

# Daffodil Grammar School for Girls

## Curriculum Plan - Careers Education

### Years 7-11 Programme

|                                                                                                              |                                                                                                                          |                                                                                                                                    |                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Key stage / year groups</b><br>Years 7-11                                                                 | <b>Time allocation</b><br>Delivered through PSHE, tutor time, assemblies, curriculum links and careers events.           | <b>Delivery model</b><br>A planned careers programme including guidance, encounters, workplace learning and next-step preparation. | <b>Grouping / pathway</b><br>Whole-cohort provision with targeted guidance for individual pathways and pupil needs. |
| <b>Curriculum coverage</b><br>Final subject scheme of work for the stated key stage(s).                      | <b>Assessment cycle</b><br>Regular formative checks, summative assessment and targeted intervention.                     | <b>Review cycle</b><br>Annual curriculum review, supported by termly assessment analysis.                                          | <b>Version</b><br>1.2                                                                                               |
| <b>Intent</b><br>Clear subject purpose with ambitious knowledge, skills, literacy and character development. | <b>Implementation</b><br>Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling. | <b>Assessment Response</b><br>Regular formative checks, summative assessments and question-level analysis to guide intervention.   |                                                                                                                     |

## 1. Curriculum intent (Careers Education)

Careers Education at Daffodil Grammar School for Girls aims to ensure that all pupils develop the knowledge, confidence and ambition needed to make informed choices about future pathways, including GCSE options, post-16 routes, higher education, apprenticeships, employment and enterprise.

Pupils are supported to understand their strengths, interests and values, to challenge stereotypes, to encounter a wide range of careers and employers, and to see how curriculum learning links to the world of work.

The programme is aligned with the updated Gatsby Benchmarks and statutory expectations for careers guidance and provider access in secondary schools. It is delivered in a way that reflects the school's Islamic ethos, British values and commitment to equality of opportunity.

### Delivery model

Careers education is delivered through PSHE, tutor time, assemblies, curriculum links, employer encounters, visits, workshops, mentoring, option guidance, work-experience activities and individual guidance at key transition points.

## 2. Core strands across Years 7-11

Self-awareness and aspiration: pupils identify their interests, strengths, values and ambitions.

Career exploration: pupils learn about sectors, labour market information, local opportunities and future skills.

Curriculum links: subject teachers help pupils understand how classroom learning connects to careers and further study.

Encounters: pupils experience meaningful interactions with employers, employees, further education, higher education, technical education and apprenticeship providers.

Decision-making and transitions: pupils are supported with GCSE options, post-16 routes, applications, interviews and next steps.

Employability: pupils develop communication, teamwork, leadership, resilience, organisation, problem-solving and digital skills.

### **3. Year 7 – Discovering strengths and possibilities**

**Autumn:** transition, self-awareness, interests, strengths, personal qualities and stereotypes.

**Spring:** introduction to careers sectors, jobs in the local community, skills used in different subjects.

**Summer:** enterprise mini-project, teamwork, presentation skills and reflection on personal goals.

### **4. Year 8 – Exploring the world of work**

**Autumn:** labour market information, future jobs, digital and green careers.

**Spring:** challenging stereotypes, women in STEM, routes into different careers.

**Summer:** employer encounter or workplace insight activity, followed by preparation and reflection tasks.

### **5. Year 9 – Options and informed choices**

**Autumn:** GCSE option choices, links between subjects and careers, keeping pathways open.

**Spring:** technical, vocational and academic routes; apprenticeships and T Levels introduced.

**Summer:** individual reflection and action plan for Key Stage 4; planned encounter with post-16 providers.

### **6. Year 10 – Employability and experience**

**Autumn:** CVs, personal statements, applications, interview skills and professional communication.

**Spring:** workplace expectations, rights and responsibilities, health and safety, financial awareness.

**Summer:** meaningful work-experience placement or work-experience activities, with structured preparation and reflection.

### **7. Year 11 – Guidance, transition and next steps**

**Autumn:** post-16 applications, open events, interviews and provider encounters.

**Spring:** finalising choices, revision and wellbeing during transition, independent guidance for pupils who need additional support.

**Summer:** confirmed destinations, transition support and follow-up for pupils at risk of not progressing securely.

### **8. Inclusion and monitoring**

Careers provision is inclusive and personalised. Pupils with SEND, EAL needs, disadvantage or uncertainty about next steps receive additional guidance, scaffolding and support. The school tracks participation, encounters, guidance, applications and intended destinations.

## Curriculum quality assurance checklist

*Use this checklist during annual curriculum review, departmental moderation and inspection preparation.*

| Area           | Quality question                                                                          | Evidence |
|----------------|-------------------------------------------------------------------------------------------|----------|
| Intent         | Curriculum intent is clear, ambitious and linked to the school ethos.                     |          |
| Sequencing     | Knowledge, skills and vocabulary build logically over time.                               |          |
| Assessment     | Key assessments identify gaps and inform teaching, intervention and revision.             |          |
| Inclusion      | SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition. |          |
| Implementation | Resources, routines and lesson expectations are understood by staff.                      |          |
| Impact         | Pupil work, assessment evidence and pupil voice show progress over time.                  |          |

**Suggested review evidence:** scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.