At The Priory Ruskin Academy, we aim to provide our students with a skill-set that will allow them to prepare for future success in education, employment or training.

We deliver our Careers Curriculum through a range of channels including:

- Form time and assemblies
- Personal Development Days – six full days per year, off timetable where students spend the day focusing on a specific area of personal development pertinent to each year group. These include multi-agency days where multiple external agencies are invited in to deliver sessions.
- External speakers and specialists from a range of education and training providers are invited to work with our students
- Curriculum-some of the topics are covered directly through our curriculum areas such as Science, RE, ICT and PE
- In order to provide good quality, meaningful opportunities for pupils to encounter the world of work, students are given two opportunities to complete work experience, once in KS4 and the second in KS5
- Students receive unbiased information about potential next steps and high-quality careers guidance.
- The Careers curriculum includes students following the Unifrog Year Plan in each Key Stage which is detailed below, as well as exploring a multitude of constructs outlined in our Careers-Living in the Wider World Curriculum Overview

Throughout their time in secondary education, students at Ruskin will cover the following topics as part of the statutory guidance from the Department for Education issued under the Education Act 1997. Further detail about the requirements to provide careers education, are included in the links below:

[The Careers Strategy (2017)](#)

[Statutory Guidance: Careers guidance and access for education and training providers (2022)](#)

Year Group	CONSTRUCT	COMPOSITE/ Enquiry	COMPONENT	Disciplinary Knowledge	Prior Learning	Future Learning
YEAR 7	Introducing the Unifrog Platform	• What is a career? • How do I explore a variety of careers? • What is important when choosing a career?	Students can: • Discuss the definition of a career and things that are important when choosing a career. • Login and complete a treasure hunt on the Careers Library • Research their top three careers	Learning from LMI Addressing needs of each pupil. Linking curriculum to careers.		Careers Library familiarisation and development of skills in each year
	Skills	• What are skills and competencies?	Students can: • Identify what skills and competencies are • Compare examples of how to write about competencies. • Use the Competencies tool to add an example to the platform	Growth throughout life Create opportunities		Understanding of skills will be developed when linking to activities later
	Recording Activities	• What activities do I do? • Why are activities essential?	Students can: • Identify what activities they do • Summarise an activity effectively • Create activity mind maps • Write about an activity using the Activities tool	Growth throughout life Addressing needs of each pupil	Link to skills – activities demonstrate these skills	Activities will be linked to interests and choices
	Interests Profile	• What are my interests? • What careers are related to my interests?	Students can: • Reflect on their interest profile quiz results • Discuss careers related to their interests • Search the Careers Library based on their results	Explore possibilities Manage career	Activities lead to a discussion about interests	Interests linked to possible careers
	Dream Jobs	• What factors influence deciding a 'dream job'?	Students can: • Illustrate what their dream job might look like in the future • Compare the labour market information for different careers • Find careers in the Careers Library and note the skills, qualifications and salary expectations • Create a job advert for their dream job	Learning from LMI Addressing needs of each pupil	Interests, skills and activities give an insight into their potential 'dream job'	Shortlists of jobs

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YEAR 8	Careers Library Treasure Hunt 2	• What is a career? • How do I explore a variety of careers? • What is important when choosing a career?	Students can: • Discuss the definition of a career and things that are important when choosing a career. • Login and complete a treasure hunt on the Careers Library • Research and update their top three careers	Digital literacy Reflectiveness Careers profiling Managing career	Careers Library Treasure Hunt 1 – developing interests and skills will inform this research	Treasure Hunt 3
	Career Terminology	• Why is learning about career terminology useful?	Students can: • Understand a variety of career terminology • Explain why learning about career terminology is useful • Match careers terminology with their definitions	Learning from LMI Manage career	Exposed to terminology within careers searches	Equips to write applications and liaise with employers
	Examining Success	• What does success mean to me? • What motivates me?	Students can: • Define what success means to them • Explain what motivates them • Use the Careers library to search for careers that relate to their motivators and definitions of success	Explore possibilities Balance life and work Critical thinking Self-concept	Links to interests, dream jobs	Self reflection equips them in their continued research for potential careers
	Superhero CVs	• What goes in to an effective CV?	Students can: • Understand and recall what goes in each section of a CV • Create a CV for a superhero of their choice • Provide feedback on their peers' CVs	Addressing needs of each pupil. Developing work skills Creativity	Considering skills, activities essential before this task. Researching in subjects library will give focus to their CV	Skills developed in this work will equip for future application writing and prepare them to contact employers for work experience
	Communication	• What makes a great communicator?	Students can: • Identify examples of when they have been a good communicator • Record an example of this using the Competency Tool	Grow throughout life Communication skills	Focus on skills and writing applications	Interview skills, contacting employers

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YEAR 9	Identifying Interests	• How does exploring my interests help me when I search for careers? • How do my interests link to potential careers • What is the importance of LMI?	Students can: • Identify personal interests and link them to potential careers • Develop confidence with using the Careers library	Learning from LMI Careers profiling Accessing range of pathways Observation	Interests profile	Informing careers research and KS4 choices
	GCSE: Choices, Choices	• What are GCSEs? • How can Unifrog help me make good choices at GCSE Level? • What factors are important to consider when making subject choices?	Students can: • Make informed choices on GCSE subjects, taking into account a variety of factors. • Use the Careers Library and Interests Profile tools to explore options	Finding careers information Independence Explore possibilities	Interests, activities, careers searches	Linking curriculum to careers
	Careers Library Treasure Hunt 3	• What does success mean to me? • What motivates me?	• Use the Careers Library to find the answer to more complex careers- based questions • Discuss the definition of a career and things that are important when choosing a career. • Navigate the Careers library confidently to explore a variety of carers • Research and update their top three careers	Linking curriculum to careers Explore possibilities Careers profiling Digital literacy	Treasure Hunt 1 and 2	Treasure Hunt 3
	Leadership	• What makes a great leader?	Students can: • Explore what makes a good leader • Identify their own leadership experiences • Explore skills involved in being a leader • Record evidence of leadership using the Competencies tool.	Addressing needs of each pupil Developing work skills Leadership	Linking activities to skills and competencies	Writing about competencies in applications
	Your skills, your team, your future	• What is needed for good teamwork?	Students can: • Explore how their own team work best to solve a problem scenario • Search for careers that match competencies	Grow throughout life Create opportunities Problem solving	Linking activities to skills and competencies	Writing about competencies in applications

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YEAR 10	Work Experience: Researching Placements	• What should I consider when choosing a placement? • Why is work experience important?	Students can: • Reflect on things they want to consider when choosing work experience • Use Unifrog and other resources to search for suitable businesses to approach for work experience	Developing work skills Networking	Careers research, communication	CVs, cover letters, interview skills
	Work Experience: CVs and Cover Letters	• What is the difference between a CV and a cover letter? • How do I structure them? • Why are these documents important?	Students can: • Locate and use the CV/Resume tool • Compare cover letters to identify strengths and weaknesses.	Finding careers info Learning from LMI Access range of pathways	Superhero CVs Year 8 Communication skills Linking interests and activities to skills	Further applications
	How to contact employers	• How do I speak to employers?	• Email an employer with confidence • Contact an employer over the phone confidently • Discuss good and bad aspects of example correspondence to employers	Encounters with employers and employees	Communication, CVs	Work experience, Y12 applications
	Leadership	• What makes a great leader?	Students can: • Explore what makes a good leader • Identify their own leadership experiences • Explore skills involved in being a leader • Record evidence of leadership using the Competencies tool.	Addressing needs of each pupil Grow throughout life	Linking activities to skills and competencies	Writing about competencies in applications
	Careers Library Treasure Hunt 4	• Why is research important for my future choices? • What factors should I consider when choosing a career?	Students can: • Navigate the Careers Library to complete a treasure hunt task. • Explore skills, salaries and entry requirements for shortlisted careers	Finding careers info Access range of pathways Digital literacy	Treasure Hunt 1-3	Making applications linked to skills and competencies
	Escape Room	• What skills and competencies do I have and how are these useful in a teamwork situation	• Explore different areas of the platform whilst practising teamwork competencies. • Apply teamwork and communication skills	Developing work skills Problem solving	Skills, competencies	Writing about skills in applications

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YEAR 11	Post 16: Choices, Choices	• What opportunities are available to me Post 16?	Students can: • Explore and research Post 16 choices • Use the Know How Library to support research	Addressing needs of each pupil Access range of pathways	Options choices.	Post 18 choices
	Level 3 Qualifications	• How is a BTEC different to an A Level? • What factors should I consider when choosing L3 qualifications? • Are facilitating subjects still useful?	Students can: • Understand the difference between BTECs and A Levels • Create a shortlist of options.	Explore possibilities Aiming high Independence	Exploring entry requirements of specific careers	Choosing L3 course
	Subjects Library Treasure Hunt	• What subjects are suited to my needs?	Students can: • Become familiar with the Subjects Library • Explore subject profiles suited to needs and aspirations	Finding careers info Explore possibilities Manage career	Exploring entry requirements, linking curriculum to interests	Choosing courses
	Revision Techniques	• How do I revise?	Students can: • Identify good and 'bad' revision techniques • Access the Know How Library to learn about revision techniques • Apply revision techniques	Developing work skills Grow through life Organisation	Competencies. Raising aspirations through career research	Success to broaden pathway choices
	Introduction to apprenticeships	What are apprenticeships and how do they work?	• Explore a broad range of apprenticeships and use the Apprenticeships Tool • Create shortlists of potential courses	Finding careers info Learning from LMI Encounters with vocational and HE	Wide range of pathways explored	Applications
	Coping with changes	• How can I manage changes?	Students can: • Develop strategies to manage change • Reflect on changes they are about to undergo	Grow throughout life Addressing needs of each pupil	Various pathways explored. Self reflection	P18 choices
	Green Jobs	• What does it mean for a job to be 'green'?	Students can: • Explore subjects, careers and extra information relating to 'green' careers	Access to a range of pathways Linking curriculum learning to careers	Careers Library, Know How/MOOCs, interests	P18 choices

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YEAR 12	Work Experience: Curating your online profile	• How can social media influence my experience in the world of work negatively and positively?	Students can: • Consider how to use social media in a safe and effective way	Addressing needs of each pupil Explore possibilities	Y10 work experience process. Internet safety, dangers of social media	Informing future pathways
	Goal Setting	• How can I set a goal and stick to it	Students can: • Apply Locke's Goal Setting Theory to create an action plan • Unload an action plan to Unifrog Locker	Developing work skills Self-concept	Raising aspirations through career research, employer engagement	Year 13 revision
	Geeking Out	• How do my special interests help me in preparing for applications?	Students can: • Understand the importance of specialist interests • Know where to find information relating to interests using MOOC, Geek Out section of the Subjects Library and the Read, Watch Listen Tool	See the big picture. Developing work skills	Interests, personality profiles	MOOCs and use of tools to develop special interests further – write about them in applications
	Post 18 Choices	• What choices are available to me P18? • What factors should I consider when choosing universities and apprenticeships?	• Explore P18 pathways such as university, apprenticeships, FE courses, gap years and employment. • Record plans on P18 Intentions Tool	Stable careers programme. Personal guidance	Career research, apprenticeship and university tools.	Making applications
	Acing Your Personal Statement	• How do I write my UK Personal Statement?	Students can: • Begin to write a well-structured personal statement using the Personal Statements Tool • Enhance their Personal Statement by using the range of Unifrog tools and additional resources.	Linking curriculum learning to careers. Grow throughout life. Reflectiveness	CV and cover letter writing. Exploring pathways from Y7 and linking potential careers to interests.	Next Steps!

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YEAR 13	Applications	• How do I use the Applications List tool on Unifrog? • How do I decide on what applications to add?	Students can: • Create an applications list in order of preference	Addressing needs of each pupil. Explore possibilities		
	Finalising Personal Statements	• How do I perfect my personal statement?	Students can: • Improve excerpts from example Personal Statements • Identify strategies to improve their own PS.	Manage career Grow throughout life		
	Assessment Centres	• How do employers use assessment centres in their recruitment processes? • How do I prepare for one?	Students can: • Explain why and how employers use assessment centres • Learn how to prepare for one	Addressing needs of each pupil. Networking Employer/ employee responsibilities		
	Basics of interviews	• How do I prepare for interview success?	Students can: • Recall what happens at an interview and why • Identify key skills for interview success • Apply skills in mock interviews	Developing work skills. Grow throughout life. Networking		
	Revision: Using Time Effectively	• How do I create a revision schedule?	• Understand the importance of organisation when preparing for revision • Create a basic revision schedule.	Addressing needs of each pupil. Independence, organisation		

Frameworks to support Learning & Curriculum Construction	Cross Curricular Links:	Barriers to Learning (SEND)
Assessment Cognition/Metacognition L4L Curriculum Framework Remote Learning Framework Maximising Learning	E.g. Similarities with other curriculum area British Values, RSE Careers	Specific Physical Needs Misconceptions Processing