

SAIL Academy – Careers Programme – 2025-26 – ‘Inspire to Aspire’

All students are involved in the Academy's Careers Education Programme which starts in Year 1 and runs through into Year 11. We aim to inspire students to raise student aspirations, supporting them into further learning and equip them with the skills they need to achieve success in their chosen pathway. This programme develops their career skills covering self-development, career exploration and career management. Our programme is developed to map the Career Development Institute (CDI) framework and the Gatsby Benchmarks.

Key Features of Our Careers Programme

Our careers programme includes, but is not limited to:

✓ Careers Education

- Careers education is embedded into our CORE curriculum through structured lessons from Year 7 to Year 11. These are aligned to the CDI framework and Gatsby Benchmarks, helping students explore their strengths, understand the world of work, and plan for their future.
- Topics include career identity, labour market information, skills development, and future planning – all tailored to students' age and stage.

✓ Careers Guidance

- We offer one-to-one careers guidance interviews for every student in years 7-11.

✓ Employer Engagement & Work Experience

- Off-timetable days featuring employer visits, workplace visits, workshops, and pathway sessions.
- Mock interviews with real employers to build student confidence.
- An annual Careers Fair at Springfield School to meet employers, colleges, and training providers.

✓ Post-16 Pathways Support

- Support with applications for college and apprenticeships.
- Workshops on CV's and personal statements
- Employer-led sessions on apprenticeships vocational routes

✔ **Specialist Support for Targeted Students**

- Tailored careers support for students with EHCPs or additional learning needs.
 - One-to-one mentoring for those uncertain about future pathways.
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Careers Education in Lessons

Careers education is delivered throughout the year as part of CORE lessons. These lessons help students make informed choices and develop the skills needed to succeed in their future careers. We cover topics such as:

- ✔ Self-Development – Understanding personal strengths, skills, and aspirations.
- ✔ Career Exploration – Researching industries, job roles, and career pathways.
- ✔ Employability Skills – CV writing, interview techniques, and workplace etiquette.
- ✔ Financial Education – Budgeting, salaries, and understanding payslips.
- ✔ Post-16 Options – College and apprentices employment.

Careers education at SAIL Academy goes far beyond the classroom. What you see below is our careers curriculum, delivered through focused lessons as part of the core timetable.

The lessons are designed to help students build essential skills, explore career options, and prepare for future pathways — from Key Stage 1 through to Year 11. While they form a key part of our overall careers provision, they are just one strand of a much wider programme that includes trips, employer encounters, work experience, personal guidance, and more.

CDI Framework – 6 Learning Areas

Each year group will cover the following across the year:

1. **Grow Throughout Life** – Understanding personal development and self-reflection
2. **Explore Possibilities** – Learning about jobs and different career paths
3. **Manage Career** – Making choices, navigating transitions, and setting goals
4. **Create Opportunities** – Building self-belief and recognising career options
5. **Balance Life and Work** – Understanding lifestyle, wellbeing, and life priorities
6. **See the Big Picture** – Understanding the economy, labour market and society

Primary Careers Curriculum (Key stage 1 and 2)

Key Stage	Grow Throughout Life	Explore Possibilities	Manage Career	Create Opportunities	Balance Life and Work	See the Big Picture	Gatsby Benchmarks	RSHE framework
1	At the end of the key stage, students will: - - Be confident to request help - recognise their successes in learning - be willing to challenge themselves - explore what they have experienced and achieved - know about people whose identities and backgrounds are different to theirs.	At the end of the key stage, students will: - - Be aware that jobs are made up of different tasks - explore what people do in a variety of jobs - explain their views about similarities and differences between jobs - explain what they are gaining from subjects and topics they are learning.	At the end of the key stage, students will: - - recognise what can make a job enjoyable - describe a goal or target they are working towards - try different approaches to solving a challenge or problem - recognise that some decisions have unexpected consequences	At the end of the key stage, students will: - - identify new jobs that are just coming into being - choose what they want to achieve and they way to go about it - know positive communication skills - make positive contributions in group play or teamwork tasks - think about questions they could ask a visitor about their job	At the end of the key stage, students will: - - recognise the contributions to work that is done at home or school - be aware of what volunteers do and how they can be a volunteer. - explore the rewards from paid work - be aware that overworking can affect health - know how to keep themselves safe at school - be aware of the importance of treating people well at work - Be aware how money can be earned.	At the end of the key stage, students will: - - be aware of how work is portrayed differently in different stories - recognise that the way that work is shown is not always accurate or reliable - explore how working life is changing for people now - be aware of how scientific and technological aids help people do their work - explore work practices in the school environment that promote sustainability - explore the jobs that people do to help each other	1-7	Roles in family and community (Relationships); Basic awareness of helpers (Relationships); Early aspirations (Living in the Wider World) Personal strengths (Health Education); Job diversity (Living in the Wider World); Gender roles and aspirations (Relationships).

2	At the end of the key stage, students will: - - Be able to explain how being helped changed their view/behaviours - recognise the next steps in their learning and why they are successful - be willing to take on new challenges that help them grow - record and comment on what they have experienced or achieved. - understand that people's identities and backgrounds can be different to theirs.	At the end of the key stage, students will: - - Explain what tasks they would like and like least about different jobs. - discover the qualities and skills needed to do different jobs - design a scheme for classifying a set of jobs - explore the connection between uniforms and status - recognise that the subjects they take now can lead to qualifications and making progress in their career.	At the end of the key stage, students will: - - identify ways of making positive transitions - know that people can often have multiple careers throughout their working life - identify the positive features in a role model - recognise achievements when they have learned something new - be able to weigh up the pros and cons before making a decision.	At the end of the key stage, students will: - - Identify possible new jobs that might be needed in the future - reflect on achievement and what they can do better next time - take on different roles in group play or a teamwork task - be able to recall key knowledge they have found out from a visitor about their job	At the end of the key stage, students will: - - being able to explain the idea of division of labour with reference to work - be aware of what charities do and how they can be a charity worker - recognise that people seek different rewards when considering paid work - be aware that imbalances between people's life and work affects their wellbeing - recognise what they can do to keep themselves and others safe at school - be aware that people's work needs change during their lives - recognise unfair barriers to opportunities and being willing to challenge them - being able to make decisions about savings, spending and budgeting.	At the end of the key stage, students will: - - be aware of what the author is encouraging them to think about when work is a theme in a story - be able to consider if the information they have found is accurate/reliable - be aware of trends that hint at how working life may change for them by the time they embark on careers - explore the benefits and possible drawbacks of scientific developments that affect how people do their work - explore jobs and ways of working that help to protect the environment - explore what they and others can do to prevent people having to do harmful work	1-7	Mental wellbeing through hobbies (Health); Careers awareness in the school context (Living in the Wider World). Group problem solving (Relationships); Matching school to jobs (Living in the Wider World); Understanding economic contributions (Living in the Wider World). Identifying skills and values (Health Education); Environmental and economic awareness (Living in the Wider World); Aspirations and job change (Living in the Wider World). Emotional readiness for change (Health Education); Transition prep (Relationships/Health); Global jobs context (Living in the Wider World); Balancing responsibilities (Relationships)
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Secondary Careers Curriculum (Years 7–11)

Year	Grow Throughout Life	Explore Possibilities	Manage Career	Create Opportunities	Balance Life and Work	See the Big Picture	Gatsby Benchmarks	RSHE framework
7	Develop self-awareness skills by reflecting on their likes, cultural heritage, connections and interests. Explore how some characteristics are protected by law.	Analyse the skills and themes relating to their dream job and explore other careers with shared characteristics.	Explore how a career can be defined as a career journey. Identify activities that form part of their career journey and look towards career ideas for the future.	Explore what it means to be entrepreneurial, considering the importance of taking initiative and learning from role models.	Explore the importance of maintaining a work-life balance and investigate strategies that will enable them to do so.	Explore some examples of how employment today is different to employment in the past and they consider the skills that are predicted to be essential for the future workforce.	1, 2, 3, 5	Mental wellbeing Respectful relationships Roles in society
8	Explore what they're proud of and connect their interests and achievements with different careers.	Explore what goes into a CV and understand what recruiters look for.	Reflect on the challenges and rewards associated with being a student and explore the challenges and rewards associated with being in employment.	Explore what they might want their life to look like in the future, making connections between, skills, abilities and interests.	Explore the concept of being successful in their career journey, considering different ways of defining success in life and work.	Explore some examples of green jobs and sustainable degrees, considering how future career pathways and green skills can help to protect the planet.	1, 2, 3, 5	Puberty, confidence Self-esteem and identity Online and media influence
9	Explore the importance of skills for the workplace and reflect on how transferable skills help us to prepare for the jobs of the future	Explore the different learning pathways that could lead to students reaching their career goals.	Explore the next steps they need to take in advance of choosing their Key Stage 4 optional subjects.	Explore needs and want and how this relates to career planning. Identify how students could take the initiative in various scenarios, explore barriers people may face in their career journey, and how to overcome them.	Explore their employment rights as young workers in the UK and discuss the importance of budgeting when managing an income.	Explore what the labour market is and how to identify and use different types of labour market information. Explore what can influence the labour market. Explore how labour market information can help them make more informed choices.	1, 2, 3, 5, 6, 8	Relationships and emotional literacy Financial education Peer influence and aspirations

10	Reflect on their career journey so far, drawing connections between past, present and future	Explore employer profiles to find out what it's like to work at some of the world's largest companies.	Explore the four different types of career (single track, serial, portfolio and lifestyle) and decide which one could be right for them.	Know how to prepare for going on work experience and begin to complete sections of their work experience journal.	Explore the concept of wellbeing in the workplace, including mental health, rights and responsibilities, discrimination, and health and safety.	Explore the pros and cons of different work environments and reflect on which they think would be best for them	1, 2, 3, 5, 6, 8	Mental health and managing stress Financial education Managing risk and rights
11	Explore the skills that are valued by a range of employers and reflect on the best ways to record these skills.	Compare the pathways available to them after school, including education, employment, and apprenticeships.	Learn how to make informed decisions around their post-16 pathways.	Explore the benefits and drawbacks of different types of paid work and volunteering. They reflect on what types of paid work and volunteering opportunities are more suitable for them.	Explore the pros and cons of apprenticeships and higher education pathways, focusing upon the financial implications.	Research AI and debate the question 'is AI a threat to our jobs?' by considering what tasks are performed best by AI and what tasks are performed best by a human.	1, 2, 3, 5, 6, 7, 8	Transition readiness Self-efficacy and goal setting Managing adult responsibilities

The Careers Curriculum Roadmap

This careers curriculum flowchart illustrates the academy's structured, year-by-year approach to careers education. The model is designed to ensure that all students receive developmentally appropriate careers learning throughout their time in school — gradually building knowledge, confidence, and readiness for life beyond education.

Key features of the model include:

- A clear progression from self-awareness to future planning, beginning in Year 1 and continuing through to Key Stage 4
- Carefully sequenced lessons that reflect increasing maturity, decision-making needs, and career-related expectations
- Full alignment with the CDI Framework and the Gatsby Benchmarks
- A strong focus on linking curriculum learning to careers, developing employability skills, and exploring all post16

This progressive model ensures that students are not only informed about their options, but are also well prepared to make ambitious, realistic, and meaningful decisions at each key stage, as well as preparing them for other aspects of their adult lives.

SAIL Academy Primary Careers Programme Overview – 2025-26



Our career journey is shaped by the Gatsby Benchmarks and CDI Framework, helping every student, regardless of background, build the skills, knowledge and confidence to make informed choices about their future. From year 1 to 6, students explore, personal development, employability and the world of work.

Wider curriculum
Targeted trips and visits (Colleges, workplaces) are chosen to link with subject content.
Employers are invited into to raise aspiration and see how the curriculum can be used beyond the school

Key Stage 1

Grow Throughout Life

- Be confident to request help
- recognise their successes in learning
- be willing to challenge themselves
- explore what they have experienced and achieved
- know about people whose identities and backgrounds are different to theirs

Explore Possibilities

- Be aware that jobs are made up of different tasks
- explore what people do in a variety of jobs
- explain their views about similarities and differences between jobs
- explain what they are gaining from subjects and topics they are learning.

Manage Career

- recognise what can make a job enjoyable
- describe a goal or target they are working towards
- try different approaches to solving a challenge or problem
- recognise that some decisions have unexpected consequences

Create Opportunities

- identify new jobs that are just coming into being
- choose what they want to achieve and they way to go about it
- know positive communication skills
- make positive contributions in group play or teamwork tasks
- think about questions they could ask a visitor about their job

Balance Life and Work

- recognise the contributions to work that is done at home or school
- be aware of what volunteers do and how they can be a volunteer.
- explore the rewards from paid work
- be aware that overworking can affect health
- know how to keep themselves safe at school
- be aware of the importance of treating people well at work
- Be aware how money can be earned.

See the Big Picture

- be aware of how work is portrayed differently in different stories
- recognise that the way that work is shown is not always accurate or reliable
- explore how working life is changing for people now
- be aware of how scientific and technological aids help people do their work
- explore work practices in the school environment that promote sustainability
- explore the jobs that people do to help each other

Key Stage 2

Grow Throughout Life

- Be able to explain how being helped changed they view/behaviours
- recognise the next steps in their learning and why they are successful
- be willing to take on new challenges that help them grow
- record and comment on what they have experienced or achieved.
- understand that peoples identities and backgrounds can be different to theirs.

Explore Possibilities

- Explain what tasks they would like and like least about different jobs.
- discover the qualities and skills needed to do different jobs
- design a scheme for classifying a set of jobs
- explore the connection between uniforms and status
- recognise that the subjects they take now can lead to qualifications and making progress in their career.

Manage Career

- identify ways of making positive transitions
- know that people can often have multiple careers throughout their working life
- identify the positive features in a role model
- recognise achievements when they have learned something new
- be able to weigh up the pros and cons before making a decision.

Create Opportunities

- identify possible new jobs that might be needed in the future
- reflect on achievement and what they can do better next time
- take on different roles in group play or a teamwork task
- be able to recall key knowledge they have found out from a visitor about their job

Balance Life and Work

- being able to explain the idea of division of labour with reference to work
- be aware of what charities do and how they can be a charity worker
- recognise that people seek different rewards when considering paid work
- be aware that imbalances between people's life and work affects their wellbeing
- recognise what they can do to keep themselves and others safe at school
- be aware that people's work needs change during their lives
- recognise unfair barriers to opportunities and being willing to challenge them
- being able to make decisions about savings, spending and budgeting.

See the Big Picture

- be aware of what the author is encouraging them to think about when work is a theme in a story
- be able to consider if the information they have found is accurate/reliable
- be aware of trends that hint at how working life may change for them by the time they embark on careers
- explore the benefits and possible drawbacks of scientific developments that affect how people do their work
- explore jobs and ways of working that help to protect the environment
- explore what they and others can do to prevent people having to do harmful work

SAIL Academy Secondary Careers Programme Overview – 2025-26



Our career journey is shaped by the Gatsby Benchmarks and CDI Framework, helping every student, regardless of background, build the skills, knowledge and confidence to make informed choices about their future. From year 7 to 11, students explore, personal development, employability and the world of work.

Wider curriculum
Targeted trips and visits (Colleges, workplaces) are chosen to link with subject content.
Employers are invited into to raise aspiration and see how the curriculum can be used beyond the school

Year 7

Grow Throughout Life

Who am I?

Explore Possibilities

Exploring possibilities: dream jobs.

Manage Career

What is a career?

Create Opportunities

What is an entrepreneur?

Balance Life and Work

What is a work-life balance?

See the Big Picture

Careers and the future.

Year 9

Grow Throughout Life

What are my skills?

Explore Possibilities

What comes after school: the main learning pathways.

Manage Career

Decision making: choosing what to study at KS4.

Create Opportunities

Taking control of your career journey.

Balance Life and Work

Working and earning: managing your money.

See the Big Picture

What is the labour market and why is it important?

Year 11

Grow Throughout Life

What are my employability skills?

Explore Possibilities

Post 16 choices.

Manage Career

Decision making: choosing your post-16 pathway.

Create Opportunities

Research volunteering and paid work.

Balance Life and Work

Money talks: apprenticeships vs higher education.

See the Big Picture

Is AI a threat to our jobs?

Year 8

Grow Throughout Life

What are my interests?

Explore Possibilities

Job applications: superhero CVs.

Manage Career

Challenges and rewards of work.

Create Opportunities

Creating the life you want: making a vision board.

Balance Life and Work

What does success mean to me?

See the Big Picture

Careers and the climate.

Year 10

Grow Throughout Life

Reflecting on my career journey: past, present and future.

Explore Possibilities

Exploring employer profiles.

Manage Career

What type of career is best for me?

Create Opportunities

Preparing to go on work experience.

Balance Life and Work

Wellbeing in the workplace.

See the Big Picture

In person, hybrid and remote: what works best?

Inspiring and preparing young people for the world of work.

At SAIL Academy, we are proud to meet all eight Gatsby Benchmarks, ensuring our students receive a high-quality careers education that prepares them for their future pathways. The Gatsby Benchmarks are a framework for best practice in careers education, designed to raise aspirations and provide meaningful encounters with the world of work.

1. **A Stable Careers Programme** - We have a structured and well-communicated careers programme that supports students from Year 1 to Year 11. It is reviewed annually and promoted to students, parents, staff, and employers via our website, newsletters, and events.
2. **Learning from Career & Labour Market Information** - Students have access to up-to-date labour market information through Unifrog, employer talks, and dedicated careers lessons. We also provide guidance on local and national employment trends to help students make informed choices about their futures.
3. **Addressing the Needs of Each Student** - Our careers programme is inclusive, providing tailored support for all students, including those with SEND and EHCPs. We track students individually, ensuring they receive the right guidance and opportunities.
4. **Linking Curriculum Learning to Careers** - We integrate careers education into the curriculum across all subjects, helping students see the relevance of their studies to future career paths. Subject teachers incorporate real-world applications, employer-led sessions, and workplace skills into their lessons.
5. **Encounters with Employers & Employees** - Students regularly engage with a wide range of employers through:
 - Mock Interviews with Employers
 - Careers Fair
 - Guest speaker sessions and workplace visits
6. **Experiences of Workplaces** - We facilitate workplace visits and virtual work experiences for students across different year groups.
7. **Encounters with Further & Higher Education** - We organise college open day trips, and apprenticeship talks to help students explore their post-16 options. Students receive guidance on applications, personal statements, and alternative pathways like apprenticeships.
8. **Personal Guidance** - Every student has access to one-to-one careers guidance, delivered by a trained careers adviser. Targeted students receive additional support to explore their next steps, ensuring they leave SAIL Academy with a clear plan for their future

Employer & Industry Engagement

Guest Speaker Programme/workplace visits

Throughout the year, we welcome industry professionals and employers into school to engage students in meaningful discussions about their careers. These sessions provide valuable insights into the skills required in their sectors and the various pathways available, including apprenticeships, vocational training, and higher education routes. We also work with employers to offer workplace visits, giving students first-hand experience of professional environments. Industries covered include:

- The British Army
- Wiltshire Fire and Rescue
- British Horseracing
- Amazing Apprenticeships
- Idverde
- Salisbury City Council
- Riverbourne Farm
- DSTL
- Logiq
- Key performance training

Get Involved!

Are you an employer or industry professional interested in supporting our careers programme? We are always looking for new partners to help inspire and educate our students. If you would like to volunteer for mock interviews, deliver a talk, or take part in our networking events, please get in touch with our Careers Leader – Andrew.fulker@sail-academy.org

How we measure our careers provision

We believe that a high-quality careers programme should be more than just well-intentioned — it should be effective, measurable, and constantly evolving. To ensure our students are receiving the best possible support, we use the following methods to evaluate our provision:

- The Gatsby Benchmarks – We track our progress against the eight Gatsby Benchmarks using the *Compass+* tool. This helps us identify strengths, address gaps, and plan strategically for improvement.
- Student Feedback – After key careers activities, we collect student voice through surveys and discussions to understand what's working and what could be improved.
- Parent/carer feedback - We regularly seek feedback from parents and carers, particularly following key transition points or events such as options evenings, workplace visits and careers fairs. This helps us ensure our provision aligns with the needs and expectations of families and supports students effectively at home and in school.
- Destination Data – We monitor student destinations for up to three years after they leave, to ensure they are progressing into sustained education, employment, or training.
- Employer and Staff Feedback – We gather input from visiting employers, staff, and external partners to assess the impact and relevance of our career's activities.

Useful websites and resources

National Careers Service:

💡 Find job profiles, skills requirements, and career advice for hundreds of industries.

📌 Get personalised career suggestions based on your interests.

🔗 Visit: www.nationalcareers.service.gov.uk

Apprenticeships & Training

🏢 Apprenticeships.gov.uk (Find live apprenticeship vacancies!)

🔍 Search for apprenticeship opportunities across different industries.

📌 Learn about higher & degree apprenticeships (earn while you learn!).

🔗 Visit: www.apprenticeships.gov.uk

🏫 Local Colleges

🎓 If you're considering college or vocational training, check out our local providers:

♦ Wiltshire College and University Centre – [Wiltshire College & University Centre](#)

♦ Fairfield College – [Fairfield College | Specialist College based in Wiltshire | Specialist College based in Wiltshire](#)