



Leigh Academy  
**Longfield**

ACHIEVING BEYOND EXPECTATIONS

# Careers Programme

M Lowe | 2025-2026

# Careers Programme

Throughout the academic year, students will receive a session focused upon developing the skills and ambitions for the future. As part of our careers programme, we will be encouraging students to be reflective individuals who are proud of their achievements, and prepared for the next steps in their lives.

At KS3, the core session is delivered through timetabled PSHE lessons. At KS4 and KS5, the core session is delivered as part of the tutor time programme. The nature of the delivery will sometimes vary to accommodate and complement the wider academy personal development plans.

In addition to the focused sessions outlined in this document, students will also get access to other exciting opportunities throughout the year, including employer interactions, work experience (years 10 and 12) and the opportunity to work with an independent careers advisor. Our assembly plan also takes into account topical issues, and those which students may face in the world of work.

## Curriculum Intent

Our careers programme follows the latest research from the Careers Development Institute (CDI). Our content aims to meet all areas of the CDI framework and those of the Gatsby Benchmarks. You will find that our plan, as a result, is mapped to this research.

Our careers programme seeks to prepare students for future careers by ensuring that they can:

- Grow throughout life by learning and reflecting on their own strengths and abilities.
- Explore the full range of possibilities open to them, and learn about recruitment processes and the culture of different workplaces.
- Manage their career actively, make the most of opportunities and learn from setbacks.
- Create opportunities by being proactive and building positive relationships with others.
- Balance life as a worker and/or entrepreneur with their own wellbeing, other interests and involvement with family and community.
- See the big picture by paying attention to how the economy, politics and society connect with their life and career.

## When is the programme reviewed?

The careers programme will be reviewed annually (September) to ensure that the provision is reflective of the current needs of our students. However, some changes may occur throughout the year in order to ensure that the students are receiving the best possible careers programme.

## Where can I find more information?

You can find more information about our careers programme by visiting the content pages on our website. You can also find contact information should you have further questions.

<https://leighacademylongfield.org.uk/curriculum/careers-programme/>

<https://leighacademylongfield.org.uk/curriculum/careers-programme/careers-contact/>

# Careers Programme

The outline of the careers programme core sessions, along with skills development and gatsby benchmarks links, is shown below by year group. This programme is then supported by other activities and opportunities throughout the academic year. At KS3

## Year 7

Activity	Skills & competencies being developed	Gatsby Benchmarks being addressed
<b>Introduction to Careers</b> What are careers? How is this different from a job? Students will explore the world of careers and the various options open to them in a library of choice.	✓ Digital literacy ✓ Open-mindedness ✓ Reflectiveness ✓ Teamwork	2. Learning from careers info and LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers
<b>What are my skills?</b> Students will be introduced to what is meant by a skill, and why they matter. They can then use this knowledge to identify their own skills!	✓ Listening ✓ Reading ✓ Writing ✓ Reflectiveness	3. Addressing needs of each pupil 4. Linking curriculum and careers
<b>Recording activities</b> Students find out how to identify their independent activities and record them for future use.	✓ Independence ✓ Reading ✓ Reflectiveness ✓ Writing	3. Addressing needs of each pupil
<b>What are my interests?</b> Students complete the Interests quiz on Unifrog and find out which jobs might be of interest to them.	✓ Digital literacy ✓ Independence ✓ Reflectiveness	2. Learning from Career and labour market information. 3. Addressing needs of each pupil
<b>Personality profile</b> Students explore the traits of their own personality, and how this can lend itself to different types of careers.	✓ Digital literacy ✓ Independence ✓ Reflectiveness	2. Learning from Career and labour market information. 3. Addressing needs of each pupil

## Year 8

Activity	Skills & competencies being developed	Gatsby Benchmarks being addressed
<b>Unifrog Careers Library treasure hunt #2</b> Students will explore the world of careers and the various options open to them in a library of choice.	✓ Digital literacy ✓ Open-mindedness ✓ Reflectiveness ✓ Teamwork	2. Learning from careers info and LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers
<b>Career terminology</b> Students get to grips with words from the world of work they might not know, and we consider how these apply to the real world.	✓ Learning	2. Learning from career and LMI
<b>What does success mean to you?</b> Success means something different to everyone. Students will find out what it means to them in this session!	✓ Critical thinking ✓ Digital literacy ✓ Open mindedness ✓ Reflectiveness	2. Learning from career and LMI 3. Addressing needs of each pupil
<b>Superhero CV</b> Students will practise writing a CV, and consider what makes a 'super' CV, by writing one for a fictional hero!	✓ Attention to detail ✓ Creativity ✓ Teamwork ✓ Writing	3. Addressing needs of each pupil
<b>What makes a great communicator?</b> Communication is an important skill. Students will explore what makes a great communicator and think about how they can use these skills.	✓ Communication ✓ Reflectiveness ✓ Speaking ✓ Writing	3. Addressing needs of each pupil
<b>Activities &amp; competencies bingo</b> Students will explore 'competencies' and practise identifying them; an important skill for later life when writing applications.	✓ Teamwork ✓ Problem solving ✓ Reading ✓ Writing	3. Addressing needs of each pupil 4. Linking curriculum learning to careers

## Year 9

Activity	Skills & competencies being developed	Gatsby Benchmarks being addressed
<b>Identifying interests</b> Students discover the interests and skills that make them unique, and link them to potential careers!	✓ Attention to detail ✓ Digital literacy ✓ Speaking ✓ Reflectiveness	2. Learning from career and LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers
<b>Choices, choices, choices!</b> Students will start to consider next steps at GCSE, whether they know what they want to do in future or not!	✓ Independence ✓ Planning ✓ Aiming high ✓ Reflectiveness	3. Addressing needs of each pupil 7. Encounters with vocational and HE
<b>Unifrog Careers Library treasure hunt #3</b> The third and final in the series; students will use the Unifrog Careers Library to find the answer to more complex careers-based questions.	✓ Digital literacy ✓ Open-mindedness ✓ Reflectiveness ✓ Teamwork	2. Learning from careers info and LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers
<b>What makes a great leader?</b> Students will explore what makes a great leader, and how they can develop their own leadership skills.	✓ Leadership ✓ Reflectiveness	3. Addressing needs of each pupil
<b>Your skills, your team, your future</b> Students work together to create super teams that can tackle any scenario with their set of competencies!	✓ Problem solving ✓ Reflectiveness ✓ Speaking	3. Addressing needs of each pupil
<b>Talking about your experiences</b> Students learn to talk about the activities they have taken part in and the all-important competencies they've learned along the way.	✓ Reflectiveness ✓ Speaking ✓ Writing	3. Addressing needs of each pupil

## Year 10

Activity	Skills & competencies being developed	Gatsby Benchmarks being addressed
<b>Work experience: researching placements</b> Students learn how to find work experience that fits their interests!	✓ Independence ✓ Networking ✓ Planning ✓ Aiming high	2. Learning from career and LMI 3. Addressing needs of each pupil
<b>CVs and cover letters</b> What's the difference between a CV and a cover letter? And how do you write them? In this activity, students will explore just that!	✓ Attention to detail ✓ Observation ✓ Learning ✓ Reading	5. Encounters with employers and employees
<b>Contacting employers</b> Contacting employers can be nerve-racking! But this lesson will give students the confidence to do so effectively.	✓ Attention to detail ✓ Observation ✓ Networking ✓ Reading ✓ Writing	5. Encounters with employers and employees
<b>Personality profiles</b> Students use the Unifrog Personality Quiz to discover their personality type, and how this may lend itself to different types of careers.	✓ Digital literacy ✓ Independence ✓ Reflectiveness	2. Learning from Career and labour market information. 3. Addressing needs of each pupil
<b>Great team players</b> We know teamwork makes the dream work, but are students great team players?	✓ Teamwork ✓ Speaking	3. Addressing needs of each pupil
<b>Work experience</b> During the final module of the academic year, students will be taking time out to go on their work experience placement. This is a fantastic opportunity to explore the world of work first-hand, and to gain skills and experiences which cannot be learnt in the classroom.	✓ Independence ✓ Networking ✓ Speaking ✓ Reflectiveness ✓ Organisation ✓ Time management	6. Experiences of workplaces

## Year 11

Activity	Skills & competencies being developed	Gatsby Benchmarks being addressed
<b>Post-16 choices</b> Students learn about the range of opportunities available to them post-16.	✓ Independence ✓ Planning ✓ Aiming high ✓ Reflectiveness	3. Addressing the needs of each pupil 7. Encounters with vocational and HE
<b>A-Level choices</b> Students use the Unifrog platform to research potential careers, degree subjects, and interests that will help them to identify A level options.	✓ Independence ✓ Planning ✓ Aiming high ✓ Reflectiveness	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 7. Encounters with vocational and HE
<b>Introduction to apprenticeships</b> Students have so many options when it comes to choosing an apprenticeship! This lesson will help them research and make choices that suit them.	✓ Digital literacy ✓ Reading ✓ Reflectiveness	2. Learning from career and LMI 3. Addressing needs of each pupil 7. Encounters with vocational and HE
<b>Busting BTEC myths</b> How much do you know about BTECs? In this session, we will explore some various myths which surround BTECs.	✓ Attention to detail ✓ Observation ✓ Planning ✓ Aiming high ✓ Reading	3. Addressing the needs of each pupil 7. Encounters with vocational and HE
<b>Green jobs</b> A lesson on exploring existing green jobs and potential jobs of the future!	✓ Inquisitiveness ✓ Learning ✓ Teamwork	2. Learning from career and LMI 4. Linking curriculum learning to careers

## Year 12

Activity	Skills & competencies being developed	Gatsby Benchmarks being addressed
<b>The workplace</b> Through a series of activities, students will explore balancing study with part time work, recognising workplace bullying; workplace relationships and confidentiality.	✓ Independence ✓ Planning ✓ Aiming high ✓ Organisation ✓ Time management	3. Addressing the needs of each pupil
<b>Acing your personal statement</b> Students explore UCAS personal statements and also the art of CV writing. There is also the opportunity to practise interviews.	✓ Independence ✓ Reading ✓ Reflectiveness ✓ Writing	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers
<b>Post-18 choices</b> Students learn about the exciting opportunities available to them post-18!	✓ Independence ✓ Planning ✓ Aiming high ✓ Reflectiveness	1. Stable careers programme 3. Addressing needs of each pupil 7. Further and HE encounters
<b>University</b> In this session, students will begin to explore the possibilities of university as an option, and look at the tools which can help them research further.	✓ Digital literacy ✓ Reading ✓ Reflectiveness	3. Addressing the needs of each pupil
<b>Discovering MOOCs</b> MOOCs are not just a helpful way to fill the summer! They look great on applications and give students proper experience of studying a subject in more detail.	✓ Inquisitiveness ✓ Learning ✓ Reading	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers
<b>Work experience</b> During the final module of the academic year, students will be taking time out to go on their work experience placement. This is a fantastic opportunity to explore the world of work first-hand, and to gain skills and experiences which cannot be learnt in the classroom.	✓ Independence ✓ Networking ✓ Speaking ✓ Reflectiveness ✓ Organisation ✓ Time management	6. Experiences of workplaces



## Year 13

Activity	Skills & competencies being developed	Gatsby Benchmarks being addressed
<b>Applications</b> Students learn how to use the Applications list tool on Unifrog!	✓ Attention to detail ✓ Observation ✓ Independence ✓ Planning ✓ Aiming high	3. Addressing the needs of each pupil
<b>Finalising the personal statements</b> In this session we will explore how to finalise personal statements; perfect for UCAS or job applications.	✓ Attention to detail ✓ Observation ✓ Reading ✓ Writing	3. Addressing the needs of each pupil
<b>Interview 101</b> Students will be introduced to the key skills for interview success!	✓ Networking ✓ Attention to detail ✓ Observation ✓ Speaking	3. Addressing the needs of each pupil
<b>Recruitment</b> Assessments centres are a common part of recruitment processes. In this session, we will begin to explore what students might encounter.	✓ Communication ✓ Critical thinking ✓ Organisation ✓ Time management ✓ Teamwork	3. Addressing the needs of each pupil
<b>Revision: using time wisely</b> In our final session, we will explore excellent revision strategies that work for individual students.	✓ Independence ✓ Learning ✓ Organisation ✓ Time management ✓ Reflectiveness	3. Addressing the needs of each pupil

# Employer Encounters

*Gatsby Benchmarks 3, 4, 5 and 7*

Throughout the academic year we actively engage with employers and organisations in order to ensure that students have a wide range of meaningful encounters. These will vary in accordance with both student demand and availability of providers;

- Careers Fair (January)
- National Apprenticeship Week (January)
- National Careers Week (March)
- Y10/12 Work Experience (July)
- Subject-specific trips (throughout the year)

Other activities, such as roadshows, workshops and other activities provided by external providers and organisations are subject to their availability and so will vary each year. This aspect is also driven by student interest and demand in certain areas, which can affect the types of opportunities which we employ for students.









# Personal Guidance

*Gatsby Benchmark 8*

At Leigh Academy Longfield, we aim that all students have a 1:1 Careers Guidance appointment with a qualified member of staff by the time they complete their studies in year 11. Students in the sixth form also receive one 1:1 Careers Guidance appointment.

We also follow the programme of “next steps” provided by KentChoices. In module 1 we speak with year 11 about preparations for their choices after GCSE year, and also in module 6 to begin the process with year 10. This means that our students are well prepared for the process of making decisions for their futures.

## Appendix 1 - Gatsby Benchmarks

	<b>1</b>	<b>A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
	<b>2</b>	<b>Learning from career and labour market information</b>	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
	<b>3</b>	<b>Addressing the needs of each pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
	<b>4</b>	<b>Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
	<b>5</b>	<b>Encounters with employers and employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
	<b>6</b>	<b>Experiences of workplaces</b>	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
	<b>7</b>	<b>Encounters with further and higher education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
	<b>8</b>	<b>Personal guidance</b>	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.

Source: <https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks>