Be Inspired Careers Programme 2026 - 2027

Opportunities for parental engagement and feedback

Learning aims		Year group	Term	Activity	Gatsby Benchmark	Outcome	
Grow throughout life	Pupils need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths	7	Autumn	Introduction to careers 'Inspired Futures Team'	1	Key Stage 3	Students can complete a range of self-assessment exercises that are recorded in Unifrog	
		7	Autumn	Personal skills and achievements Picture	1		Students understand their strengths and skills	
		7	Autumn	**Be Inspired Day -** Introduction to Unifrog - strengths and interests quiz	3		Students understand the range of different pathways that are available to them including academic and vocational qualifications, VI form, apprenticeships and university	
		7, 8, 9, 10	Summer	Opportunity for reflection, evaluation and recording achievements	1, 3		Students are confident in using Unifrog to explore careers and LMI	
		7, 8, 9	Summer	**SPIRIT Week** – opportunities to meet employers via external trips and internal activities where students can challenge themselves and try new things	5	Key Stage 4	Students can use staff, Qualified Careers Advisor and parental support & advice to consider next steps	
		8	Spring	Education and Choices - in SPIRIT lessons evaluating and assessing skills & qualities and what might be needed in employment	1		Students understand the importance of soft skills and take opportunities to develop and record these	
		10	Spring	The importance of soft skills and soft skills audit - SPIRIT lesson	1		Students can record their achievements and career interactions using these to develop their CV	
		11	Spring, Summer	Post examination support and careers advice available to students on and after results day	3		Students can discuss options with family, friends/social network, school staff and career specialists and carefully weigh up the information, advice & guidance received	
		12	All terms	Students sign up for clubs and societies including peer mentoring programmes to support the younger school community	3	Key Stage 5	Students can seek out challenges and opportunities for development	
		12	Spring	Students attend the UCAS discovery Careers Fair (Manchester)	7		Students can plan their next steps in learning and work	
		12	Summer	Targeted students have the opportunity to attend a university open day	7		Students are empowered to make decisions confidently about their post-18 steps	
Explore possibilities	Pupils need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces	**7**	Autumn	**Be Inspired Day** - meet a panel of guest speakers to learn about different pathways. Learn about key employability skills. Explore a range of jobs in Unifrog and understand key LMI	2, 3, 5	Key Stage 3	Students have the opportunity to explore a range of different jobs	
		8	Spring	Making choices – preparing for options. Students explore the different qualifications and what possible options would suit their skills and preferences	2		Student are aware of the main learning pathways e.g. University, college and apprenticeships	
		8	Spring	Higher Education Visit	7		Students are aware that many jobs require learning, skills and minimum qualifications	
		8	Spring	External post-16 providers and speakers - explain the different qualifications and pathways and the key entry requirements	3, 7		Students can make informed option choices	
		10	Spring	National Apprenticeship Week - external speaker - technical and vocational pathways, apprenticeships and T Levels	5		Students are able to identify common sources of information about the labour market and the education system	
		10	Spring	National Careers Week - external speakers and careers activities	5	Key Stage 4	Students recognise learning pathways and consider which one they want to follow. They are empowered to consider how they will access and succeed in it	
		10	Spring	External post-16 providers and speakers - Vocational and Technical Post 16 pathways	7			
		10	Summer	**"Go To Work"** days – students will have two days experience of a workplace	5, 6		Students know how recruitment and selection processes work and what they need to do to succeed in them	
		10	Summer	**Careers Focus Day** – students have a personalised itinerary and hear from a range of different employers, apprenticeship providers, higher & further education pathways based on their own interests/career aspirations	2, 5		Students are able to research and understand the learning and qualification requirements for jobs and careers that they are interested in	
		9	Spring	Technical pathways assembly from the Principal of Crewe UTC	7		Students are aware of different learning pathways including technical and vocational qualifications and where they are available	
		10	Spring	Qualified Careers Advisor available on parents evening for individual guidance and support	3		Students are able to talk to a Qualified Careers Advisor with their parents	
		7, 8, 9, 10, 11	All terms	Curriculum learning is linked to future careers and pathways in lessons. Students have opportunities to engage with employers and professionals through guest speakers, careers talks, workshops and external visits	4		Students can identify the range of different jobs and consider what roles are interesting	
		11	Autumn	Qualified Careers Advisor available on parents evening for individual guidance and support	3		Students are able to talk to a Qualified Careers Advisor with their parents	

		12, 13	All terms	Students use Unifrog to explore a range of self-assessment, Psychometric Testing, self-study, skills and personality profiles as well as explore career, work experience & university opportunities	2, , 3, 4	Key Stage 5	Students can complete a personal skills audit and a range of self-assessment exercises that are recorded in Unifrog	
		12, 13	Autumn	Talk from Edge Hill University - preparing for open days and careers fairs	7		Students can access HE / Apprenticeship talks / Careers / Skills Fairs to gather further information about different pathways available	
		12, 13	Spring	Spotlight on university and spotlight on apprenticeships talks	7, 3		Students can develop a CV and interview strategies to prepare them for the workplace	
		12	Autumn	Students have the opportunity to participate in 3 'employability readiness' sessions to develop CV writing and interview techniques. Students can attend a mock assessment centre	3, 6		Students know stages in the recruitment process including the expectations of an assessment centre day	
		13	Autumn	Qualified Careers Advisor available on parents evening for individual guidance and support	3		Students are able to talk to a Qualified Careers Advisor with their parents	
Manage Career	Pupils need to manage their career actively, make the most of opportunities and learn from setbacks	7	Autumn	Tutor time careers activities including: • Exploring different types of training and employment opportunities (including paid and unpaid work) • Researching specific jobs • What is an apprenticeship? • Dream job	1	Key Stage 3	Students are aware of a range of possibilities for themselves in their career	
		8	Spring	Options assembly & options evening - students and parents are given presentations on the options process	3		Students are able to manage key transition points	
		8	Spring	External speaker - post-16 vocational and technical pathway information	1, 7		Students are aware that a 'career' describes their journey through life, learning and work and know how to set goals to achieve their ambitions	
		8	Spring	Making choices – preparing for options. Students explore the different qualifications and what possible options would suit their skills and preferences	1		Students are empowered to make decisions and positive transitions in readiness for choosing their GCSEs	
		9	Spring	**MADE Day** – an interactive session delivered by an external company to encourage students to think about their aspirations and future goals	1, 5	Key Stage 4	Students know how to take steps to achieve in their GCSEs and feel empowered to make decisions about their post-16 pathway	
		10	Autumn	Student complete the Careers Focus Day questionnaire to identify pathways and career sectors of interest in preparation for Career Focus Day	3		Students make individual plans to support them in developing a pathway to their future	
		10	Autumn	Students use the careers **UNIFROG** programme to investigate different post-16 pathways and explore work experience opportunities	1, 2		Students are able to make plans and develop a pathway into the future so that they feel confident and optimistic	
		10	Spring	Create a CV & covering letter and understand that sometimes applications may not be successful	1		Students are able to think about how they deal with and learn from challenges and setbacks	
		11	All Terms	1:1 meeting with Qualified Careers Advisor after which students receive a detailed personalised Careers Action Plan	3		Students consider the risks and rewards associated with different pathways and careers	
		11	All Terms	Students can use the Inspired Futures team to access information on post-16 options with support on apprenticeship searches, application forms, CV's and interview techniques	3, 8		Students understand the different vocational and technical pathways that are available post-16	
		12	Al Terms	Future Medics Prep - Students are prepared for their medical university interviews and have a range of talks from medical experts. Students are supported through the UCAT process	4	Key Stage 5	Students can build their confidence and optimism about a future career in medicine	
		12, 13	All terms	Students receive talks on post-18 destinations, university, apprenticeships including international opportunities	5, 7		Students can consider the risks and rewards associated with different pathways and careers and feel confident about managing the transition to post-18 education or employment	
		12	Summer	UCAS - students attend various workshops preparing them for the University application process	3, 7		Students are confident in managing their post-18 transition to further education or employment	
		12	All terms	HE+ trips and talks throughout the year for students applying for Russell Group or Oxbridge Universities	7		Students can build their confidence and optimism about attending competitive universities and the expectations of this university choice	
		13	All Terms	1:1 meeting with Qualified Careers Advisor	8		Students can use targeted support and career advice to empower them to make suitable & accessible decisions	
opportunities	Create opportunities by being proactive and building positive relationships with others	7	Autumn	Students complete transition programme including attending an enrichment fair	3	Key Stage 3	Students have the opportunity to make new friends, try new activities and build positive relationships	
		9	Spring	Selected personalised learning students prepare for vocational pathways in Year 10	3, 5		Students are given the opportunity to find out more about entrepreneurialism and self-employment	
		10	Spring	National Apprenticeship Week - external speaker advises on apprenticeships, T Levels & V Levels	1, 5		Students take part in a wide range of career-based activities and use these encounters & experiences to help them consider their career aspirations	
		10	Spring	Understand networking, positive social media presence and creating a LinkedIn profile	1		Students understand the importance of creating a positive social media profile to make things happen in their career	
		7, 8, 9, 10, 11	Spring	National Careers Week - external speakers and careers activities	5	Key Stage 4	Students are able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	
		10	Summer	**"Go To Work"** days – students spend 2 days at a place of employment gaining experience, finding out about the world of work and making contacts	5, 6		Students have gained work experience and reflect on key skills necessary in the work place. They add the experience to their CV	

Create		7, 8, 9, 10, 11	All terms	Students are offered a variety of careers opportunities that are linked to curriculum and subject areas in lessons via subject staff e.g. external trips and guest speakers	4	Ke	Students experiences have enabled them to become employer ready
		12	All terms	Students explore enrichment opportunities in addition to becoming a peer mentor in curriculum areas to younger students in the school community	3	Key Stage 5	Students are proactive about their life, learning and careers and can act as a role model or example to others
		12	Summer	Students source and complete their own work experience for 1 week	5, 6	Key Stage 5	Students can build and maintain relationships and networks within and beyond the school
Balance life and work	Pupils need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community	7	Autumn	Equal Opportunities in Careers - SPIRIT lesson	3	Key Stage 3	Students are able to recognise the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces
		7	Summer	Stereotypes and gender stereotypes, gender identity and pronouns in the workplace during SPIRIT lesson	3	Key Stage 3	Students are aware of rights and responsibilities in the workplace and in society
		10	Spring	Protected Characteristics and the Equality Act 2010. How that affects behaviour and legislation in the work place - SPIRIT lesson	1	Key Stage 4	Students are aware that physical and mental wellbeing are important
		10	Spring	Personal Finance – students understand the importance of managing personal finance - SPIRIT lesson	3	Key Stage 4	Students recognise the role that money and finances will play in the decisions that they make, and, in their life and career
		10	Spring	Health and Safety in the work place - SPIRIT lesson	1	Key Stage 4	Students develop knowledge of rights and responsibilities in the workplace and in society
		10	Summer	**Careers Focus Day** – students attend a motivating key note speech, have a personalised itinerary for the day & hear from a range of different employers, apprenticeship providers and further & higher education pathways based on their own career aspirations	2	Key Stage 4	Students are able to identify what they can do, individually and with others, to challenge prejudice and stereotyping
		10	Spring	Gender Stereotyping – finding out about GS in the workplace and identifying what can be done to promote gender equality - SPIRIT lesson	1	Key Stage 4	Students know about the rights and responsibilities in the workplace and society and what they can do to challenge prejudice, stereotyping and discrimination
		13	Spring	Students learn about Employment Rights - SPIRIT lesson	1, 2	KS5	Students can reflect on the need for equality and employment rights in the workplace
See the big picture	Pupils need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career	8	Spring	The importance of our digital footprint and use of social media on potential employment - SPIRIT lesson	1	Key Stage 3	Students are aware that trends and advancements in technology and science may have implications for their career
		9	Spring	Protected Characteristics and the Equality Act 2010. How that affects behaviour and legislation in the workplace - SPIRIT lesson	1	Key Stage 3	Students are aware of the relationship between career, community and society
		10	Autumn	Digital Footprint – students learn what a digital footprint is and how this could impact on their longer-term future - SPIRIT lesson	1	Key Stage 4	Students can explore the relationship between career, community and society
		10	Spring	National Apprenticeship Week - external speaker - apprenticeships and vocational pathways	5	Key Stage 4	Exploring trends in technology and science in particular how their digital footprint affects their career
		12, 13	All Terms	Assemblies provide information on UK and global political and economic landscape	1	Key Stage 5	Students can pay attention to how the economy and politics and society connect with their own life and careers
		12, 13	All Terms	Students arrange and participate in a range of charity and fundraising events throughout the year	1	Key Stage 5	Students can understand how their role in the community can enhance the lives & wellbeing of others