



Temple Moor Careers Programme

Summary of Provision	Gatsby Benchmarks	Equalex work experience objectives Core Theme: Introduce & Inspire
Y7 Assembly themes: The first assembly gets students to think about a range of different jobs and sectors and that there are different types of workplaces and different types of employment. Students are introduced to careers advisors in school and are invited to make one to one careers interview to find out more. The second assembly gets students to reflect on their passions, interests and skills and consider how they might inform potential jobs or career pathways. The third assembly provides an overview of different work style and working environments. Examples of workplaces are given to get students to reflect on those that would and would not suit their preferences.	1,2,8 1,4 1,2	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment. Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways. Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.

Leeds to Success: Universities in the spotlight Year 7s begin the programme in the summer term with three interactive workshops, delivered in your school. These sessions introduce university and encourage students to explore the benefits of higher education. Form programme The form curriculum in Y7 introduces the types of careers and how these differ from jobs. It also considers the impact of wide range of different jobs and how they contribute to British society (e.g. doctors, emergency services, teachers etc.) Future skills Questionnaire- Starting Secondary This questionnaire assesses learners' baseline level of knowledge and insight at the start of secondary school. This information supports us in adapting the responsive and progressive careers programme, dependent upon the needs of individual students. Careers and Guidance meetings Careers interviews: Students in year 7 are given the opportunity to speak to careers advisors. Using data from the Future Skills questionnaire and information from the pastoral team, the careers advisors will particularly focus on a key cohort of students who need further support and guidance. Local Business visits: A range of local businesses come in school, which in 2025-26 include SANAKO (a platform that provides technology and IT solutions to MFL teachers), and Balfour Beatty (construction company) which includes a talk from an ex-student working within the construction industry as an environmental scientist.	3,7 1,2,3 3,8 3,8 1,2,5	Learners can identify career role models and articulate their early career aspirations. Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment. Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in. Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathway Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment. Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
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Y8 Assembly themes: The first assembly gets students to understand the different routes into employment and understand the differences between pathways. This is linked to the options process. The second assembly gets students to learn about the growth sectors within their local area and talk about the types of jobs within these sectors. The third assembly requires students to reflect work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences. This assembly is an introduction to unifrog as a place to support careers research. Leeds to Success: Subjects in the spotlight In the autumn term Year 8 students will get one in school interactive workshop which focuses on student life. Through this theme the idea of university courses are introduced to students, giving them the opportunity to understand what it means to study a subject in higher education and how this can relate to future careers, as well as what a day in the life of a student might look like. Students will then visit the university in the Spring term for a higher education experience day where they will be introduced to an exciting range of university subjects. Personal Development lessons This unit covers CEIAG and is covered at this point as it ties in with the launch of the Year 8 options process, enabling students to research careers and make informed options choices based on their informed aspirations. It also builds on Year 7 unit 1 regarding managing change proactively.	1,2, 1,2,4 1,3,8 4,7,8 1,2, 3, 4	Learners understand the different routes into employment and understand the differences between pathways. Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors. Learners understand the different routes into employment and understand the differences between pathways. Learners understand the different routes into employment and understand the differences between pathways. Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors. Learners understand the different routes into employment and understand the differences between pathways.

What is the labour market and its relevance. The opportunities available in local industry The different pathways available at both post 16 and post 18. The skills required by employers to be successful in a chosen career. Form programme Future skills Questionnaire- Transition to KS3 This questionnaire is to encourage learners to think about their strengths and preferences, to make the connection between their GCSE subjects and careers, and to highlight needs for further information, advice and guidance. This questionnaire assesses learners' baseline level of knowledge and insight at the start of secondary school. This information supports us in adapting the responsive and progressive careers programme, dependent upon the needs of individual students. Careers in the emergency services visit As part of restart a heart day, students are introduced to paramedics, nurses and other health care professionals to understand different roles within an organisation. All students take part in a restart a heart workshop across the day, with a reflection activity on how the skills demonstrated (communication, teamwork, prioritising) are important skills in careers. Local Business visits: A range of local businesses come in school, which in 2025-26 include SANAKO (a platform that provides technology and IT solutions to MFL teachers), and Balfour Beatty (construction company) which includes a talk from an ex-student working within the construction industry as an environmental scientist.	1, 3, 4 1, 5, 6 1, 2, 6	Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways. Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do. Learners can demonstrate essential skills applicable to different workplaces. Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway. Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
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Careers Fair A fantastic opportunity for our young people to gain invaluable insights into various career pathways and to connect directly with professionals from a wide range of industries. Local employers and higher education providers attend, representing diverse fields such as the Civil Service, Public Services, Law, Engineering, and Transport. This event provides students with the chance to ask questions, learn about different roles, and explore potential future careers in our local area. All Year 8, 10 and Year 12 students attend and make the most of this unique opportunity to engage with industry experts and learn about the skills and qualifications required for various professions. This fair demonstrates our commitment to providing comprehensive careers guidance and helping our students make informed decisions about their next steps after Temple Moor.	1, 2, 3, 4, 5,	Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways. Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences. Learners are inspired and motivated by careers opportunities which they may not have otherwise considered. Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them. Learners can identify career role models and articulate their early career aspirations
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Y9 Assembly themes: The first assembly provides an overview of apprenticeships and the growth of these. Where possible, this is presented by a representative of the apprenticeship hub. The second assembly gets students to reflect on their skills and interests for picking options through a career role model. This is delivered by an external speaker who highlights the impact of skills development on career success. There is also a reminder to use Unifrog. The third assembly is a reminder of the importance of local labour market information when making choices about career pathways.	1, 5, 7 1,2,5 1, 2	Learners understand the different routes into employment and understand the differences between pathways. Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors. Learners understand the different routes into employment and understand the differences between pathways. Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.

have been identified by the Future Skills Questionnaire and through conversations with the head of year. Higher Education Assembly Presentation from Leeds Trinity on the experience of being a student, the skills and personal qualities required and the benefits of higher education. Leeds to Success Programme in partnership with Leeds University Students will have the opportunity to meet researchers from the University and take part in a ‘Researchers in the Spotlight’ project. This project involves student led group work to create their own research focused poster presentation. In the summer term, students will visit the campus for a celebration event. As part of the day they will also work get to explore our campus further and take part in a taster session delivered in one of our lecture theatres.	1, 7 3,4, 7	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them. Learners understand the different routes into employment and understand the differences between pathways. Learners can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making.
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Y10 Assemblies The first of these assemblies looks at tackling stereotypes of work, supporting students to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them. Other assemblies are run by higher education providers, including apprenticeship providers, to get students to reflect on the options available to them when they are applying in Y11. Form time curriculum Weekly form time activity using resources such as Unifrog and Career pilot to search for and highlight careers, pathways and routes. These	2, 3, 7 1, 2, 3, 4	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them Learners understand the different routes into employment and understand the differences between pathways Learners understand the different routes into employment and understand the differences between pathways. Using real life

sessions include interviews discussing the experiences of people in the industry. Higher and Further Education Provider Talks These take place throughout the year and include local higher education providers, Leeds Trinity University, Leeds Beckett University, Apprenticeships Hub, Leeds City College and Leeds Building College. Talk The Talk Debating Competition Students develop and apply effective communication skills in group talk situations such as debating, negotiating and planning whilst also considering how their individual vocal, verbal and visual communication can be used to get their ideas across persuasively. Individualised FE Visits Students identified as high risk of NEET are taken on small group/ individual visits to a number of Higher Education Providers. These include those HE providers listed above, but dependent on the individual, also include providers such as Askham Bryan College, Leeds City College High Needs Beeston Campus and Notre Dame. This also includes the SEND next steps careers fair as a joint trip with our HCP students. Leeds to Success In Y10, the focus is on building students' transferable skills, helping them to understand how they are used in different careers. Five in-school workshops take place during the autumn term. These focus on the skills of communication, confidence, leadership, teamwork, and entrepreneurship. Each session builds on the skills from the previous workshop and the scheme of work incorporates oracy, numeracy and literacy skills within its activities to help students relate their learning to the wider school curriculum. Careers Fair	1,4, 7 3, 4 3, 7, 8 3, 4, 7 1, 2, 3, 4, 5,	examples, learners can describe the roles of different people within an organisation and talk about what they do Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors. Learners understand the different routes into employment and understand the differences between pathways Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas Learners understand the different routes into employment and understand the differences between pathways. Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work. Learners understand the different routes into employment and understand the differences between pathways Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework. Learners can demonstrate essential skills applicable to different
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Weekly form time activity using resources including Unifrog and Career pilot to search for and highlight careers, pathways and routes. These sessions include interviews discussing the experiences of people in the industry. Careers and Guidance meetings All students are given a careers and guidance meeting. This meeting is to ask students about the plans for post 16, advise on the applications process and support students to ensure courses are matched to their interests and predicted grades. Taster Day All students are given the opportunity to be 6th formers for the day and try subjects they are thinking of taking after GCSE's. For any students not staying at Temple Moor, FE providers in for the day to talk to cohorts of students in providing information the transition process, the differences between school and FE. For example, Leeds City College speak to students about the different campuses within the city and the courses they offer. Construction Site Visit Students applying or planning to apply to a construction related course are taken to a local construction site to experience the roles on site. Talks to students include the different roles within the industry, the benefits of working in construction and the career pathways, including apprenticeships. Individualised FE Visits Disadvantaged students and those identified as high risk of NEET are taken on small group/ individual visits to a number of Higher Education Providers. These include those HE providers listed above, but dependent on the individual, also include providers such as Askham Bryan College, Leeds City College High Needs Beeston Campus and Notre Dame. Individualised Application and Transition Support Careers advisors in school will support students at high risk of NEET with further individualised guidance meetings and support with	1, 3, 8 3, 4, 7 3, 6 3, 7, 8 1, 3, 8	based upon a brief set by an employer, and identify the essential skills they used. Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways. Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas. Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations. Learners can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making. Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework. Learners understand the different routes into employment and understand the differences between pathways. Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.
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applications and transitioning to FE, including home and site visits where required. Leeds to Success The Year 11 programme is designed to support students in their final year of GCSEs or equivalent. Three sessions will be delivered in school and cover areas such as revision skills, note taking, exam anxiety and time management. We will host a Leeds to Success ‘graduation’ event on campus for all those who have completed our programme. Students, teachers and parents will be invited to take part.	1, 3, 8	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework. Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.
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Y12 Personal Development Lessons Taught personal development programme, which covers the following topics: - Local industries and apprenticeships at Post 18 - Post 18 options and pathways - Applying to University and UCAS applications As part of this topic, we invite local employers into school to speak to students about the local career opportunities, the skills that are valued and how to apply for training routes.	1, 5, 7	Learners understand the different routes into employment and understand the differences between pathways. Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors. Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres. Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.

Independent Unifrog Research Students are supported to use Unifrog platform to research HE institutions, skills development, courses offered and grades required. Students also look at the links between specific courses and resultant career pathways, including more vocational focussed degrees. Extended Project Qualification- Year 1 The Extended Project Qualification (EPQ) is an independent research project undertaken by students in post-16 education, equivalent to half an A-level. It allows students to develop valuable research, project management, and presentation skills, making it a great asset for university applications and future studies. UCAS Higher Education Fair The UCAS Higher Education Fair is an exhibition where universities, colleges, and other organizations gather to provide information and guidance to students about higher education options and career paths. These events offer a chance to explore various degree programs, apprenticeships, and career opportunities. Workplace Experience Y12 students undertake a week of work experience in the summer term, to gain a better insight into the world of work and increase their awareness the skills and qualities needed within a career or job that is of interest to them. Careers Fair A fantastic opportunity for our young people to gain invaluable insights into various career pathways and to connect directly with professionals	3, 4, 8 3 1, 7 1,6 1, 2, 3, 4, 5,	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework. Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment. Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework Learners understand the different routes into employment and understand the differences between pathways. Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors. Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work. Learners can demonstrate what they have learnt from their experience of the workplace and articulate how this will inform their future decision making. Learners can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making. Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations. Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
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from a wide range of industries. Local employers and higher education providers attend, representing diverse fields such as the Civil Service, Public Services, Law, Engineering, and Transport. This event provides students with the chance to ask questions, learn about different roles, and explore potential future careers in our local area. All Year 8, 10 and Year 12 students attend and make the most of this unique opportunity to engage with industry experts and learn about the skills and qualifications required for various professions. This fair demonstrates our commitment to providing comprehensive careers guidance and helping our students make informed decisions about their next steps after Temple Moor.		Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences. Learners are inspired and motivated by careers opportunities which they may not have otherwise considered. Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them. Learners can identify career role models and articulate their early career aspirations
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Y13 UCAS Applications – individual support to complete University applications for those on the university pathway. Apprenticeship Applications – individual and ongoing support to complete applications, including a structured programme delivered to those looking to undertake Apprenticeships Careers Interviews - The school careers adviser interviews all students. All students have the opportunity for at least one meeting with the careers adviser to discuss P18 pathways. These careers interviews feed into EHCPs where appropriate. Communication to parents regarding support and information on P18 pathways. These are bespoke based on careers guidance meetings that have taken place. Personal Development Lessons	3, 7 3, 8 3, 8 8 1, 2, 3, 8	Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment. Learners understand the different routes into employment and understand the differences between pathways.

Taught personal development programme, which covers the following topics: • Employability rights and responsibilities • Using social media to enhance career profile • Interview support and CV writing Form time curriculum Topics covered and support offered on further virtual work experiences, completing a skills audit, applying to further work experience, applying for a part time job. CV input and support to ensure all students leave with an updated CV.		Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways. Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used. Exploration of roles and responsibilities Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest Learners understand the different routes into employment and understand the differences between pathways
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