

Limehurst Academy



Careers and Skills Policy

Date Approved by Governors: Spring 2026

Review Date: Spring 2028

Contents

1. Careers Strategy
2. Careers Progression Framework
3. Careers Development Plan
4. Careers and Skills Journey Map
5. Year Group Careers and Skills Overview
6. Tutor Time Activities
7. Careers and Skills Programme CPD
8. Careers Advice and Guidance
9. Opportunities available
10. Destinations Data and Alumni
11. Careers Signposting

Careers Strategy

Introduction

Limehurst Academy is part of the East Midlands Education Trust. It was judged by Ofsted as being Good in April 2022. The school is oversubscribed, and we have over 650 students on roll. Our school motto is “Achievement in a Caring Environment”, and we actively promote students making positive choices. Attainment on entry is below average and the percentage of students with special educational needs (14.75%) and those entitled to free school meals (35.33%) is significantly above average. 55.8% of our students are classed as having English as an additional language. 65% of our students live within the 30% of most deprived areas in the country, in comparison to the Leicestershire figure of 11.9%.

Since September 2019, there has been a legal requirement for each school to have a named ‘Careers Leader’ who is responsible for the organisation and implementation of a strong careers strategy across the school, particularly in relation to the Gatsby Benchmarks.

The Gatsby Benchmarks are to ensure that schools provide a strong and well-rounded careers programme. The eight are:

1. A stable careers 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 employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Learning at Limehurst Academy enables our students to not only have excellent academic outcomes, but to confidently take up their place in the wider world. We strive to enable students to fulfil their potential, experience success and raise their aspirations. We promote an awareness of a wide range of career pathways, helping students to make well-informed and aspirational choices about their future. Students should leave school knowing that their time at Limehurst has given them the tools they need for the next stage in their life. This means excellent outcomes, strong values, a sense of their own worth and an aspiration to succeed.

Our overall vision for Careers at Limehurst is to use the Gatsby Benchmarks to consistently support, engage and raise the aspirations of every student. We want to help them to understand the world of work and to achieve their potential in their chosen pathway.

Strategy Summary

Limehurst’s vision is to produce confident, able learners who are well prepared to become good citizens and for the next stage of their education. As a result, we have a specialist Personal Development teacher and dedicate two hours per week to this subject on the key stage three timetable and one hour per week on the key stage four timetable.

As a school we have strong links with a range of post-16 providers and are lucky enough to have a number of excellent universities close by. Loughborough University is on our doorstep allowing us to engage in many activities with a higher education provider, and we work closely with De Montfort University in Leicester, too. The science department have many links with industry and students benefit from a range of STEM activities including working with Charnwood Campus and Matthews Codecraft. Moreover, our Art, Design and Technology department regularly invite speakers to talk to students about Careers, and our Maths department take part in the Logistics Beacon Project each year.

Our strategic objectives are:

1. Students actively engage in a stable careers programme that is embedded across the curriculum with all staff taking a role in careers guidance.
2. Students accessing a range of meaningful encounters delivered by a reliable network of employers and further education providers from our community.
3. Students apply to appropriate and ambitious, post-16 courses, and leave with the qualifications and skills required to complete them.

All of the staff at Limehurst Academy have a role to play in delivering the careers programme. The key staff involved are:

Name	Role/Further Information
Miss Aldridge	Careers Leader
Miss Mauger	Leadership Team Careers Link
Mr Neary	Personal Development Teacher
Mr Patrick	Personal Development Teacher
Mrs Cook	Personal Development Teacher
Pastoral Team	Including Year Heads and Form Tutors
Emrys Green	Enterprise Adviser
Anna Scull	Enterprise Adviser
Alka Prinja	Careers Governor Link

The Careers Policy and provision is reviewed annually in the Summer Term by the Careers Leader. The impact of the Careers programme is measured and assessed through Compass + and Unifrog, as well as through individual providers' evaluation methods such as surveys and questionnaires, the results of which are then shared with the school. Students in Years 7 and 10 will also complete the Future Skills Questionnaire to help to evaluate careers provision and to decide its next steps. A Careers Impact Report will be produced at the end of each academic year.

Careers Progression Framework

Y7 - Be Aware

Y8 - Prepare

Y9 - Discover

Y10 - Experience

Y11 - Decide

The Careers Progression Framework utilises lessons from Unifrog, particularly in Key Stage Three. These lessons are mapped onto the CDI Learning Framework Areas. These are: **grow throughout life, explore possibilities, manage career, create opportunities, balance life and work, and see the big picture.**

Year	Career Focus	Topics	Guided Hours	Gatsby Benchmarks/link to CDI framework	Measurable Outcomes
7	<i>To raise students' awareness of: who they are and where their interests lie; key skills needed for different careers; the different careers sectors that currently exist, and those that may emerge; what entrepreneurs are and do; what a work-life balance is and why it is important.</i>	<ul style="list-style-type: none"> • Who Am I? • Exploring Possibilities • What is a Career? • What is an Entrepreneur? • What is a Work-Life Balance? • Careers in the Future 	6-9 hours	GBM: 1, 2, 3, 5 CDI: Grow throughout life, explore possibilities, manage career, create opportunities, balance life and work, see the big picture	<ul style="list-style-type: none"> • Students will be able to describe who they are and draw connections between their likes, culture, connections and interests. • Students will be able to articulate key skills and themes that link to 'dream jobs' and explain the benefits of exploring a range of options. • Students will be able to define what a career is, identify a range of career sectors, and explain the skills needed for different careers. • Students will be able to define what an entrepreneur is, identify entrepreneurial skills, and explain what a role model is. • Students will be able to explain what a work-life balance is and suggest ways of managing a work-life balance. • Students will be able to identify skills that are predicted to be valued by future employers, and give examples of how careers have changed over time.

8	<p><i>To equip students with information and the knowhow to prepare them for career readiness and make informed decisions about their future.</i></p> <p><i>To allow students to think about what they want their future to look like and the different ways in which they can be successful.</i></p>	<ul style="list-style-type: none"> • What Are My Interests? • Superhero CVs • Challenges and Rewards of Work • Creating the Life You Want • What Does Success Mean to Me? • Careers and the Climate 	6-9 hours	<p>GBM: 2, 3, 4, 5</p> <p>CDI: Grow throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work, See the big picture</p>	<ul style="list-style-type: none"> • Students will be able to describe how their interests and different career options link. • Students will be able to explain how employers recruit people and identify information that goes into each section of a CV. • Students will be able to create a CV tailored to a job advert. • Students will be able to identify the challenges and rewards associated with working. • Students will be able to explain what a growth mindset is. • Students will be able to describe and visualise what they would like their life to look like in the future. • Students will be able to formulate realistic goals for the future. • Students will be able to define what success means to them and the different ways in which it can be measured. • Students will be able to reflect on, and set goals for, their own successes. • Students will be able to describe a career that could be considered a green career, and describe a subject that could be considered a sustainable degree.
---	---	---	-----------	---	--

Year	Career Focus	Topics	Guided Hours	Gatsby Benchmarks/link to CDI framework	Measurable Outcomes
9	<p>To allow students to consider what they want in a future career and the type of employer they would like to work for.</p> <p>To inform and empower students, supporting them to make decisions about their option choices and how these could lead to future careers.</p> <p>To encourage students to discover information about KS4 option choices.</p> <p>To provide details and enable students make connections with Post 16 and 18 destinations.</p> <p>To promote curiosity and reinforce skills of research and discovery.</p>	<ul style="list-style-type: none"> • Taking Control of your Career Journey • Managing Your Money • What is the Labour Market? • What Makes an Employer Good to Work for? • What Are My Skills? • What Comes After School: The Main Learning Pathways. • Decision Making: Choosing What to Study at Key Stage 4. • Study Smart. 	6-9 hours	<p>GBM: 2, 3, 6, 8</p> <p>CDI: Grow throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work, See the big picture</p>	<ul style="list-style-type: none"> • Students will be able to identify the career needs and wants of themselves and others. • Students will be able to reflect on how to overcome barriers that people face on their career journeys. • Students will be able to identify their employment rights as a school-age worker. • Students will be able to calculate a monthly wage from an hourly rate/annual salary and consider how to budget money. • Students will be able to identify and compare different types of labour market information. • Students will be able to identify features of what could make a company ‘good’ to work for, and describe traits they’ll be looking for. • Students will be able to reflect on their skills and explain how their skills can be developed. • Students will be able to identify different learning pathways and identify one they’d like to explore further. • Students will be able to identify important factors to consider when deciding subject choices, and outline what they need to do to reach their decision .
10	<p>To empower students and promote positivity as they begin to think ahead to post-16.</p> <p>To facilitate students initial experience of the options and application process for further study and employment.</p> <p>To further develop and practice employability/transferable skills.</p>	<ul style="list-style-type: none"> • Building Resilience • Talk Smarter: becoming a brilliant communicator • Exploring post-16 opportunities • Marketing me: on paper • Marketing me: an introduction to interviews • Exploring Post-16 	9-12 hours	<p>GBM: 1, 2, 3, 4, 5, 8</p> <p>CDI: Grow throughout life, Explore possibilities, Manage career, Create opportunities, , See the big picture</p>	<ul style="list-style-type: none"> • To introduce resilience and the many contributing factors to successful resilience. • To provide detail and explanation around the topic of resilience. • To understand the importance of self-care in relation to resilience. • For students to explore themselves as resilient individuals – the barriers they face to achieving their goals. • To develop communication skills using speech, body language and facial expression.

					<ul style="list-style-type: none"> • To improve confidence in public speaking. • To develop presentation skills. • To look at the importance of first impressions and the power of marketing yourself on paper. • To explore what is meant by a CV and how it is used in the world of work. • To develop a draft CV using examples and templates. • To understand how to create a draft covering email or letter. • To consider the importance of first impressions upon employers. • Students will be able to respond effectively and confidently to interview questions. • To give, and take on board, constructive feedback.
11	<p>To support students in the decision-making process linked to post-16 destinations.</p> <p>To prepare and inform student about future options and pathways at 16.</p> <p>To guide and support students through the application process.</p>	<ul style="list-style-type: none"> • Choosing your options for post 16...where do I start? • Preparing your application • Are you interview ready? • Study Smarter: Succeed in your revision 	7-10 hours	<p>GBM: 1, 2, 3, 4, 8</p> <p>CDI: Grow throughout life, Explore possibilities,, Create opportunities, Balance life and work, See the big picture</p>	<ul style="list-style-type: none"> • To make applications to post-16 providers. • To take students of a journey of thinking about their next step. • To consider the importance of making informed decisions. • To recap the different post-16 options available. • To learn how to overcome indecision. • Understanding what makes a good personal statement. • To make applications to post-16 providers. • To understand what makes a successful revision timetable. • To create a revision timetable. • To remind students of the purpose of interviews. • To explore the different types of interviews you may encounter. • To explore interview skills and making a good impression. • To explore body language and various verbal and non-verbal cues. • To plan and practice responses to typical interview questions.

					<ul style="list-style-type: none">• To consider what makes an effective learning environment.• To identify preferred revision methods.• To identify stressors before, during and after exams.
--	--	--	--	--	---

Careers Development Plan

We have three-year development plan that links to our strategic objectives, which are:

1. Students actively engage in a stable careers programme that is embedded across the curriculum with all staff taking a role in careers guidance. B
 - M1, BM2, BM3, BM4.
 - CDI: Grow throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work, See the big picture
2. Students accessing a range of meaningful encounters delivered by a reliable network of employers and further education providers from our community.
 - BM2, BM5, BM6, BM7.
 - CDI: Grow throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work, See the big picture
3. Students apply to appropriate and ambitious, post-16 courses, and leave with the qualifications and skills required to complete them.
 - BM1, BM3, BM8
 - CDI: Grow throughout life, Explore possibilities, Manage career, See the big picture

Each strategic objective has been broken down into targets, actions, who is responsible, the deadline to be completed and the success criteria/impact. Monitoring and evaluation processes are also clearly detailed. It is reviewed annually and updated to reflect both the progress made and future actions.

The complete Careers Development Plan can be found [here](#).

Careers and Skills Journey Map

Careers Programme Overview 2025/26 Limehurst Academy

THE CAREERS &
ENTERPRISE
COMPANY

Vision Statement

To use the Gatsby Benchmarks to consistently support, engage and raise the aspirations of every student. We want to help them to understand the world of work and to achieve their potential in their chosen pathway.

Contact: Hannah Aldridge

Email: haldridge@limehurst.org.uk

Telephone: 01209 268 444

Milestones and Learning Outcomes

Key Events and Experiences

Year 11

- Milestone: preparing for, and sitting, GCSE exams
- Milestone: applying for post-16 education
- Researching and making informed decisions regarding post-16 choices
- Considering future options and careers
- Making an application

Year 10

- Milestone: starting GCSEs
- Careers Education: Experience
- Being empowered and positive about starting GCSEs and thinking ahead to post-16
- To build resilience in learning and life
- To understand how to market myself, both on paper and in an interview
- To explore post-16 options

Year 9

- Careers Education: Discover
- Considering my future career and the type of employer I want to work for
- Milestone: making decisions regarding GCSE option choices
- Making links with Post-16 and 18 destinations
- Developing research and discovery skills

Year 8

- Careers Education: Prepare
- Being given the information and knowhow to prepare me for my future career
- Learning about CVs
- Learning about the challenges and rewards of working
- Considering what I want my future to look like

Year 7

- Milestone: starting at Limehurst Academy
- Milestone: getting to know my new school
- Careers Education: Becoming aware
- Learning about who I am and where my interests lie
- Learning about the key skills needed for different careers
- Learning about different career sectors, and ones that may emerge in my future
- Considering entrepreneurship
- Considering my work-life balance

Year 11

- National Careers Week
- National Apprenticeship Week
- Applying for post-16 education
- National School and College Leavers Festival
- DMU Study Skills assembly and workshop
- All students given 1:1 careers guidance

Year 10

- National Careers Week
- National Apprenticeship Week
- Mock interviews
- Work experience at the end of Year 10
- DMU Futures Fair
- LAC/Post-LAC and EHCP students given 1:1 careers guidance

Year 9

- Speedy Speakers
- National Careers Week
- National Apprenticeship Week
- Taking part in work-like experience
- Considering options for GCSE
- Submitting options booklet
- DMU Futures Fair
- LAC/Post-LAC and EHCP students given 1:1 careers guidance

Year 8

- Speedy Speakers
- National Careers Week
- National Apprenticeship Week
- Job of the Week
- Taking part in work-like experience
- Charnwood Campus Curiosity Cube trip

Year 7

- Transition
- Speedy Speakers
- National Careers Week
- National Apprenticeship Week
- Job of the Week
- Taking part in work-like experience

Inspiring and preparing young people for the world of work.



Focus

Careers and Skills Overview Year 7: Be Aware

To raise students' awareness of:

- who they are and where their interests lie
- key skills needed for different careers
- the different careers sectors that currently exist, and those that may emerge
- what entrepreneurs are and do
- what a work-life balance is and why it is important.

Term	Topics	Objectives	Areas covered	Employability skills and Qualities/link to the CDI framework/Gatsby Benchmarks
Autumn 2	Who Am I? Exploring Possibilities What is a Career? What is an Entrepreneur? 4 lessons	<ul style="list-style-type: none"> • Students will be able to describe who they are and draw connections between their likes, culture, connections and interests. • Students will be able to articulate key skills and themes that link to 'dream jobs' and explain the benefits of exploring a range of options. • Students will be able to define what a career is, identify a range of career sectors, and explain the skills needed for different careers. • Students will be able to define what an entrepreneur is, identify entrepreneurial skills, and explain what a role model is. 	Understanding who we are and what makes us, us Considering what dream jobs might be Looking at a range of careers Understanding the skills needed for different careers Entrepreneurship and the skills needed for this	Self-awareness Creativity Reflectiveness Aiming high Inquisitiveness Innovation Problem-solving CDI: Grow throughout life, Explore possibilities, Manage career, Create opportunities GBM: 1, 2, 3
Spring 1	What is a Work-Life Balance? 1 lesson	<ul style="list-style-type: none"> • Students will be able to explain what a work-life balance is and suggest ways of managing a work-life balance. 	Understanding the link between work-life balance and wellbeing. Understanding how to have a good work-life balance.	Balance Reflectiveness CDI: Balance life and work GBM: 2, 3
Spring 2	Careers in the Future 1 lesson	<ul style="list-style-type: none"> • Students will be able to identify skills that are predicted to be valued by future employers, and 		Digital literacy Creativity Critical thinking Problem solving

		give examples of how careers have changed over time.		CDI: See the big picture GBM: 2, 5
--	--	--	--	---------------------------------------

Careers and Skills Overview Year 8: Prepare

Focus

- To equip students with information and the knowhow to prepare them for career readiness and make informed decisions about their future.
- To allow students to think about what they want their future to look like and the different ways in which they can be successful.

Term	Topic	Objectives	Areas covered	Employability skills and Qualities/link to the CDI framework/Gatsby Benchmarks
Autumn 2	<p>What Are My Interests? Superhero CVs Challenges and Rewards of Work Creating the Life You Want What Does Success Mean to Me?</p> <p style="text-align: center;">6 lessons</p>	<ul style="list-style-type: none"> • Students will be able to describe how their interests and different career options link. • Students will be able to explain how employers recruit people and identify information that goes into each section of a CV. • Students will be able to create a CV tailored to a job advert. • Students will be able to identify the challenges and rewards associated with working. • Students will be able to explain what a growth mindset is. • Students will be able to describe and visualise what they would like their life to look like in the future. • Students will be able to formulate realistic goals for the future. • Students will be able to define what success means to them and the different ways in which it can be measured. • Students will be able to reflect on, and set goals for, their own successes. 	<p>Looking at different career options available, based on interests. Understanding what goes into, and creating, a CV. The challenges and rewards of working. Having a growth mindset. Considering what success means to them, and how to get there.</p>	<p>Creativity Reflectiveness Writing Teamwork Resilience Aiming high Balance Confidence</p> <p>CDI: Grow throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work</p> <p>GBM: 2, 3, 5</p>
Spring 1	<p>Careers and the Climate</p> <p style="text-align: center;">1 lesson</p>	<ul style="list-style-type: none"> • Students will be able to describe a career that could be considered a green career, 	<p>The link between careers and the climate.</p>	<p>Critical thinking Principles Ethical judgement</p>

		and describe a subject that could be considered a sustainable degree.	Identifying green jobs and sustainable degrees. Considering skills for the future.	CDI: See the big picture GM: 2, 4
--	--	---	---	--------------------------------------

Focus

Careers and Skills Overview Year 9: Discover

- To allow students to consider what they want in a future career and the type of employer they would like to work for.
- To inform and empower students, supporting them to make decisions about their option choices and how these could lead to future careers.
- To encourage students to discover information about KS4 option choices.
- To provide details and enable students make connections with Post 16 and 18 destinations.
- To promote curiosity and reinforce skills of research and discovery.

Term	Topic	Objectives	Areas covered	Employability skills and Qualities/link to the CDI framework/Gatsby Benchmarks
Autumn 2	Taking Control of Your Career Journey Managing Your Money What is the Labour Market? What Makes an Employer Good to Work For?	<ul style="list-style-type: none"> • Students will be able to identify the career needs and wants of themselves and others. • Students will be able to reflect on how to overcome barriers that people face on their career journeys. • Students will be able to identify their employment rights as a school-age worker. • Students will be able to calculate a monthly wage from an hourly rate/annual salary and consider how to budget money. • Students will be able to identify and compare different types of labour market information. • Students will be able to identify features of what could make a company 'good' to work for, and describe traits they'll be looking for. 	What we might and want need from a career, and how this could differ to others. Considering the barriers someone might face on their career journey, and how to overcome them. Understanding worker rights and pay. Looking at labour market information. Identifying types of employer to work for.	Aiming high Resilience Initiative Numeracy Critical thinking Learning Inquisitiveness Attention to detail CDI framework: Create opportunities, Balance life and work, See the big picture GBM: 2, 3, 6
Spring 1	What Are My Skills? 1 lesson	<ul style="list-style-type: none"> • Students will be able to reflect on their skills and explain how their skills can be developed. 	Looking at technology and the workplace. Looking at the different skills that are important for careers. Understanding why skills are important for careers. How to develop and record skills.	Reflectiveness CDI framework: Grow throughout life GBM: 3

<p>Spring 2</p>	<p>What Comes After School: The Main Learning Pathways Decision Making: Choosing What to Study at KS4</p> <p>2 lessons</p>	<p>To develop skills of research To become informed about the types of careers you could follow linked to the 3/4 potential option choice subjects To understand the qualifications and skills required to follow pathways into careers</p>	<p>Post-16 opportunities (after Limehurst) How to begin your research Practicing Research skills Signposting students to relevant and reliable sources of information</p>	<p>Aiming high Critical thinking Problem solving</p> <p>CDI framework: Explore possibilities, Manage career</p> <p>GBM: 2, 3, 8</p>
------------------------	--	---	---	---

Careers and Skills Overview Year 10: Experience

Focus

- To empower students and promote positivity as they begin to think ahead to post-16.
- To facilitate students initial experience of the options and application process for further study and employment.
- To further develop and practice employability/transferable skills. To further develop and practice employability/transferable skills.

Term	Topic	Objectives	Areas covered	Employability Skills and Qualities/link to the CDI framework/Gatsby Benchmarks
Autumn 1	Building Resilience Talk Smarter 4 lessons	<ul style="list-style-type: none"> • To introduce resilience and the many contributing factors to successful resilience. • To provide detail and explanation around the topic of resilience. • To understand the importance of self-care in relation to resilience. • For students to explore themselves as resilient individuals – the barriers they face to achieving their goals. • To develop communication skills using speech, body language and facial expression. • To improve confidence in public speaking. • To develop presentation skills. 	<p>To understand what ‘resilience’ means and how to develop a resilient mindset.</p> <p>The concept of mental toughness.</p> <p>The concept of self-care.</p> <p>To explore self-care and why this is</p> <p>How the brain works in relation to resilience.</p> <p>Developing a resilient mindset.</p> <p>Understanding the comfort zone and how to operate outside of it.</p> <p>The concept of fearless learning.</p> <p>Providing extended answers to questions.</p> <p>The importance of body language.</p> <p>Creating and performing a speech.</p>	<p>Adaptability</p> <p>Flexibility</p> <p>Problem-solving</p> <p>Resilience</p> <p>CDI framework: Grow throughout life, See the big picture</p> <p>GBM: 3, 4</p>

<p>Spring 2</p>	<p>Marketing Me: On Paper Marketing Me: Interview</p> <p>4 lessons</p>	<ul style="list-style-type: none"> • To look at the importance of first impressions and the power of marketing yourself on paper. • To explore what is meant by a CV and how it is used in the world of work. • To develop a draft CV using examples and templates. • To understand how to create a draft covering email or letter. • Students will be able to respond effectively and confidently to interview questions. • To give, and take on board, constructive feedback. 	<p>Looking at what makes a good first impression. Recap from Year 8 what we know about CVs and why they are important. Creating a draft CV and cover letter. Looking at the purpose of an interview. Giving and taking on board feedback. Asking each other questions in role play practice.</p>	<p>Communication Planning and organisation Independence Self-awareness Responding to feedback</p> <p>CDI framework: Grow throughout life, Manage career, Create opportunities, See the big picture</p> <p>GBM: 2, 3, 5</p>
<p>Summer 1</p>	<p>Exploring Post-16</p> <p>2 lessons</p>	<ul style="list-style-type: none"> • To understand what is meant by the term 'post-16' – an introduction • To explore different post-16 routes through research and teamwork • To plan and prepare presentations • To be able to work as a team to achieve an overall aim 	<p>Looking at the definition of post-16. Looking at the different routes available at post-16. Working in teams to present this information back.</p>	<p>Communication and Literacy Planning and organising Using ICT Teamwork Present information</p> <p>CDI framework: Explore possibilities, See the big picture</p> <p>GBM: 1, 2, 3, 4, 8</p>

Focus

Careers and Skills Overview Year 11: Decide

- To support students in the decision-making process linked to post-16 destinations.
- To prepare and inform student about future options and pathways at 16.
- To guide and support students through the application process.

Term	Topic	Objectives	Areas covered	Employability Skills and Qualities/link to the CDI framework/Gatsby Benchmarks
Autumn 1	Choosing Your Options Preparing Your Application 6 lessons	<ul style="list-style-type: none"> • To take students of a journey of thinking about their next step. • To consider the importance of making informed decisions. • To recap the different post-16 options available. • To learn how to overcome indecision. • Understanding what makes a good personal statement. • To make applications to post-16 providers. 	Looking at different options available. Making an informed decision and considering how this can be done. Looking at what a personal statement needs. Drafting and completing a personal statement. Making an application with form tutor/head of year support.	Curiosity Research Planning and organising Independence Decision making CDI framework: Explore possibilities, Create opportunities, See the big picture GBM: 1, 2, 3, 4, 8
Autumn 2	Study Smart: Revision Timetable 1 lesson	<ul style="list-style-type: none"> • To understand what makes a successful revision timetable. • To create a revision timetable. 	The reasons behind making a revision timetable. To consider what a revision timetable needs to include.	Planning and organisation Decision making Positivity Proactivity Personal responsibility Independence CDI framework: Balance life and work

				GBM: 3, 4
--	--	--	--	-----------

<p style="text-align: center;">Spring 1</p>	<p style="text-align: center;">Are you interview ready? Study Smart Managing Exam Anxiety</p> <p style="text-align: center;">5 lessons</p>	<ul style="list-style-type: none"> • To remind students of the purpose of interviews. • To explore the different types of interviews you may encounter. • To explore interview skills and making a good impression. • To explore body language and various verbal and non-verbal cues. • To plan and practice responses to typical interview questions. • To consider what makes an effective learning environment. • To identify preferred revision methods. • To identify stressors before, during and after exams. 	<p>What is the purpose of an interview? Making a good first impression. Types of interview and how to manage these effectively. Structuring a successful response using various models. Example questions and planning how to answer. Links to additional videos and resources to explore independently. Looking at learning environments and different revision methods. Reasons for exam stress and ways to deal with it.</p>	<p>Communication Planning and organisation Independence Co-operation Self-awareness Self- management Resilience Problem solving</p> <p>CDI framework: Grow throughout life, Balance life and work, See the big picture</p> <p>GBM: 3, 4</p>
--	--	---	---	---

Tutor Time Activities

Careers activities form part of the weekly morning tutor time activities.

Students watch a short video on a Thursday morning which is the [Job of the Week](#).

Follow up questions are discussed as a group:

- What is the Job of the Week?
- Can you describe what you do in this job?
- Is it a job you might like to do, why?
- How much can you earn in this job?
- Do you think that is a good wage, why?
- What subjects would you study for this job?
- What qualifications do you need?
- Do you need to go to university?
- Can you access this job via an apprenticeship?
- What personal skills and qualifications do you need for this job?
- Do you think you have the personal skills needed for this job, why?

Three times per academic year, students in Years 7-10 take part in a 'Speedy Speakers' session. This is where an employer comes in and talks to students about their role, what they do, and their career journey. Employers are briefed on the following bullet points:

- Who they work for and their role.
- How they got into your role/career? What route they took?
- What their main duties and responsibilities are?
- What other roles there are in their organisation/sector?
- Any advice/tips for students to consider when thinking about careers.

Students then have the opportunity to ask questions.

Students will additionally have talks from employers and different providers during National Apprenticeship Week in February and National Careers Week in March.

These events are recorded on student's Unifrog profiles.

Careers and Skills Programme CPD

CPD is an important part of developing the careers offer at Limehurst. Staff were given a CPD session in the 24/25 academic year regarding Unifrog, to help them embed resources into their lessons, contributing to Benchmark 4.

Tutors are responsible for delivering the stable careers programme (Benchmark 1) and future CPD sessions are being planned to support with key events such as work experience.

As and when other opportunities arise, they are shared with staff. Staff also have access to resources on our website, and relevant resources are shared by the Careers Lead for key events such as National Careers Week.

Careers Advice and Guidance

We strive to enable students to fulfil their potential, experience success and raise their aspirations. We promote an awareness of a wide range of career pathways, helping students to make well-informed and aspirational choices about their future. Therefore, all staff at Limehurst Academy have a role to play in delivering the careers programme, including advising and guiding students through their journey at key transition points.

In addition, we work with Ideas4Careers and have advisers provided each year. These advisers meet with all year 11 students during the Autumn term and into the Spring Term in order to give personalised and individualised advice during the post-16 application process. A referral process has been set up for Year 11 form tutors to recommend any students who need advice earlier in the year, otherwise the students who report that they are 'Unsure' are prioritised in the process. Some groups of students have additional individual careers guidance from Year 9 onwards. These include students with EHCPs, those who are LAC and post-LAC and those that are at risk of becoming NEET. Following a careers guidance session, each session the student receives a digital copy of their careers action plan, uploaded into their Unifrog locker, and students are shown how to access this. For students who are LAC, the action plan will also be shared with the Virtual School and Social Worker.

We regularly survey students during Years 9 to 11. This allows for the early identification of students who are unsure about their choice and enables us to prioritise which students are seen first or given additional guidance sessions. The Year 9 GCSE options process begins in February and the formal post-16 application process begins in September.

Opportunities available

Year 11 National School and College Leavers' Festival

Each year, we take our Year 11 cohort to the National School and College Leavers' Festival. This enables Year 11 students to speak to a wide range of employers, higher education institutions and apprenticeship providers, learning more about the opportunities available to them in the future.

Logistics Beacon Project

In the 24/25 academic year, we took part in the pilot for the Logistics Beacon Project, developed by a partnership through The Careers and Enterprise Company, Generation Logistics, and the Leicester & Leicestershire Careers Hub. Last year, a group of Year 10 students took part, visiting Asda's Logistics hub and learning about the range of careers in logistics, before presenting their ideas to Asda about how to get more young people involved. In the 25/26 academic year, it will be a group of Year 9 students being involved.

Mock Interviews

Each year, our Year 10 cohort take part in mock interviews. Employer volunteers come into school and interview students in the way they would prospective employees, before providing students with feedback on their interview.

De Montfort University

We work closely with De Montfort University's School and College Liaison Team. They have provided an assembly and workshop on Study Skills to our Year 11 students, and hosted a group of our Year 9 and 10 students at their Futures Fair. They will also be coming in to deliver an Escape Lab to a group of 30 Year 8 students, which will be an interactive journey into the antiviral drug discovery process.

Loughborough University

We also work closely with Loughborough University and they often deliver events in school. Matt Long, an academic who specialises in Criminology, comes in each year to deliver a Criminology workshop to our Year 10 students. Our ADT department are also taking part in the Pattern Print challenge this year, in which teachers will guide students to create a simple pattern that can then be submitted to the University's School of Design and Creativity.

Unbox Your Future

In the 24/25 academic year, we used the Unbox Your Future initiative to provide work experience for our Year 10 cohort. Students went to a range of workplaces, such as Tarmac and the King Power Stadium, learning about different careers in a variety of sectors. All students also had a day in school with employers, completing work-like activities and learning more about different careers.

Work Experience

This year, we will be using the Unifrog placements tool to help our Year 10 students find a 2-day work experience placement. This will allow them to learn more about the world of work, what they want from a future career, and develop invaluable experience to help them further down the line.

Deloitte Business Chemistry Day

Three Deloitte employees delivered a session to some of our Year 10 students on Business Chemistry. This is a system designed to help individuals and teams work best according to observable business traits and behaviours. Students were able to reflect upon their own character traits and consider how this would help them in the workplace.

Destinations Data and Alumni

Destinations Data

Our post-16 intended destinations are tracked to ensure that all students have applied for a post 16 course and received an offer. It also allows us to:

- Ensure realistic destination choices whilst also challenging lack of aspiration
- Target support where needed
- Know that students have taken the right individual next step for them in their transition
- Involve key stakeholders to understand the process of transition

From the 26/27 academic year onwards, form tutors will start to collect destinations data from Year 7 onwards. This will allow careers provision to become more targeted and to track students over their time at Limehurst Academy, to see if they do go to intended destinations and if this meets earlier aspirations.

Destinations data is collected at key points during the transition process via Microsoft Forms. The process is supported by the year 11 careers topic, "Decide", and 1:1 careers meetings with our Careers Advisor. Support is targeted and meetings are triaged depending upon their individual needs.

The collection points and data collected are:

Month	Information Collected
September	Initial thoughts of course type e.g. A level, vocational, apprenticeship. At this point any student that is unsure will be given an interview by the Head of Year, Careers Leader or Careers Adviser.
October	Applications intentions, both subject and level. Any student that is unsure will have access to support as above. Students start to have 1:1 appointments with the Careers Advisor.
December/January	Applications are made, ensuring students have made two applications, their first choice and a back-up. Careers Lead and Head of Year ensure that they are suitable in terms of level and subject.
February	Destination data is shared with Head of Department so that they are aware of students wishing to pursue their subject and can support students to be fully prepared for exam success and the future study.
April	Post 16 providers are contacted to confirm offers of courses for all students.

Applications are completed via individual provider websites, largely due to Loughborough College moving away from PS@16. Applications data is centralised and available for staff, especially Year 11 tutors and the Careers Lead, to look at, monitor and keep track of, allowing for early identification of those that might need additional help and support.

Students have historically kept a record of their Careers Journey in their booklets, but this is now moving to Unifrog. This enables them to record their thinking and decision making at each step of the process as they move through year 11. Any individual conversations with students or discussions with parents are logged on CPOMS.

On GCSE Results Day, intended destinations will be confirmed by a survey of the students. Additional information, support and guidance is available on the day to support for students whose GCSE results have altered their education or training plans or for students who have since changed their minds regarding their course or provider.

Students give permission for relevant data to be shared with the Local Authority and post-16 education and training providers as necessary (in compliance with GDPR) through PS@16 . Students are also asked to update their contact details and sign up to our alumni network. Data on sustained destinations is received from the Local Authority in the spring term of Year 1 after leaving and the school works with the Local Authority to track any outstanding pupils and to check the data available with known and intended destinations.

Year	Term	Actions	Notes/Who
11	1	<ul style="list-style-type: none"> Initial thought of course type. Survey 1 Application intentions. Survey 2 	Y11 form tutors and Head of Year.
	2	<ul style="list-style-type: none"> Applications made. Survey 3 Pupils give permission for relevant data to be shared with Local Authority and P16 education and training providers. Pupils sign up to the alumni network 	Y11 form tutors and Head of Year.
	3	<ul style="list-style-type: none"> GCSE day destination acceptance. Survey 4 	Y11 form tutors and Head of Year.
1	1	<ul style="list-style-type: none"> Providers contacted to gather and confirm student destination sustained 	Head of Y11
	2	<ul style="list-style-type: none"> Data on sustained destinations received from Local Authority, outstanding pupils' data checked and shared. 	CL
	3	<ul style="list-style-type: none"> Sustained destinations check of alumni 	CL
2	1	<ul style="list-style-type: none"> Sustained destinations check of alumni Providers contacted to gather and confirm student destination sustained 	CL
	2	<ul style="list-style-type: none"> Sustained destinations check of alumni 	CL
	3	<ul style="list-style-type: none"> Sustained destinations check of alumni 	CL
3	1	<ul style="list-style-type: none"> Sustained destinations check of alumni Providers contacted to gather student destinations Post-KS5 	CL
	2	<ul style="list-style-type: none"> Sustained destinations check of alumni 	CL
	3	<ul style="list-style-type: none"> Sustained destinations check of alumni 	CL

Alumni

Developing a strong alumni network is seen as good careers education practice that can strengthen the careers programme of study. Limehurst Academy is already at the heart of the local community and the network will also strengthen the community ties by keeping the links with students whose families still live and work in our local area.

We aim to tap into the talent that we have helped to nurture to improve outcomes for our students by giving them a clearer vision of the opportunities available to them. Students can readily relate to an alumni as a role model as someone who has already been on the same path as them, lived in the same area and may even have been taught by the same teachers.

The alumni page on our website currently invites ex-students to get in touch with us. As we develop this network further we aim to engage them in our careers provision by providing:

- Information, advice and guidance to year groups, subject groups or individuals
- Mentoring support
- Insights into career paths and the world of work through assemblies or specific subject talks

- Provide access to relatable role models for current students
- Enrich delivery of the core careers curriculum
- Help to raise aspirations and expectations for the future

Careers Signposting

Careers signposting at Limehurst underpins the careers programme of study to inform our students throughout their career journey with us of opportunities that are available to them.

The [Limehurst Academy Careers](#) section of the website is being updated this year, and any events or news will be added as it appears. As new information is added it is shared with stakeholders via text messages to parents, year group Teams announcements and emails to students and staff.

In line with the Baker Clause, a range of post-16 providers deliver assemblies to all students in year 11 that cover the range of pathways available to them including A-Levels, vocational qualifications, T-Levels and Apprenticeships.

Careers Directory for general and subject specific advice/resources, below, can be used by subjects to source careers information and resources to underpin careers in the curriculum and the contacts list for business.

[Careers in the Curriculum Links and Resources.docx \(sharepoint.com\)](#)

[Directory of Contacts.xlsx \(sharepoint.com\)](#)