



HEADLANDS SCHOOL

Careers Programme 2026-2027

Pride | Aspire | Respect

Our careers vision

At Headlands School, careers education is a whole-school responsibility. Our programme is designed to ensure that every student develops the knowledge, skills, experiences and confidence to make informed choices and successfully manage their future career journey.

Our approach

We provide a planned programme of careers education from Year 7 through to Year 13, combining curriculum learning, labour market information, employer and employee encounters, workplace experiences, further and higher education encounters, personal guidance and support for key transitions.

What we want every student to develop

- Self-awareness - understanding personal strengths, interests, skills, values and aspirations.
- Career awareness - understanding the range of occupations, sectors and opportunities available locally, nationally and beyond.
- Pathway knowledge - understanding academic, technical, apprenticeship, employment, further education and higher education routes.
- Employability - developing communication, teamwork, problem-solving, resilience, leadership, application and interview skills.
- Decision-making - using reliable information, reflection and guidance to make informed choices at key transition points.
- Career management - developing the confidence and adaptability to plan, review and manage future transitions throughout life.

Our key objectives

- Provide a stable, progressive and inclusive careers programme from Year 7 to Year 13.
- Ensure students have access to current and impartial labour market and progression information.
- Connect curriculum learning to future education, training and employment opportunities.
- Provide meaningful encounters with employers, employees, workplaces, FE and HE providers.
- Provide high-quality personal guidance and targeted support at key transition points.
- Ensure parents and carers are informed and able to support their child's career decisions.
- Use student voice, participation data, destination information and stakeholder feedback to evaluate and improve the programme.

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Progression through the programme

The programme is deliberately sequenced so that students revisit and deepen key careers learning as they progress through the school.

Years 7-8 | Introduce and Inspire - Develop self-awareness, aspirations and an initial understanding of careers, sectors, skills, qualifications, LMI and progression routes.

Year 9 | Investigate and Explore - Use careers information and guidance to explore future pathways and make informed GCSE choices linked to interests and aspirations.

Year 10 | Apply and Demonstrate - Develop employability skills through workplace experience, employer encounters, LMI and exploration of post-16 options.

Year 11 | Apply and Demonstrate - Make informed post-16 decisions and develop the skills to research, apply, interview and successfully transition.

Years 12-13 | Apply and Demonstrate - Prepare for successful transition into higher education, apprenticeships, employment and other post-18 pathways, including applications, interviews, work experience and independent career management.

Inclusive careers provision

We are committed to ensuring that careers education is accessible and relevant to every student. Particular attention is given to students who may face additional barriers to progression, including disadvantaged students, students with SEND, students with experience of social care and students who require additional transition support.

- Targeted careers guidance and additional support where required.
- Accessible encounters and workplace experiences, with reasonable adjustments where appropriate.
- Support with applications, interviews, transition planning and understanding progression routes.
- Monitoring participation and outcomes so that barriers can be identified and addressed.

Parents and carers

Parents and carers are important partners in the careers programme. We provide clear, impartial and up-to-date information about academic, technical, apprenticeship and employment pathways and create opportunities for families to engage with key transition points. Parent/carers feedback, including the 'Your Child's Future' questionnaire, helps inform the programme.

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Gatsby Benchmark	1. Stable Careers Programme	2. Learning from Career and Labour Market Information	3. Addressing the needs of each student	4. Linking Curriculum learning to Careers	5. Encounters with Employers and Employees	6. Experiences of Real Life Workplaces	7. Encounter with Further and Higher Education	8. Personal Guidance
Overview	Whole staff responsibility. Develop skills and knowledge through careers education to ensure students can make informed choices.	Information around the different career paths to help with informing students' future aspirations.	Inclusive support for all students. Disadvantaged students, those with SEND, those with experience of social care, and who face other barriers achieve the best possible outcomes.	Identifying how subjects studied have an impact on career choices.	Exploring and engaging with different employers/ sectors through career events and enrichment activities.	Providing opportunities to take part in work experience and being aware of different sectors they can work.	Explore post 16/18 options by attending, workshops, taster days at colleges/ university to help with making informed choices.	At least yearly personal Guidance from Year 9 onwards and opportunities in the earlier years.
Parental Engagement	We are committed to ensuring that every parent and carer has access to clear, impartial and up-to-date information about all progression pathways, including academic routes, technical education and apprenticeships. Through structured communication we aim to empower families to confidently support their child's career journey. Parents/ Carers will be able to complete the 'Your Child's Future' questionnaire which will inform the careers activities.							

Evaluation, impact and continuous improvement

We evaluate the careers programme not only by the number of activities delivered, but by the learning, participation and progression they support. Evaluation is used to identify strengths, gaps and priorities for future planning.

Evidence used to evaluate the programme

- Student voice, reflection and feedback following careers activities and key transition points.
- Parent/carers feedback and engagement data.
- Employer, provider and partner feedback.
- Participation and engagement data, including access to key experiences.
- Future Skills Questionnaire and other student assessment/reflection activities.
- Personal guidance records and identified student needs.
- Destination data and monitoring of sustained progression.
- Gatsby Benchmark/Compass and Careers Hub evaluation activity.
- Evaluation of the impact of work experience, employer encounters, workplace visits and application support.

How evaluation informs improvement

Findings are reviewed by the careers team and relevant school leaders and are used to refine the following year's programme. This includes reviewing the breadth and quality of encounters, participation of identified groups, student learning, employer/provider engagement, parental engagement and outcomes at key transition points.

Our intended impact

Students leave Headlands with the knowledge, skills, experiences and confidence to make informed choices, understand the opportunities available to them, respond positively to guidance and take purposeful next steps towards education, training and employment.

	Autumn	Spring	Summer
Year 7 GB: 1, 2, 3, 4, 5, 6, 7 Introduce and Inspire	LMI and careers journey assembly PSHE: Skills for adulthood (decision making, communication), personal strengths, developing character (making choices) Aspirations SLT meeting Yorkshire Ambulance visit with careers element Future Skills Questionnaire Choosing Success and Becoming an Independent Learner, IntoUniversity BBC Bitesize Careers Tour	College and technical qualification encounter Apprenticeship employer and provider encounter Careers Fair Experience of the workplace visits Aspirations SLT meeting Construction Project	Aspirations assembly STEM day with careers element Aspirations SLT meeting Intro to construction & apprenticeship routes
Throughout	- Careers in the curriculum - visiting speakers and specific links in lesson - Curriculum enrichment visits with careers element - Future Chef - Careers of the week LMI activities in tutor - LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink - IntoUniversity workshops and visits - Sparks workshops and visits - Duke of Edinburgh		
Learning Outcomes	- Students will be able to identify a range of personal strengths, interests and skills and begin to connect these to possible careers. - Students will be able to describe a range of jobs, sectors and progression routes and explain why qualifications, skills and LMI are important. - Students will know where to access careers information, advice and support and begin to use reliable information to explore future possibilities. - Students will reflect on aspirations, develop confidence and recognise that setbacks and challenges can be part of learning and career development.		
	Autumn	Spring	Summer
Year 8 GB: 1, 2, 3, 4, 5, 6, 7 Introduce and Inspire	LMI and careers journey assembly PSHE: What contributes to my identity, how choices can effect personal goals. Aspirations SLT meeting Yorkshire Ambulance visit with careers element	College and technical qualification encounter Apprenticeship employer and provider encounter Careers Fair Experience of the workplace visits Aspirations SLT meeting	Aspirations assembly Aspirations SLT meeting Intro to construction & apprenticeship routes HOP - Future thinking Programme

	Future Skills Questionnaire Maximising Memory, IntoUniversity Royal Navy Experience Dentist Work Experience - Hull Royal Infirmary BBC Bitesize Careers Tour	Buddy Programme - Introduction to HE, Day Visit to a University, IntoUniversity HOP - Future thinking Programme	
Throughout	• Careers in the curriculum - visiting speakers and specific links in lesson • Curriculum enrichment visits with careers element • Future Chef • Careers of the week LMI activities in tutor • LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink • IntoUniversity workshops and visits • Sparks workshops and visits • Duke of Edinburgh		
Learning Outcomes	• Students will be able to explain how interests, strengths and choices can influence future opportunities. • Students will identify skills and qualifications associated with different careers and compare a range of sectors and routes. • Students will be able to describe examples of academic, technical and apprenticeship pathways and identify sources of reliable careers information. • Students will begin to make connections between their personal goals, aspirations and the opportunities available to them.		
	Autumn	Spring	Summer
Year 9 GB: 1, 2, 3, 4, 5, 6, 7, 8 Investigate and explore	LMI and careers journey assembly Aspirations SLT meeting Yorkshire Ambulance visit with careers element Future Skills Questionnaire Royal Navy Experience Construction Project - Workplace visits/taster sessions BBC Bitesize Careers Tour	College and technical qualification encounter University visit Apprenticeship employer and provider encounter Options assembly - future pathways and LMI (HOP) Options assembly - making choices Options parent/carers event Careers Fair Aspirations SLT meeting Pathways to Success, Transferable Skills,	Aspirations assembly Aspirations SLT meeting Experience of the workplace visits College Taster Day (including apprenticeships, T-Levels etc.) HOP Oracy Programme

		Careers in Focus including employer visits, IntoUniversity Cranswick Food Work Experience Construction Project - Workplace visits/taster sessions HOP Oracy Programme	
Throughout	• 1:1 Personal Guidance • Careers in the curriculum - visiting speakers and specific links in lesson • Curriculum enrichment visits with careers element • Future Chef • Careers of the week LMI activities in tutor • LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink • IntoUniversity workshops and visits • Sparks workshops and visits • SHINE workshops and visits • NextGen Leaders • Duke of Edinburgh		
Learning Outcomes	• Students will be able to use LMI and careers information to investigate occupations, sectors and future pathways. • Students will be able to explain how GCSE choices can affect future opportunities and use guidance to support informed decision-making. • Students will compare post-16 routes, including sixth form, college, technical qualifications and apprenticeships, and identify routes linked to their aspirations. • Students will reflect on their strengths, skills and aspirations and identify practical next steps towards their preferred pathways.		
	Autumn	Spring	Summer
Year 10 GB: 1, 2, 3, 4, 5, 6, 7, 8 Apply and demonstrate	LMI and careers journey assembly Aspirations SLT meeting Yorkshire Ambulance visit with careers element Future Skills Questionnaire Thinking Futures Event (employer visits, LMI, alumni aspirational workshops) Business in Focus, visit to the Centre, IntoUniversity Construction Project - Sector taster day	College and technical qualification encounter University visit Apprenticeship employer and provider encounter 6th form assembly Careers Fair Aspirations SLT meeting Construction Project - Sector taster day	Aspirations assembly Aspirations SLT meeting Work Experience College Taster Day (including apprenticeships, T-Levels etc.) 6th form Taster Day

	BBC Bitesize Careers Tour		
Throughout	• 1:1 Personal Guidance • Careers in the curriculum - visiting speakers and specific links in lesson • Curriculum enrichment visits with careers element • Future Chef • Careers of the week LMI activities in tutor • LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink • IntoUniversity workshops and visits • Sparks workshops and visits • SHINE workshops and visits • Duke of Edinburgh		
Learning Outcomes	• Students will be able to reflect on their work experience and identify skills, strengths and areas for development. • Students will understand workplace expectations, rights and responsibilities and recognise the importance of professional behaviour. • Students will use LMI, employer encounters and personal research to investigate post-16 options and potential career pathways. • Students will be able to communicate their experiences and skills and use feedback to inform future choices and development.		
	Autumn	Spring	Summer
Year 11 GB: 1, 2, 3, 4, 5, 6, 7, 8 Apply and demonstrate	LMI and careers journey assembly Aspirations SLT meeting Yorkshire Ambulance visit with careers element Future Skills Questionnaire University visit Parent/ carer aspirations event Apprenticeship Fair (employers and training providers event) Aspirations Day (employers and education providers delivering mock interviews and workshops including FE, LMI, apprenticeships, choices, how to promote yourself) Next Steps evening including parents/carers	College and technical qualification encounter Apprenticeship employer and provider encounter Careers Fair Aspirations SLT meeting Construction Project - Application & interview support for vocational opportunities	Aspirations assembly Aspirations SLT meeting 6 th form taster day Exam results support (level 6)

	Construction Project - Application & interview support for vocational opportunities		
Throughout	• 1:1 Personal Guidance • Application support (impartial, level 6) • Careers in the curriculum - visiting speakers and specific links in lesson • Curriculum enrichment visits with careers element • Future Chef • Careers of the week LMI activities in tutor • LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink • IntoUniversity workshops and visits • Sparks workshops and visits • SHINE workshops and visits		
Learning Outcomes	• Students will be able to compare and evaluate post-16 pathways and make an informed decision about their intended next step. • Students will be able to research opportunities, complete applications and prepare effectively for interviews and selection processes. • Students will understand how their qualifications, skills and experiences relate to their intended pathway and identify any further support required. • Students will know how to access impartial support and respond positively to guidance, feedback and changing circumstances.		
	Autumn	Spring	Summer
6 th Form GB: 1, 2, 3, 4, 5, 6, 7, 8	HOP and Hull University - UCAS and Personal Statements (Year 13)	Interview Success, Barclays and SHA/SLT (Year 13)	Work Experience (Year 12)
Apply and demonstrate	Finance, resilience and staying positive workshop. Barclays (Year 12) Personal Statement Support 1:1. University of Lincoln (Year 13) Alternative Pathways. IntoUniversity (Year 13) Work Experience (Year 12) Social Media and Digital Footprint, HOP (Year 12) Apprenticeship Fair (employers and training providers event) Social Science visit to the University of Hull Criminology department (Year 12 and 13)	Scholarships, Lords Feoffees (Year 13) Gap Year, Project Trust (Year 12) Careers Fair	UCAS Discovery Fair Exam results support (level 6) Degree Apprenticeships, Sheffield Hallam Uni (Year 12) Post 18/Making Choices, HOP and Hull University (Year 12) Introduction to UCAS, HOP and Hull University (Year 12)

	Discover Health and Care Day - CU Scarborough (Year 12 and 13)		
Throughout	• 1:1 Personal Guidance • Application support (impartial, level 6) • UCAS Support (internal and external) • Health Academy • Tomorrows Teachers • Debating • EPQ • Core Maths • Btec Cooking • Btec Sports Leaders • Careers in the curriculum - visiting speakers and specific links in lesson • Curriculum enrichment visits with careers element • LMI shared with students, staff and parents/carers on digital screen, social media, Google Classroom and Edulink • Various universities delivering workshops on study skills, university life and preparing for exams, personal finance etc.		
Learning Outcomes	• Students will be able to research and compare higher education, degree apprenticeship, employment and alternative pathways using reliable information. • Students will develop and communicate evidence of their skills, experiences and achievements through personal statements, applications, CVs and interviews. • Students will understand workplace expectations, finance, wellbeing and the practical considerations involved in moving into further study or employment. • Students will leave sixth form with a clear next-step plan and the confidence to continue managing their career development beyond school.		