotyped assumptions.</p>	<p>Explore a career and plan ahead</p> <p>Students use reliable careers information to investigate two contrasting roles and choose a sensible next step.</p>
<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Distinguish a job, occupation, career and career pathway. - Recognise that people may change roles and continue learning. - Set one personal goal for the year. <p>Evidence</p> <p>My first career journey map and starting-point reflection.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Separate skills, personal qualities, interests and values. - Use examples from school, home and activities. - Avoid labelling strengths as fixed or limiting. <p>Evidence</p> <p>A personal strengths profile supported by examples.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Identify job sectors and different workplace settings. - Ask purposeful questions about an employee's role and route. - Reflect on what makes the encounter meaningful. <p>Evidence</p> <p>Employer encounter question sheet and reflection.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Identify communication, teamwork, problem-solving and self-management. - Recognise how school activities develop these skills. - Give evidence of one skill using a clear example. <p>Evidence</p> <p>A skills evidence card and one improvement target.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Link several subjects to a broad range of roles. - Explain how subject knowledge is used at work. - Challenge the idea that a career belongs to one type of person. <p>Evidence</p> <p>Subject-to-career connections poster.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Find information on tasks, routes, skills and working conditions. - Compare sources rather than relying on impressions. - Record one question to explore next year. <p>Evidence</p> <p>Two-career comparison and first action plan.</p>
Gatsby Benchmarks 1, 3	Gatsby Benchmarks 3	Gatsby Benchmarks 2, 5	Gatsby Benchmarks 3, 5	Gatsby Benchmarks 3, 4	Gatsby Benchmarks 2, 3



Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Career sectors and job families</p> <p>Students widen their awareness of the labour market by exploring sectors, job families and less visible roles.</p>	<p>Understanding labour market information</p> <p>Students learn to read local and national labour market information without treating a single statistic as a prediction.</p>	<p>Routes and qualifications</p> <p>A provider-supported lesson introduces academic, technical, vocational and apprenticeship routes fairly and accurately.</p>	<p>Making decisions and challenging stereotypes</p> <p>Students examine how family, media, culture and stereotypes can influence career thinking.</p>	<p>Employer challenge</p> <p>Students work on a short employer-set task and receive feedback on the skills and behaviours they demonstrate.</p>	<p>My developing career profile</p> <p>Students bring together their strengths, interests, learning and encounters in a record they can revisit at future transitions.</p>
<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Group occupations into sectors and job families. - Recognise that one organisation employs many types of worker. - Identify routes into unfamiliar roles. <p>Evidence</p> <p>Sector map with three new career discoveries.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Interpret vacancy, pay, qualification and growth information. - Compare Birmingham and national patterns. - Explain why labour market information changes over time. <p>Evidence</p> <p>A short evidence-based recommendation using current LMI.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Understand that different routes can lead to skilled work and higher study. - Recognise broad qualification levels and progression. - Ask a provider about learning, entry and destinations. <p>Evidence</p> <p>Pathway comparison and provider encounter reflection.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Recognise useful advice and unhelpful assumptions. - Use evidence and personal criteria to test a choice. - Learn from diverse and relatable role models. <p>Evidence</p> <p>A stereotype challenge and decision checklist.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Respond to a realistic workplace brief. - Work to roles, time and quality expectations. - Use employer feedback to identify progress. <p>Evidence</p> <p>Team product, employer feedback and individual reflection.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Record achievements and careers activities accurately. - Identify a possible area for further exploration. - Discuss one next step with a parent or carer. <p>Evidence</p> <p>Updated career profile and parent discussion prompt.</p>
Gatsby Benchmarks 2, 3	Gatsby Benchmarks 2	Gatsby Benchmarks 2, 7	Gatsby Benchmarks 3	Gatsby Benchmarks 3, 5	Gatsby Benchmarks 1, 3



Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>GCSEs and future goals</p> <p>Students look at post-16 options with a clear understanding of balance, entry requirements and the danger of closing routes too early.</p>	<p>Post-16 pathways explained</p> <p>Students compare sixth form, college, technical and vocational study, apprenticeships and employment with training.</p>	<p>Local providers and courses</p> <p>Students meet a provider and learn how to compare courses, learning environments, support and travel realistically.</p>	<p>University and higher apprenticeships</p> <p>Students look beyond age 16 to understand how post-16 choices can lead to university, higher technical study or higher apprenticeships.</p>	<p>Work and the changing labour market</p> <p>An employer encounter helps students explore how technology, AI, sustainability and skills needs are changing work.</p>	<p>My decision plan</p> <p>Students bring aspirations and concerns for post-16 together in a personal plan before entering key stage 4.</p>
<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Link GCSE subjects to knowledge, skills and progression routes. - Check requirements using reliable sources. - Apply interests, attainment and future flexibility to choices. <p>Evidence</p> <p>An evidence-based GCSE rationale.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Describe how each route is taught and assessed. - Compare entry requirements, progression and work-based learning. - Reject assumptions that one route is best for everyone. <p>Evidence</p> <p>Balanced post-16 route comparison.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Find current courses and entry requirements. - Ask staff and learners about study and selection. - Compare at least three possible providers. <p>Evidence</p> <p>Provider comparison and encounter reflection.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Recognise a range of post-18 progression routes. - Understand that routes can connect and change. - Identify questions about cost, entry, study and employment. <p>Evidence</p> <p>A route map from age 16 to a chosen destination.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Distinguish evidence from exaggerated claims about future jobs. - Identify transferable skills across changing roles. - Ask how an employer recruits and develops staff. <p>Evidence</p> <p>Employer questions and a future-skills reflection.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Set an intended direction without treating it as fixed. - Identify information gaps, barriers and support needed. - Update their record and agree practical next steps. <p>Evidence</p> <p>Personal decision plan with review date.</p>
Gatsby Benchmarks 2, 3, 4	Gatsby Benchmarks 2, 7	Gatsby Benchmarks 2, 7	Gatsby Benchmarks 2, 7	Gatsby Benchmarks 2, 5	Gatsby Benchmarks 3



Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Post-16 choices in depth</p> <p>Students revisit the full range of routes with current entry requirements, application timescales and progression in mind.</p>	<p>Professional behaviours and digital reputation</p> <p>Students examine workplace expectations, communication, reliability, teamwork and the effect of their online presence.</p>	<p>Writing a strong CV</p> <p>Students create a clear, truthful CV that translates school, home, volunteering and enrichment into evidence of skills.</p>	<p>Applications and interviews</p> <p>Students practise written applications and a structured interview with feedback from an employer or provider.</p>	<p>Preparing for work experience</p> <p>Students prepare for the three-day placement during the summer half-term break and agree individual learning goals.</p>	<p>Reflecting on work experience</p> <p>Students use employer feedback and structured reflection to turn their placement into evidence for future choices and applications.</p>
<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Compare academic, technical, vocational and work-based routes. - Use current course and LMI information. - Begin a realistic personal shortlist. <p>Evidence</p> <p>Initial post-16 shortlist with reasons.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Recognise professional conduct in different workplaces. - Understand basic rights, responsibilities and routes for help. - Review digital reputation and safe professional communication. <p>Evidence</p> <p>Workplace scenarios and professional behaviour pledge.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Select relevant achievements and experiences. - Use action verbs and specific evidence. - Adapt a CV to a placement or opportunity. <p>Evidence</p> <p>First complete CV, reviewed against a checklist.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Match evidence to criteria and answer fully. - Use a clear situation, action and result example. - Prepare, ask questions and respond to feedback. <p>Evidence</p> <p>Application response and mock interview feedback.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Understand conduct, punctuality, communication and safeguarding. - Research the employer and prepare useful questions. - Agree a task, skills focus and method of recording learning. <p>Evidence</p> <p>Placement plan, risk information and personal targets.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Explain what the workplace and roles were really like. - Evaluate progress against placement goals. - Update their CV, career record and next steps. <p>Evidence</p> <p>Reflection, employer feedback and revised CV.</p>
Gatsby Benchmarks 2, 3, 7	Gatsby Benchmarks 3, 5	Gatsby Benchmarks 3	Gatsby Benchmarks 3, 5, 7	Gatsby Benchmarks 3, 6	Gatsby Benchmarks 3, 6

Three-day work experience placement takes place during the summer half-term break, between Summer 1 preparation and Summer 2 reflection.



Year 11 | Autumn 1

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p>My destination and application timeline</p> <p>Students identify their current intention, key deadlines and the decisions needed to secure a suitable post-16 place.</p>	<p>The full range of post-16 routes</p> <p>Students compare sixth form, college, technical and vocational study, apprenticeships and employment with training impartially.</p>	<p>Qualifications levels and entry requirements</p> <p>Students understand qualification levels, GCSE resit expectations and how entry requirements affect their choices.</p>	<p>LMI and longer-term career routes</p> <p>Students use current labour market information to test how courses may connect to work, higher study and apprenticeships.</p>	<p>Researching colleges and courses</p> <p>Students compare curriculum, entry, travel, support, facilities, enrichment and destinations rather than relying on reputation alone.</p>	<p>College and sixth-form provider encounter</p> <p>Students meet staff and learners to understand study, selection, support and progression in a post-16 learning environment.</p>
<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Record an intended destination and level. - Identify application, interview and enrolment milestones. - Recognise where individual support is needed. <p>Evidence</p> <p>Personal timeline and starting-point record.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Compare learning style, assessment and progression. - Understand work-based and classroom-based routes. - Identify routes that fit their goals and needs. <p>Evidence</p> <p>Personalised route comparison.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Interpret course levels and progression. - Check subject and grade requirements. - Plan suitable aspirational and secure choices. <p>Evidence</p> <p>Entry requirements grid.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Use local and national information critically. - Explore more than one route into a career area. - Avoid choosing from pay or popularity alone. <p>Evidence</p> <p>Evidence-based route recommendation.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Use provider websites and prospectuses effectively. - Compare at least three realistic options. - Prepare questions for open days or visits. <p>Evidence</p> <p>College and course shortlist.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Ask questions about courses and entry. - Understand what learning there is like. - Reflect on suitability using personal criteria. <p>Evidence</p> <p>Provider encounter reflection and shortlist update.</p>
Gatsby Benchmarks 1, 3	Gatsby Benchmarks 2, 7	Gatsby Benchmarks 2, 3, 7	Gatsby Benchmarks 2	Gatsby Benchmarks 2, 3, 7	Gatsby Benchmarks 7



Year 11 | Autumn 2

Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<p>Apprenticeship and training-provider encounter</p> <p>Students understand apprenticeship levels, vacancies, off-the-job training and the different application cycle.</p>	<p>Choosing Plan A Plan B and Plan C</p> <p>Students turn research into an ambitious but secure set of choices, with alternatives if grades, vacancies or circumstances change.</p>	<p>Application forms and personal statements</p> <p>Students draft applications that explain motivation, suitability and evidence without exaggeration or generic claims.</p>	<p>CV and skills evidence</p> <p>Students refine a CV and prepare concise examples for college, apprenticeship or employment applications.</p>	<p>Interview preparation and practice</p> <p>Students rehearse likely questions, professional communication and questions of their own, then act on feedback.</p>	<p>Application clinic and next steps</p> <p>Students complete quality checks, submit suitable applications and plan for offers, interviews, results day and enrolment.</p>
<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Recognise apprenticeship employment and training expectations. - Search current opportunities safely. - Compare an apprenticeship with a college route. <p>Evidence Provider reflection and opportunity search.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Rank choices against clear personal criteria. - Include a realistic contingency route. - Discuss the plan with a parent or carer. <p>Evidence Approved three-option progression plan.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Answer every part of an application accurately. - Use evidence from study, activities and work experience. - Tailor reasons to the course and provider. <p>Evidence Complete first application draft.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Select relevant achievements and responsibilities. - Use specific situation, action and result examples. - Check presentation, accuracy and professional tone. <p>Evidence Final CV and skills evidence bank.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Prepare evidence for common interview questions. - Demonstrate clear, respectful communication. - Use feedback to improve a second response. <p>Evidence Mock interview feedback and improvement target.</p>	<p>Key learning and outcome</p> <ul style="list-style-type: none"> - Check applications against provider requirements. - Record submissions, responses and follow-up actions. - Know how to access guidance if circumstances change. <p>Evidence Submitted application record and transition action plan.</p>
Gatsby Benchmarks 2, 7	Gatsby Benchmarks 3	Gatsby Benchmarks 3	Gatsby Benchmarks 3, 5	Gatsby Benchmarks 5, 7	Gatsby Benchmarks 3, 8



The taught lessons provide the curriculum spine. The following whole-school commitments complete the programme and ensure that encounters, experiences and guidance are meaningful, recorded and evaluated.

GB	Benchmark	Heritage Academy programme entitlement
1	A stable careers programme	Publish this sequenced programme; identify the Careers Leader; secure proprietor and senior leadership backing; communicate it to pupils, parents, staff and employers; review it annually using feedback and destinations.
2	Career and labour market information	Teach current local and national LMI in Years 7-11. Update sources annually. Give parents access to impartial pathway and labour-market information before key decisions.
3	Needs of each young person	Keep a pupil careers record from Year 7, including participation, advice, aspirations and intended destination. Tailor and provide catch-up support for pupils who are vulnerable, disadvantaged, absent or have SEND.
4	Linking curriculum learning to careers	Each subject gives every pupil regular opportunities to connect subject knowledge and skills to a range of careers. Careers links form part of staff development and curriculum planning with at least one career link planned per half-term.
5	Employers and employees	Every pupil has at least one meaningful employer encounter in every year from Year 7. Encounters have learning outcomes, two-way interaction, preparation and structured reflection.
6	Experiences of workplaces	Build multiple and varied workplace experiences by age 16 through workplace visits, employer-led tasks and the Year 10 three-day placement. Prepare pupils, include a real task and feedback, then require reflection.
7	Further and higher education	Sequence encounters with sixth forms, FE colleges, universities and training providers. Include staff and learners, learning and selection information, preparation and reflection. Present all routes impartially.
8	Personal guidance	Every pupil receives at least one individual meeting with an appropriately trained careers adviser by age 16, timed to need. Communicate access to pupils and parents and record advice and agreed actions.

Work experience development note

All year 10 pupils at Heritage Academy do a three-day work placement. Shorter workplace visits are incorporated into all trips/visits, which are also places of work.



Delivery expectations

- Each lesson lasts 60 minutes and includes clear learning outcomes, impartial information, active pupil work and reflection.
- Employer and provider contributors receive the purpose, learning outcomes and pupil context in advance.
- Virtual activity supports but does not routinely replace in-person encounters and workplace experiences.
- Resources and pathway information are checked before delivery and updated when qualifications or services change.

Inclusion and personalisation

- Use aspiration, attainment, attendance, SEND and intended-destination information to target support without lowering expectations.
- Provide pre-teaching, accessible resources, travel support or alternative arrangements where needed.
- Challenge stereotypes and misconceptions through varied sectors, routes and relatable role models.
- Follow up absences so every pupil receives the core learning and required encounters.

Recording and assessment

- Save the stated evidence from every lesson in a pupil careers record or portfolio.
- Record encounters, workplace experiences, personal guidance, intended destinations and agreed actions.
- Use short starting-point and end-point reflections to assess knowledge, confidence and readiness.
- Give pupils access to their record before GCSE and post-16 transitions, applications and interviews.

Annual review

- Review pupil, parent and staff feedback alongside participation and destination data.
- Check equality of access and outcomes for vulnerable, disadvantaged, absent and SEND pupils.
- Review progress against all eight Gatsby Benchmarks and agree actions with leaders and proprietors.
- Publish the programme and policy on school website.

Reference framework

- Gatsby Charitable Foundation, Good Career Guidance: The Next Ten Years, 2024, updated Gatsby Benchmarks for secondary schools, pages 29-32.
- Department for Education, Careers guidance and access for education and training providers, updated 23 June 2026.