

[illegible]

Supports Gatsby

GATSBY	CDI LEARNING AREA	Year 7			
2 3 8	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Who am I?			What a
		15m	60m	 60m	15m
2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Exploring possibilities: dream jobs			Job applic
		15m	N/A	 60m	15m
2 7 8	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	What is a career?			Challeng
		15m	60m	 60m	15m
2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	What is an entrepreneur?			Creating makin
		15m	60m	 60m	15m
2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	What is a work-life balance?			What doe
		15m	60m	 60m	15m
2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.	Careers and the future			Career
		15m	60m	 60m	15m

3 8	Psychometric testing lessons	
4	Linking careers to curriculum template	Careers in the cu

***Preparing for a personal guidance one-to-one and Preparing to**

Two weeks' worth of work experience (broken down into one weeks' worth of w

Careers education: CDI spiral curriculum

by 1 by providing a stable careers programme with clear

[🔗 Learn how to launch Unifrog with your students](#)

Year 8	Year 9			Year 10		
What are my interests?	What are my skills?			Reflecting on my career journey: past, present and future		
60m  60m	15m	60m	 60m	15m	60m	 60m
Employment opportunities: superhero CVs	What comes after school: the main learning pathways			Exploring employer profiles		
60m  60m	15m	N/A	 60m	15m	N/A	 60m
Benefits and rewards of work	Decision making: choosing what to study at KS4			What type of career is best for me?		
60m  60m	15m	60m	 60m	15m	60m	 60m
Thinking about the life you want: creating a vision board	Taking control of your career journey			Preparing to go on work experience*		
60m  60m	15m	60m	 60m	15m	60m	60m
What does success mean to me?	Working and earning: managing your money			Wellbeing in the workplace		
60m  60m	15m	60m	 60m	15m	60m	 60m
The environment and the climate	What is the labour market and why is it important?			In person, hybrid, and remote: what works best?		
60m  60m	15m	60m	 60m	15m	60m	 60m

N/A	Using the Interests profile		
	N/A	N/A	 60m
	Using the Personality profile		
	N/A	N/A	 60m
	Using the Work environments profile		
	N/A	N/A	 60m
	Using the Skills profile part 1: Skills quiz		
	N/A	N/A	 60m
	Using the Skills profile part 2: Skills test		
	N/A	N/A	 60m
	14-16 Reflecting on your psychometric test results		
	 15m	N/A	 60m
Curriculum templates (11-14)		Careers in the curriculum	

go on work experience lessons can be used repeatedly with students in any year
work experience activities in years 7 to 9 and one week's worth of work experience p
aspiration.

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ir learning outcomes.

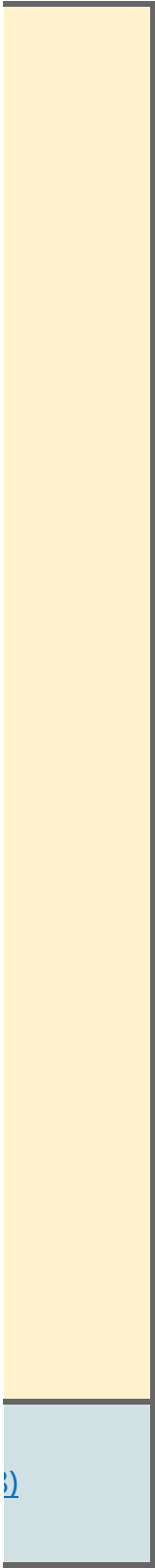
Year 11			Year 12			Year 13	
What are my employability skills?			Preparing for a personal guidance one-to-one*			Personal branding: and online pro	
15m	60m	 60m	15m	60m	 60m	15m	N/A
Post 16 – Choices, Choices			Post 18 – Choices, Choices			The basics of interv person and on	
15m	60m	 60m	15m	60m	 60m	15m	60m
Decision making: choosing your post-16 pathway			Setting career goals			Confidently man transitions	
15m	60m	 60m	15m	60m	 60m	15m	60m
Researching volunteering and paid work			How to network and be enterprising			Preparing for an er assessment c	
15m	60m	 60m	15m	60m	 60m	15m	60m
Money talks: apprenticeships vs. higher education			Wellbeing: balancing life, learning and work			Being self-employ working freela	
15m	60m	 60m	15m	60m	 60m	15m	60m
Is AI a threat to our jobs?			What makes an employer 'good' to work for?			Should all employer: four-day wee	
15m	60m	 60m	15m	60m	 60m	15m	60m

N/A	Using the Interests profile			N/A
	N/A	N/A	 60m	
	Using the Personality profile			
	N/A	N/A	 60m	
	Using the Work environments profile			
	N/A	N/A	 60m	
	Using the Skills profile part 1: Skills quiz			
	N/A	N/A	 60m	
	Using the Skills profile part 2: Skills test			
	N/A	N/A	 60m	
	16-18 Reflecting on your psychometric test results			
	 15m	N/A	 60m	
Curriculum templates (14-16)		Careers in the curriculum templates (16-18)		

group before a one-to-one guidance meeting or work experience placement.

lacement(s) in year 10 and 11) is currently not yet a mandatory requirement, but a |

your CV profile
 60m
views: in line
 60m
aging
 60m
employer day
 60m
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 60m
s adopt a k?
 60m



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policy

Post-16 applicati

Year 11 autumn t

Year 11 autumn t						
Post-16 qualifications	Is a T level right for me?			Are A levels right for me?		
	15m	N/A	N/A	15m	N/A	 60m
	Are BTECs right for me?			Is an EPQ right for me?		
	15m	N/A	N/A	15m	N/A	N/A
	Are Functional Skills right for me?			Is an NVQ/SVQ right for me?		
	15m	N/A	N/A	15m	N/A	N/A
Post-16 shortlisting	Using the College / Sixth Form tool to find the best fit (post-16)			Using the Apprenticeships tool to find the best fit (post-16)		
	15m	N/A	 60m	15m	N/A	 60m

ions

erm / spring term					
Is the IB right for me?			Is a UK apprenticeship right for me?		
15m	N/A	 60m	15m	N/A	N/A
Are Cambridge Technicals / Cambridge Advanced Nationals right for me?			Are Scottish Highers right for me?		
15m	N/A	N/A	15m	N/A	N/A
Is a supported internship right for me?			Is a traineeship right for me? (can be offered by local providers)		
15m	N/A	N/A	15m	N/A	N/A

Post-18 applicat

	Year 12 spring term			Year 12 summer term		
Apprenticeships and employment	Using the apprenticeships tool to find the best fit			Applying to an apprenticeship		
	15m	N/A	 60m	15m	N/A	 60m
UK university routes	How to choose your university subject			Drafting your Personal Statement		
	15m	N/A	 60m	15m	N/A	 60m
	Using the UK universities tool to find the best fit			An introduction to UCAS - assembly session		
	15m	N/A	 60m	 15m	N/A	N/A
	Using the Oxbridge tool to find the best fit			Introduction to UCAS references		
	15m	N/A	 60m	15m	N/A	N/A
	Making the most of UK university visits					
	15m	60m	 60m			
US university routes	ACT and SAT tests: what are they?			Choosing your Common App Essay prompt		
	15m	60m	 60m	15m	60m	 60m
	Using the US universities tool to find the best fit			Drafting your Common App Essay		
	15m	N/A	 60m	15m	N/A	 60m

US university routes	What makes a top US applicant?			An introduction to Common App - assembly session		
	15m	60m	 60m	 15m	N/A	N/A
	US university finance: what you need to know			Introduction to US teacher/counselor recommendations		
	15m	N/A	 60m	15m	N/A	N/A
Rest of world university routes	Exploring university systems around the world			Drafting international university application letters and essays		
	15m	60m	 60m	15m	N/A	 60m
	Applying to university in Europe			Keeping organised with international university applications		
	15m	N/A	N/A	15m	N/A	 60m
	Applying to university in Canada					
	15m	N/A	N/A			
	Applying to university in Ireland					
	15m	N/A	N/A			
	Applying to universities around the world					
	15m	N/A	N/A			
Key international deadlines poster, m						

ions

Year 13 autumn term			Year 13 spring term		
Preparing for an apprenticeship or job interview			Coping with change: entering the world of employment		
15m	60m	 60m	15m	60m	 60m
Finalising your Personal Statement			An introduction to student finance - assembly session		
15m	N/A	 60m	 15m	N/A	N/A
Preparing for a UK university interview			UCAS next steps: firm and insurance choices		
15m	60m	 60m	15m	N/A	N/A
Preparing for an Oxbridge interview			Coping with change: moving away to university		
15m	60m	 60m	15m	60m	 60m
			Results day and Clearing: what you need to know		
			15m	60min	 60m
Writing your Activities list on Common App			Responding to US college decision outcomes: what's next?		
15m	N/A	N/A	15m	60m	 60m
Finalising your Common App essay			Coping with change: starting a US college/university		
15m	N/A	 60m	15m	60m	 60m

Preparing for a US college or university interview					
15m	60m	 60m			
Writing your supplemental essays					
15m	60m	 60m			
Finalising international university application letters and essays			Writing your statement of purpose for a visa application		
15m	N/A	 60m	15m	60m	 60m
Preparing for an international university interview			Coping with change: living in a new country as an international student		
15m	60m	 60m	15m	60m	 60m
Monthly calendars, and block calendar					

Got platform

To access

Quizzes	Recording			Searching
N.B. Avoid if using the psychometric testing				
Taking the Interests profile quiz	Adding to your Locker			Shortlisting UK uni
 15m N/A N/A	 15m	N/A	N/A	 15m N/A
Taking the Personality profile quiz	Adding an activity			Shortlisting US uni
 15m N/A N/A	 15m	N/A	N/A	 15m N/A
Taking the Work environments profile quiz	Adding a skill			Shortlisting Euro universities
 15m N/A N/A	 15m	N/A	N/A	 15m N/A
Taking the Skills profile quiz	Exploring interactions and opportunities for you			Shortlisting Oxbridge
 15m N/A N/A	 15m	N/A	N/A	 15m N/A
Taking the Skills profile numbers test				Shortlisting appren
 15m N/A N/A				 15m N/A
Taking the Skills profile words test				Shortlisting colleges forms
 15m N/A N/A				 15m N/A
Taking the Skills profile reasoning test				Shortlisting Cana universities

 15m	N/A	N/A
Reviewing your Quiz profile		
 15m	N/A	N/A

 15m	N/A
Shortlisting Asian un	
 15m	N/A
Shortlisting Austr universities	
 15m	N/A
Shortlisting Middle and African unive	
 15m	N/A
Shortlisting Irish un	
 15m	N/A

access and 15 minutes? Try one of thes

ss every Unifrog tool, students should click '**All tools**' on their hom

	Exploring	Materials			C
universities	Exploring the Careers library	Updating your UK Personal Statement			Signing up
N/A	 15m	N/A	N/A	 15m	 15m
universities	Exploring the Subjects library	Updating your CV			Exploring oppo
N/A	 15m	N/A	N/A	 15m	 15m
European	Exploring the Know-how library	Using the Writing tool			Joining
N/A	 15m	N/A	N/A	 15m	 15m
e colleges	Joining a course	Updating your Common App essay			
N/A	 15m	N/A	N/A	 15m	
ticeships	Shortlisting MOOCs	Adding notes for your reference writers			
N/A	 15m	N/A	N/A	 15m	
and sixth	Exploring the Read, Watch, Listen tool				
N/A	 15m	N/A	N/A		
adian	Adding a placement				

N/A	 15m	N/A	N/A
Universities	Reviewing a placement		
N/A	 15m	N/A	N/A
Malasian	Shortlisting special opportunities		
N/A	 15m	N/A	N/A
Eastern			
ersities			
N/A			
iversities			
N/A			

e quick tasks!

repage.

Your tools

All tools

Connecting		Applications			Home page		
Up to a Unifrog event		Recording your post 16 intentions			Searching the platform		
N/A	N/A	 15m	N/A	N/A	 15m	N/A	N/A
g interactions and rtunities for you		Recording your post 18 intentions					
N/A	N/A	 15m	N/A	N/A			
g the Talent Pool		Recording an application					
N/A	N/A	 15m	N/A	N/A			

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Unifrog events: student

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Year 7

nts and teachers/advisers[illegible]

Employer/provider encounters*

***Additional information on employer and**

- GB5: Every year, from the age of 11, pupils should have a meaningful encounter with an employer.

- GB6: By the age of 16, every pupil should have had at least two visits to workplaces.

- GB6: By the age of 18, every pupil should have had at least two visits to workplaces for experience.

- GB7: By the age of 16, every pupil should have had at least two visits to providers of the full range of learning opportunities.

- GB7: By the age of 18, all pupils who are currently in school should have had at least two visits to higher education providers.

Go to the Gatsby checklist tab for more information

The Department for Education has published a list of 10 Gatsby benchmarks for work experience (one weeks' worth of work experience placement(s) in year 10 and year 12) as a mandatory requirement, but a policy aspiration for all schools.

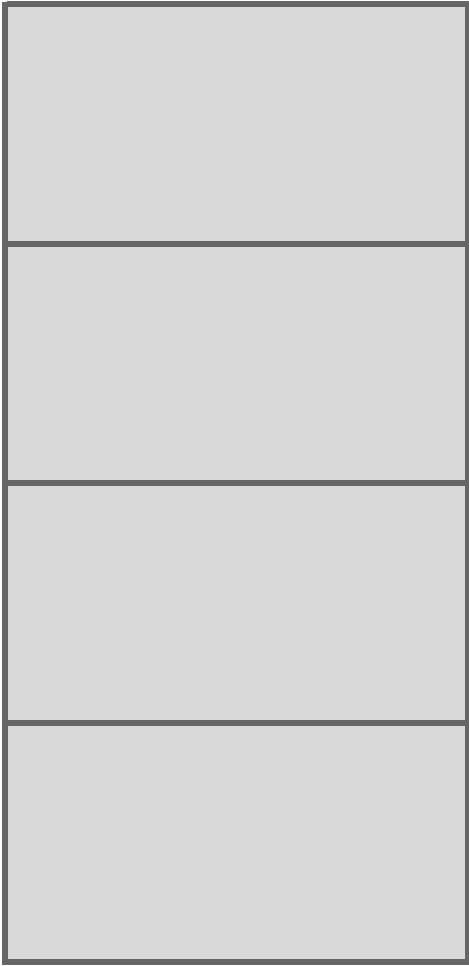
Provider access legislation: Facilitate six visits to providers which should happen at specific times:

- Two between 1 September in Year 8 and 2 September in Year 9 (for all students to attend).

- Two between 1 September in Year 10 and 2 September in Year 11 (for all students to attend).

- Two between 1 September in Year 12 and 2 September in Year 13 (for all students to attend).

Read our Help guide for more information



and provider encounters:

should participate in at least one

have had meaningful experiences of

have had at least one further meaningful

have had meaningful encounters with
opportunities.

considering applying to higher education
or education providers to meet staff and

information.

*a vision for two weeks' worth of work
once activities in years 7 to 9, one weeks'
in years 10 and 11. This is currently not yet a
plan.*

encounters with training providers,

18 February in Year 9 (mandatory for all

and 28 February in Year 11 (mandatory

28 February in Year 13 (not mandatory for

on: [How to Use Unifrog for the PAI](#)

Careers calendar

Unifrog events: students and teachers/advisers

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nters:

e in at least one meaningful encounter with an employer.

ful experiences of workplaces.

ne further meaningful experience.

ful encounters with providers of the full range of learning opportunities.

g to higher education should have had at least two visits to higher education provid

ks' worth of work experience (one weeks' worth of work experience activities in years 7 to

This is currently not yet a mandatory requirement, but a policy aspiration.

training providers, which should happen at specific times:

9 (mandatory for all students to attend).

n Year 11 (mandatory for all students to attend).

or 13 (not mandatory for all students to attend).

[nifrog for the PAL](#)

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o 9, one

CDI learning aims Age 11-14 (KS3)				
Learning area	KS3 learning aim (11-14)	Lessons which cover this learning aim	Year group	
Grow throughout life	being aware of the sources of help and support available and responding positively to feedback	Who am I?	7	
		What are my interests?	8	
		What are my skills?	9	
	being aware that learning, skills and qualifications are important for career	What are my skills?	9	
	being willing to challenge themselves and try new things	What are my interests?	8	
	recording achievements	Who am I?	7	
		What are my interests?	8	
		What are my skills?	9	
Explore Possibilities	being aware of heritage, identity and values	Who am I?	7	
	being aware of the range of possible jobs	Exploring possibilities: dream jobs	7	
	identifying common sources of information about the labour market education system	Job applications: superhero CVs	8	
		What comes after school: the main learning pathways	9	
		What comes after school: the main learning pathways	9	
	being aware of the main learning pathways (e.g. university, college and apprenticeships)	What comes after school: the main learning pathways	9	
	being aware that many jobs require learning, skills and minimum qualifications	What comes after school: the main learning pathways	9	
	being aware of the range of different sectors and organisations where they can work	Exploring possibilities: dream jobs	7	
Manage Career	being aware of the range of ways that organisations undertake recruitment and selection	Job applications: superhero CVs	8	
	being aware that career describes their journey through life, learning and work	What is a career?	7	
		What is a career?	7	
		Decision making: choosing what to study at KS4	9	
	looking forward to the future	What is a career?	7	
	imagining a range of possibilities for themselves in their career	What is a career?	7	
	being aware that different jobs and careers bring different challenges and rewards	Challenges and rewards of work	8	
	managing the transition into secondary school and preparing for choosing their GCSEs	Decision making: choosing what to study at KS4	9	
Create opportunities	learning from setbacks and challenges	Challenges and rewards of work	8	
	developing friendships and relationships with others	Decision making: choosing what to study at KS4	9	
		Creating the life you want: making a vision board	8	
		What is an entrepreneur?	7	
	being aware that it is important to take initiative in their learning and life	Creating the life you want: making a vision board	8	
	being aware that building a career will require them to be imaginative and flexible	Taking control of your career journey	9	
		Creating the life you want: making a vision board	8	
		Taking control of your career journey	9	
	developing the ability to communicate their needs and wants	Taking control of your career journey	9	
	being able to identify a role model and being aware of the value of leadership	What is an entrepreneur?	7	
	being aware of the concept of entrepreneurialism and self-employment	What is an entrepreneur?	7	
	being aware of the concept of work-life balance	What is a work-life balance?	7	
		What does success mean to me?	8	
		What is a work-life balance?	7	
	being aware that physical and mental wellbeing are important	What does success mean to me?	8	
	being aware of money and that individuals and families have to actively manage their finances	Working and earning: managing your money	9	

Balance life and work	being aware of the ways that they can be involved in their family and community	What is a work-life balance?	7
		What does success mean to me?	8
		Working and earning: managing your money	9
	being aware of different life stages and life roles	What is a work-life balance?	7
		What does success mean to me?	8
		Working and earning: managing your money	9
	being aware of rights and responsibilities in the workplace and in society	What is a work-life balance?	7
See the big picture	recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	What is a work-life balance?	7
	being aware of a range of different media, information sources and viewpoints	Careers and the future	7
		Careers and the climate	8
	being aware that there are trends in local and national labour markets	What is the labour market and why is it important?	9
	being aware that trends in technology and science have implications for career	Careers and the future	7
		Careers and the climate	8
	being aware of the relationship between career and the natural environment	Careers and the climate	8
	being aware of the relationship between career, community and society	What is the labour market and why is it important?	9
	being aware of the relationship between career, politics and the economy	Careers and the future	7
		What is the labour market and why is it important?	9

CDI learning aims Age 14-16 (KS4)			
Learning area	KS4 learning aim (14-16)	Lessons which cover this learning aim	Year group
Grow throughout life	responding positively to help, support and feedback	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
	positively engaging in learning and taking action to achieve good outcomes	Reflecting on my career journey: past, present and future	10
	recognising the value of challenging themselves and trying new things	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
	reflecting on and recording achievements, experiences and learning	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
Explore Possibilities	considering what learning pathway they should pursue next	Reflecting on my career journey: past, present and future	10
	reflecting on their heritage, identity and values	Reflecting on my career journey: past, present and future	10
	which one they want to follow and how they will access and succeed in it	Post 16 – Choices, Choices	11
	researching the learning and qualification requirements for jobs and careers that they are interested in	Exploring employer profiles	10
Manage Career	researching the range of workplaces and what it is like to work there	Exploring employer profiles	10
	researching how recruitment and selection processes work and what they need to do to succeed in them	Exploring employer profiles	10
	recognising the different ways in which people talk about career and reflecting on its meaning to them	What type of career is best for me?	10
	building their confidence and optimism about their future	What type of career is best for me?	10
		Decision making: choosing your post-16 pathway	11
	making plans and developing a pathway into their future	What type of career is best for me?	10
		Decision making: choosing your post-16 pathway	11
Create opportunities	considering the risks and rewards associated with different pathways and careers	What type of career is best for me?	10
	taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	Decision making: choosing your post-16 pathway	11
	thinking about how they deal with and learn from challenges and setbacks	Decision making: choosing your post-16 pathway	11
	developing friendships and relationships and reflecting on their relationship to their career	Preparing to go on work experience	10
		Researching volunteering and paid work	11
	starting to take responsibility for making things happen in their career	Preparing to go on work experience	10
		Researching volunteering and paid work	11
Balance life and work	being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	Researching volunteering and paid work	11
	being willing to speak up for themselves and others	Preparing to go on work experience	10
	being able to discuss roles models and reflect on leadership	Preparing to go on work experience	10
	researching entrepreneurialism and self-employment	Researching volunteering and paid work	
	reflecting on the different ways in which people balance their work and life	Wellbeing in the workplace	10
	reflecting on their physical and mental wellbeing and considering how they can improve these	Wellbeing in the workplace	10
	recognising the role that money and finances will play, in the decisions that they make and, in their life and career	Money talks: apprenticeships vs. higher education	11
	recognising the role that they play in their family and community and considering how that might shape their career	Money talks: apprenticeships vs. higher education	11
	considering how they want to move through different life stages and manage different life roles	Money talks: apprenticeships vs. higher education	11

	developing knowledge of rights and responsibilities in the workplace and in society	Wellbeing in the workplace	10
	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	Wellbeing in the workplace	10
See the big picture	evaluating different media, information sources and viewpoints	In person, hybrid and remote: what works best?	10
		Is AI a threat to our jobs?	11
	exploring local and national labour market trends	In person, hybrid and remote: what works best?	10
		Is AI a threat to our jobs?	11
	exploring trends in technology and science	Is AI a threat to our jobs?	11
	exploring the relationship between career and the environment	In person, hybrid and remote: what works best?	10
	exploring the relationship between career, community and society	In person, hybrid and remote: what works best?	10
	exploring the relationship between career, politics and the economy	In person, hybrid and remote: what works best?	10
		Is AI a threat to our jobs?	11

CDI learning aims Age 16-18 (KS5)			
Learning area	KS5 learning aim (16-18)	Lessons which cover this learning aim	Year group
Grow throughout life	actively seeking out help, support and feedback	Preparing for a personal guidance one-to-one	12
		Personal branding: your CV and online profile	13
	taking responsibility for their learning and aiming high	Preparing for a personal guidance one-to-one	12
	seeking out challenges and opportunities for development	Preparing for a personal guidance one-to-one	12
	reflecting on and recording achievements, experiences and learning and communicating them to others	Preparing for a personal guidance one-to-one	12
		Personal branding: your CV and online profile	13
	planning their next steps in learning and work	Preparing for a personal guidance one-to-one	12
Explore Possibilities	discussing and reflecting on the impact of heritage, identity and values	Preparing for a personal guidance one-to-one	12
	having a clear understanding of the learning pathways and qualifications that they will need to pursue their career	Post 18 – Choices, Choices	12
	actively researching and reflecting on workplaces, workplace culture and expectations	The basics of interviews: in person and online	13
Manage Career	analysing and preparing for recruitment and selection processes	The basics of interviews: in person and online	13
	being able to describe the concept of career and say what it means to them	Setting career goals	12
	building their confidence and optimism about their future and acting on it	Setting career goals	12
		Confidently managing transitions	13
	actively planning, prioritising and setting targets for their future	Setting career goals	12
		Confidently managing transitions	13
	considering the risks and rewards of different pathways and career and deciding between them	Setting career goals	12
	managing the transition into the post-16 learning context and preparing for post-18 transitions	Setting career goals	12
		Confidently managing transitions	13
Create opportunities	being proactive about being resilient and learning from setbacks	Setting career goals	12
		Confidently managing transitions	13
	building and maintaining relationships and networks within and beyond the school	How to network and be enterprising	12
	being proactive about their life, learning and career	Preparing for an employer assessment day	13
	being creative and agile as they develop their career pathway	How to network and be enterprising	12
	representing themselves and others	How to network and be enterprising	12
		Preparing for an employer assessment day	13
Balance life and work	acting as a leader, role model or example to others	Preparing for an employer assessment day	13
	considering entrepreneurialism and selfemployment as a career pathway	How to network and be enterprising	12
	planning for the kind of balance of work and life that they want	Wellbeing: balancing life, learning, and work	12
	taking action to improve their physical and mental wellbeing	Wellbeing: balancing life, learning, and work	12
	beginning to manage their own money and plan their finances (e.g. thinking about student loans)	Wellbeing: balancing life, learning, and work	12
		Being self-employed and working freelance	13
	actively shaping their involvement in their family and community as part of their career planning	Wellbeing: balancing life, learning, and work	12
	planning for different life stages and considering the different life roles that they want to play	Wellbeing: balancing life, learning, and work	12
		Being self-employed and working freelance	13
	being aware of their role in ensuring rights and responsibilities in the workplace and in society	Wellbeing: balancing life, learning, and work	12
		Being self-employed and working freelance	13
	taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them	Wellbeing: balancing life, learning, and work	12
	evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career	Should all employers adopt a four-day week?	12
	exploring and responding to local and national labour market trends	What makes an employer 'good' to work for?	13
	exploring and responding to trends in technology and science	Should all employers adopt a four-day week?	12
		Should all employers adopt a four-day week?	12

See the big picture	exploring and responding to the relationship between career and the environment	Should all employers adopt a four-day week?	12
		What makes an employer 'good' to work for?	13
	exploring and responding to the relationship between career, community and society	Should all employers adopt a four-day week?	12
		What makes an employer 'good' to work for?	13
	exploring and responding to the relationship between career, politics and the economy	Should all employers adopt a four-day week?	12

PSHE Association objectives

(N.B. the other PSHE Association objectives are met in our [PSHE Pack](#))

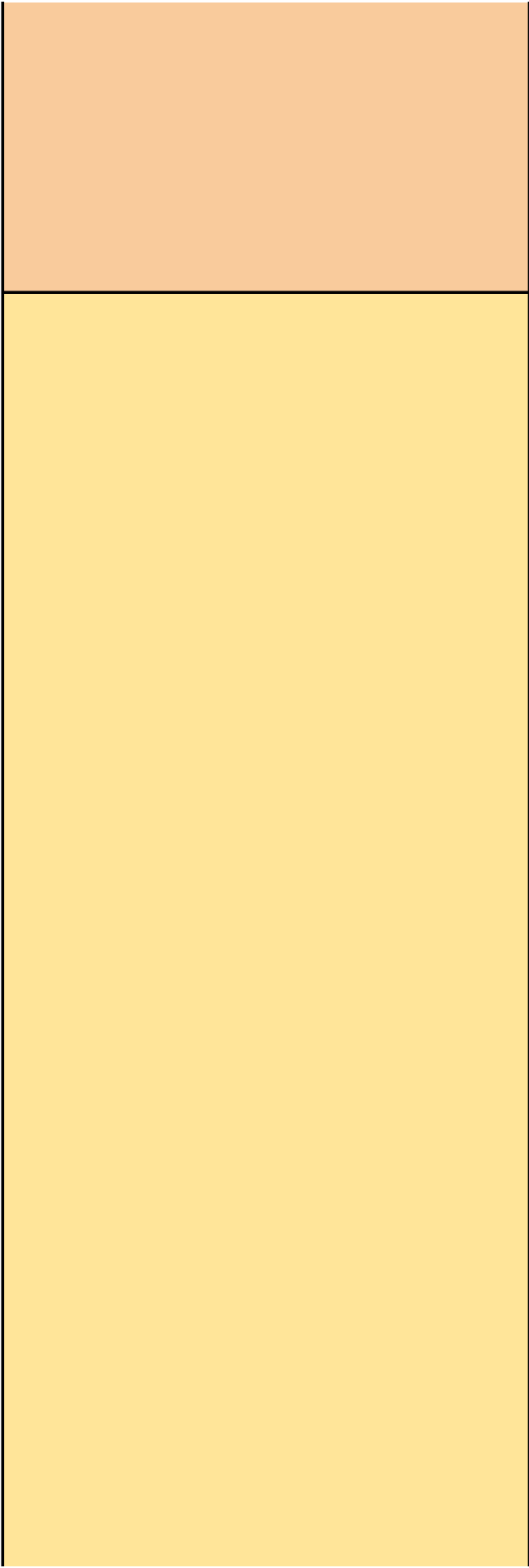
Age 11-14 (KS3)					
Core theme	Topic area	KS3 objective	Lessons which cover this objective	Year group	
Living in the wider world	Learning skills	L1. study, organisational, research and presentation skills	What is the labour market and why is it important?	9	
			Decision making: choosing what to study at KS4	9	
		L2. to review their strengths, interests, skills, qualities and values and how to develop them	Who am I?	7	
			What are my interests?	8	
			What are my skills?	9	
		L3. to set realistic yet ambitious targets and goals	What is a career?	7	
			Creating the life you want: making a vision board	8	
			Taking control of your career journey	9	
			What comes after school: the main learning pathways	9	
		L4. the skills and attributes that employers value	Job applications: superhero CVs	8	
	What are my skills?		9		
	What is the labour market and why is it important?		9		
	Choices and pathways	L5. the skills and qualities required to engage in enterprise	What is an entrepreneur?	7	
		L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	Decision making: choosing what to study at KS4	9	
			L8. about routes into work, training and other vocational and academic opportunities, and progression routes	What comes after school: the main learning pathways	9
		L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life		Exploring possibilities: dream jobs	7
			Creating the life you want: making a vision board	8	
		Work and career	L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	What does success mean to me?	8
				Careers and the future	7
	L12. about different work roles and career pathways, including clarifying their own early aspirations		What is a career?	7	
			Exploring possibilities: dream jobs	7	
	Employment rights and responsibilities		Careers and the climate	8	
			L13. about young people's employment rights and responsibilities	What is a work-life balance?	8
			Challenges and rewards of work	8	
			Working and earning: managing your money	9	
	Age 14-16 (KS4)				
Core theme	Topic area	KS4 objective	Lessons which cover this objective	Year group	
Living in the wider world	Learning skills	L1. to evaluate and further develop their study and employability skills	What are employability skills?	11	
		L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting	Reflecting on my career journey: past, present and future	10	
		L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability	Reflecting on my career journey: past, present and future	10	
	Choices and pathways	L4. about the range of opportunities available to them for career progression, including in education, training and employment	Post 16 – Choices, Choices	11	
			Exploring employer profiles	10	
			Decision making: choosing your post-16 pathway	11	
			What type of career is best for me?	10	
		L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	Money talks: apprenticeships vs. higher education	11	
			Exploring employer profiles	10	
		L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities	Researching volunteering and paid work	11	
			Exploring employer profiles	10	
		L7. about the labour market, local, national and international employment opportunities	In person, hybrid and remote: what works best?	10	
			What type of career is best for me?	10	
		L8. about employment sectors and types, and changing patterns of employment	Exploring employer profiles	10	

		L8. about employment sectors and types, and changing patterns of employment	In person, hybrid and remote: what works best?	10	
			Is AI a threat to our jobs?	11	
		L9. to research, secure and take full advantage of any opportunities for work experience that are available	Preparing to go on work experience	10	
		L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities	Researching volunteering and paid work	11	
			Preparing to go on work experience	10	
			Researching volunteering and paid work	11	
			Preparing to go on work experience	10	
	Employment rights and responsibilities	L11. the benefits and challenges of cultivating career opportunities online	Researching volunteering and paid work	11	
		L12. strategies to manage their online presence and its impact on career opportunities	What are employability skills?	11	
		L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures	Wellbeing in the workplace	10	
		L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken	Preparing to go on work experience	10	
Age 16-18 (KS5)					
Core theme	Topic area	KS5 objective	Lessons which cover this objective	Year group	
Living in the wider world	Choices and pathways	L1. to be enterprising in life and work	How to network and be enterprising	12	
			Being self-employed and working freelance	13	
		L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills	Setting career goals	12	
			Preparing for a personal guidance one-to-one	12	
			Setting career goals	12	
	Work and career	L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities	Preparing for a personal guidance one-to-one	12	
			Post 18 – Choices, Choices	12	
		L4. the implications of the global market for their future choices in education and employment	What makes an employer 'good' to work for?	13	
		Employment rights and responsibilities	L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities	Personal branding: your CV and online profile	13
				The basics of interviews: in person and online	13
			Preparing for an employer assessment day	13	
		L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews	Personal branding: your CV and online profile	13	
		Employment rights and responsibilities	L7. how to recognise career possibilities in a global economy	Being self-employed and working freelance	13
				What makes an employer 'good' to work for?	13
				L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'	Being self-employed and working freelance
			L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols	Preparing for an employer assessment day	13
			L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection	What makes an employer 'good' to work for?	13
		L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation	Wellbeing: balancing life, learning, and work	12	
	L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours	What makes an employer 'good' to work for?	13		

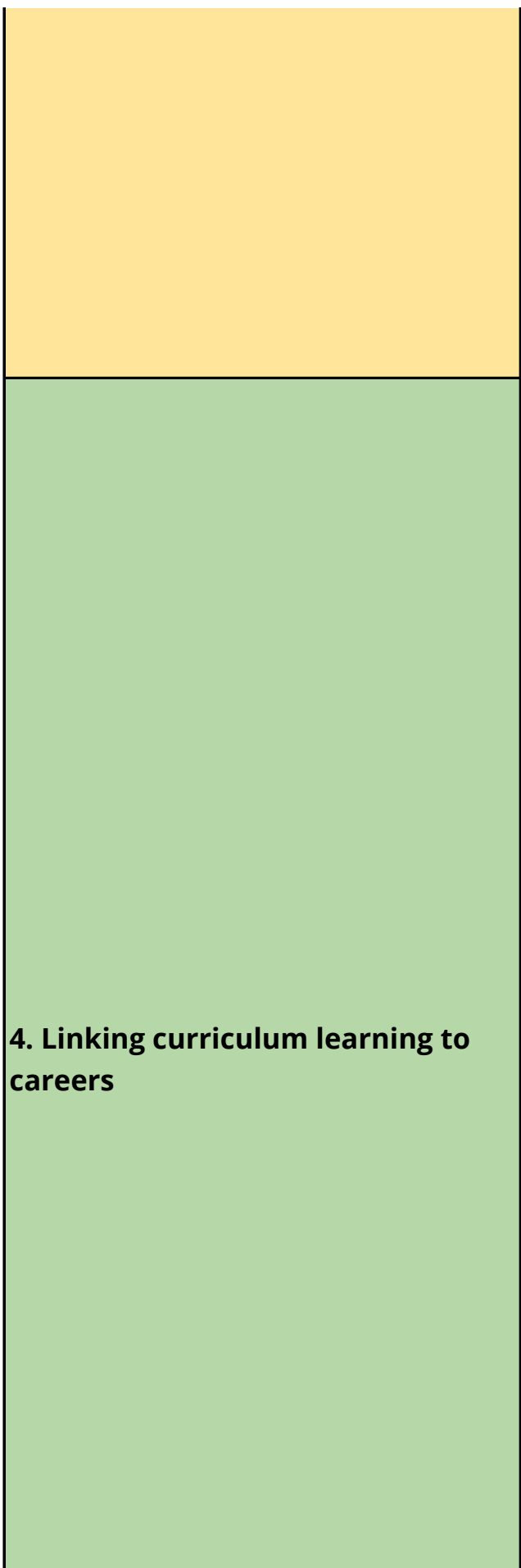
Benchmark

1. A stable careers programme

2. Learning from career and labour market information



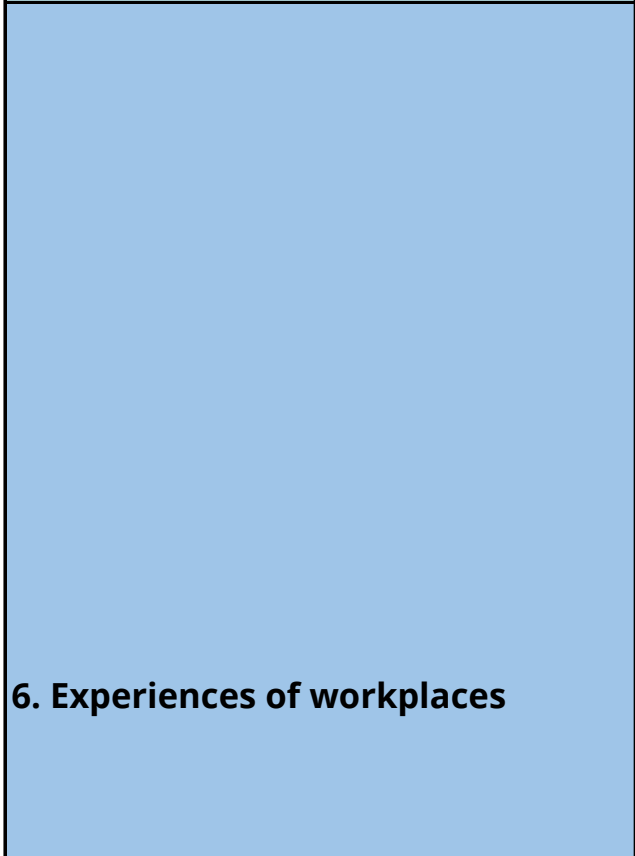
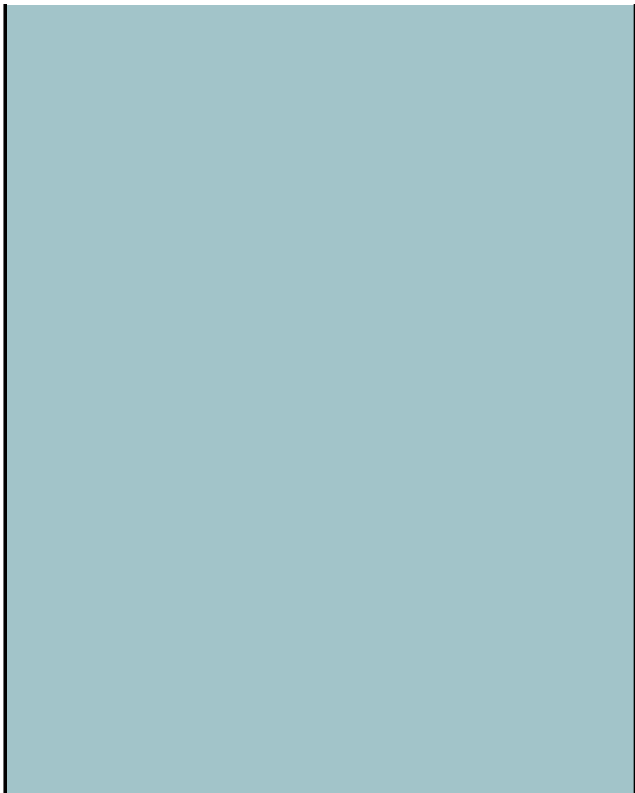
3. Addressing the needs of each pupil



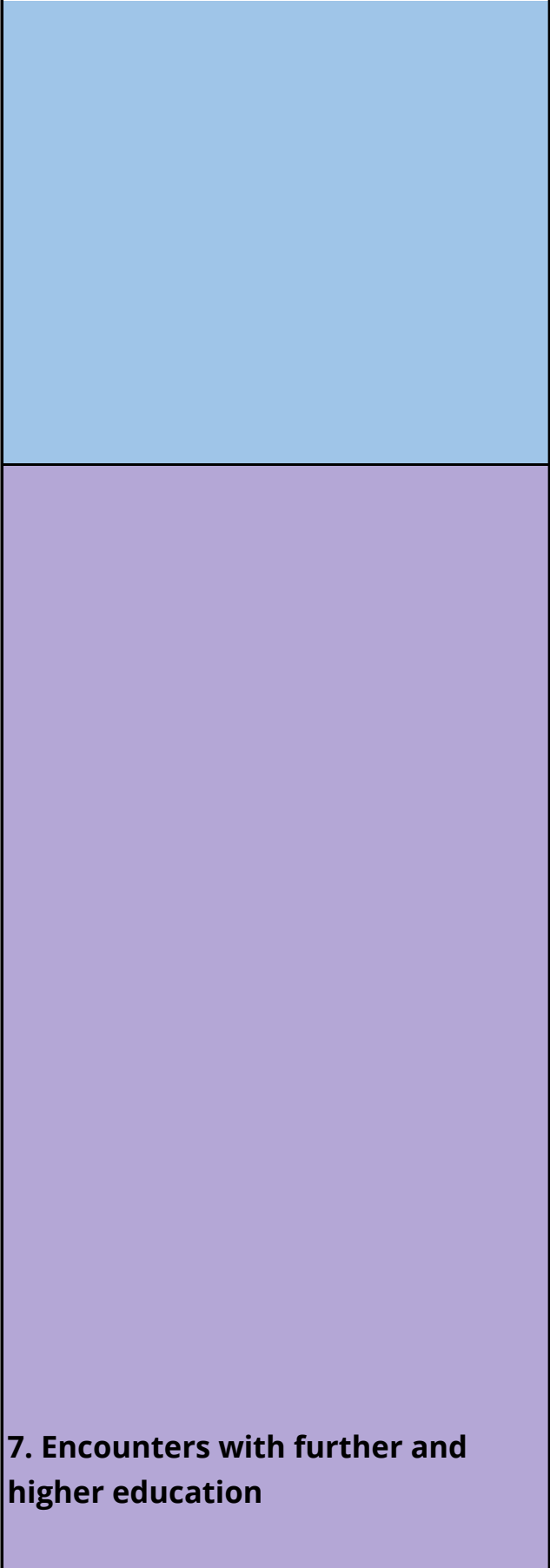
4. Linking curriculum learning to careers



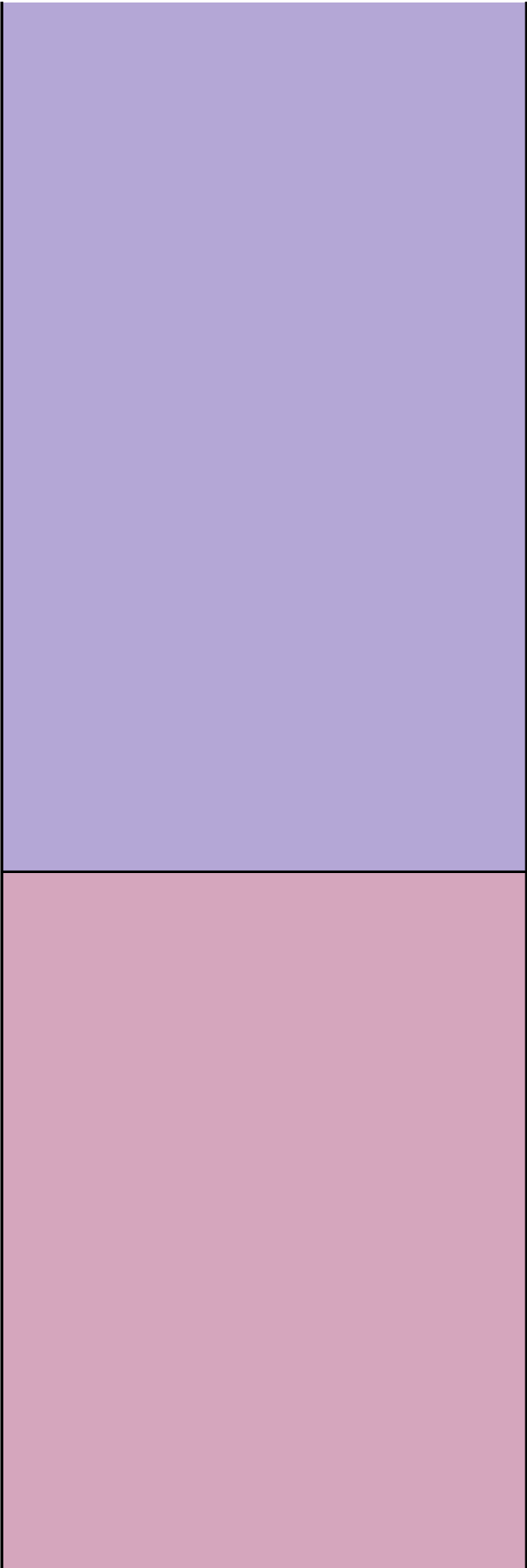
5. Encounters with employers and employees



6. Experiences of workplaces



**7. Encounters with further and
higher education**



8. Personal guidance

The Gatsby

This checklist reflects the [u](#)

Additional guidance

Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.

The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.

The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access and understand it.

The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.

All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.

During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.

Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market for pupils in their care.

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.

A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcasing a diverse range of role models and raise aspirations.

Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and subsequent agreed decisions.

For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.

All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.

Schools should collect, maintain, and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.

Schools should use sustained and longerterm destination data as part of their evaluation process and use alumni to support their careers programme.

As part of the school's programme of careers education all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

Every year, in every subject, every pupil should have opportunities to learn how knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.

Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

* A 'meaningful encounter' will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- have opportunities for two-way interactions between the young person and the employer

the employer

- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter

Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

By the age of 16, every pupil should have had meaningful experiences* of workplaces.

By the age of 18, every pupil should have had at least one further meaningful experience*.

* A 'meaningful experience' will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and

employees

- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

By the age of 16, every pupil should have had meaningful encounters* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.

By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.

* A 'meaningful encounter' will:

- have a clear purpose, which is shared with the provider and the young

person

- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter

Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser. SEND coordinator

should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

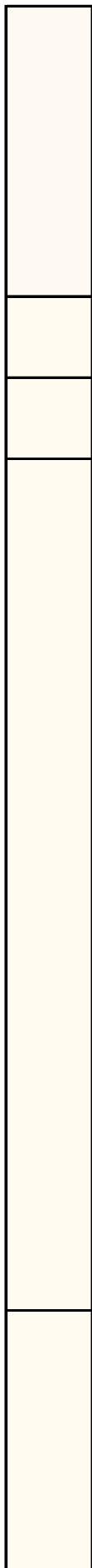
Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.

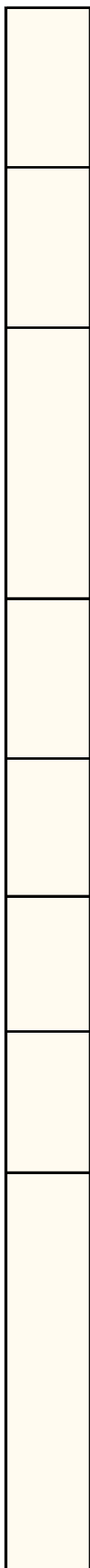
Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

/ Be

Update

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Benchmarks - a checklist

[Updated Benchmarks](#) in place from September 2025

Suggested actions
Identify a careers lead (with appropriate training).
Gain support from SLT and the board of governors for your careers programme.
Use Unifrog's spiral curriculum across all year groups (underpinned by CDI Framework learning objectives).
Engage parents and carers with your careers programme and encourage them to sign up for the Next Steps Newsletter.
Publish your careers programme on your school website where it can be viewed by students, parents and carers, staff, and employers.
Outline how your careers programme links to your whole-school development plan and how parents and carers will be engaged throughout.
Promote the importance of the careers programme to students, parents and carers, staff, and employers so that they know what to expect and how they can contribute to its success.
Regularly evaluate your careers programme, gathering feedback from students, parents and carers, staff, and employers.
Ask for student feedback on careers sessions, trips, speakers, or any other careers provision using Unifrog's Interactions tool.

Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.

Key lessons to help you evidence how you teach about **labour market opportunities** include:

Y7 Exploring possibilities: dream jobs

Y7 Careers and the future

Y8 Careers and the climate

Y9 What is the labour market and why is it important?

Y11 Exploring employer profiles

Y13 Being self-employed and working freelance

Key lessons to help you evidence how you teach about **future pathways / study options** include:

Y9 What comes after school? Exploring the main learning pathways

Y9 Decision making: choosing what to study at KS4

Y11 Post 16 - Choices, Choices

Y11 Decision making: choosing your post 16 pathway

Y12 Post 18 - Choices, Choices

Provide opportunities for students, parents and carers, and staff to access the Careers library, which contains current local and national LMI data (for students, this could be in the lessons identified above, or independently).

Provide opportunities for students, parents and carers, and staff to access the Subjects library (for students, this could be in the lessons identified above, or independently).

Use our SEND handbook to review the support you're providing support to students with SEND, so they can use Unifrog tools and resources effectively.

Deliver lessons from the post-16 applications tab to suit students' needs, e.g. 'Is a supported internship right for me?'

Ensure students have access to an informed careers adviser.

Introduce the platform to parents and carers.

Set up parent/carers accounts on Unifrog.

Ensure careers events and parents' evenings explain and promote the full range of opportunities in an impartial way (including both academic and vocational pathways).

Add characteristics to students to help you monitor different groups (e.g. PP, SEND, LAC).

Use the spiral curriculum across all year groups - the CDI learning aims are tailored for each Key Stage.

~~Delivering the spiral curriculum in its entirety helps you to meet multiple~~
Benchmarks.

Key lessons to help you evidence how you **challenge misconceptions and stereotypical thinking and raise aspirations** include:

Y7 Exploring possibilities: dream jobs

Y8 Creating the life you want

Y8 What does success mean to me

Y9 Taking control of your career journey

Y10 What type of career is best for me

Y12 Wellbeing: balancing life, learning and work

Y13 What makes a company good to work?

Key lessons to help you evidence how you **provide opportunities for students to reflect on and record their skills and activities** include:

Y7 Who am I?

Y8 What are my interests

Y9 What are my skills?

Y10 Reflecting on my career journey: past, present and future

Y11 What are my employability skills

Y12 Preparing for a personal guidance one-to-one

~~Y12 Personal branding: your CV and online profile~~

Use Careers library and Subjects library videos to showcase a diverse range of role models.

Provide opportunities for students to use the Skills tool to record their skills (this could be in the lessons identified above, or independently).

Provide opportunities for students to use the Activities tool to record their activities (this could be in the lessons identified above, or independently).

Create student accounts for any students who join your school mid-year. If their previous school was a Unifrog school, transfer information from their old account to their new account.

Use the Psychometric testing tools to build a picture of students' needs.

Use the Interactions tool to record experiences of career and enterprise activity and individual advice given to students.

Use the Interactions tool to evidence tailored support given to students with differing needs (e.g. students with SEND) after working proactively with the local authority.

Use 'favouriting' data from the Careers and Subject libraries to build a picture of students' individual preferences. Use this to tailor support, guidance and employer and provider interactions.

Use the Shortlisting tools to monitor students' intended destinations. This allows you to identify any deficits in take up of pathways, subjects, or courses that could be addressed by better tailoring of the careers programme.

This also allows you to provide early targeted support (e.g. to students who have not made a shortlist).

Use the Destination tool to collect and maintain accurate data for each student on their education, training and employment destinations after they leave school.

Use this data to create a list of alumni contacts who may be able to support with your careers programme.

Break down this data by characteristic (e.g. gender, LAC, SEND, PP, EAL) and identify trends or areas you could improve your careers provision as part of your evaluation strategy.

Direct subject teachers to use the 'linking careers to curriculum' templates from the Careers Year Plan to ensure each department embeds career-relevant learning in their teaching (e.g. through starters, plenaries, inserted activities, or specific careers-related modules).

Direct subject teachers to use the 'search' function on the student homepage for their subject area. This will bring up relevant Careers library profiles, Subjects library profiles, Know-how library guides and Read, Watch, Listen resources which could be used with students to link curriculum learning to careers.

Create a careers display area for each curriculum subject.

Ensure all staff have received Unifrog training - particularly how they can use the platform for GB4 'quick wins' within lessons.

Identify a member of staff in each department or faculty to lead on careers-relevant teaching.

Ensure all teachers understand their role in embedding careers in their subject, and they can link curriculum learning to careers confidently in their everyday teaching.

Encourage teachers to share their personal experiences of jobs outside of teaching (e.g. through a display or assembly).

Create a database of employer contacts. This might include local employers, alumni and parent/carer contacts.

You could use the employer details from the Placements tool as a starting point.

Evaluate the range of contacts you have, considering how well it meets the needs of different groups of students (e.g. disadvantaged students, students with SEND).

Approach companies directly, use LinkedIn, or contact your local Enterprise Adviser to help with expanding your employer network.

For each year group, plan at least one, first-hand, meaningful encounter with an employer each year. This could be in the form of a careers fair, careers talks or assemblies, mentoring, mock interviews, enterprise competitions or workplace visits with employers.

Record these interactions using the Interactions tool, noting the number of businesses involved.

Read our guide about employer encounter suggestions.

Every school trip location is a workplace. As part of each school trip, build in 30 minutes of Q&A with employees to help students learn about work, employment and the skills that are valued in that workplace.

Direct students to attend Unifrog's online Apprenticeship Fair to hear directly from, and interact with, apprenticeship providers from a range of sectors.

Direct students to sign up for upcoming Unifrog webinars hosted by employers.

Encourage students to reflect on their own part-time employment using the Activities tool.

Direct students to sign up for Unifrog's Virtual work experience week in July.

Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.

Key lessons to help you evidence how you teach students about **work, employment, and the skills that are valued in the workplace** include:

Y8 The challenges and rewards of work

Y9 Working and earning: managing your money

Y10 Exploring employer profiles

Y12 How to network and be enterprising

Y13 Preparing for an employer assessment day

Direct students to explore the 'employer profile' section of the Know-how library.

Add as an interaction to keep a record.

Calendar one weeks' worth of work experience activities in Years 7 to 9 and one weeks' worth of work experience placement(s) in Year 10 and 11*. Calendar at least one further meaningful experience in Year 12 and 13. **Two weeks' worth of work experience by the end of Year 11 is currently not yet a mandatory requirement, but a policy aspiration.*

Read our guide on how to coordinate a successful placement programme.

Use Unifrog's Placements tool to manage all of your work experience administration from start to finish.

Support students to use the Placements tool to add and review their work experience placements.

Direct students to sign up for Unifrog's Virtual work experience week in July.

Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.

A key lesson to help you evidence how you **prepare students for work experience** is:

Y10 Preparing to go on work experience.

This lesson includes a work experience journal to help students make the most of their experience. The lesson can be used and repeated before any work experience placement throughout a student's time at school.

You can also learn about managing money when you're paid in a workplace:

Y9 Working and earning: managing your money

Ensure that by the age of 16, every pupil has had an encounter with:

- Sixth forms
- Colleges
- Universities
- Independent training providers

To further meet Provider Access Legislation (PAL), facilitate the encounters at the following times:

- Two between 1 September in Year 8 and 28 February in Year 9 (mandatory for all students to attend).
- Two between 1 September in Year 10 and 28 February in Year 11 (mandatory for all students to attend).

Each encounter should include the opportunity to meet both staff and learners.

Ensure that by the age of 18, all pupils considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.

Use the shortlisting tools to determine which students are considering applying to higher education.

Use the Interactions tool to record each higher education provider encounter.

Provider Access Legislation (PAL): Facilitate two encounters with training providers, which should happen at specific times:

- Two between 1st September in Year 12 and 28 February in Year 13 (not mandatory for all students to attend).

Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.

Key lessons to help you evidence how you help students to **understand the full range of learning opportunities that are available to them** include:

Y9 Decision making: choosing what to study at KS4

Y11 Post 16 Choices Choices

Y11 Decision making: choosing your post 16 pathway

Y12 Post 18 Choices Choices

Use the lessons from the Post-16 applications tab to support students to make their post-16 applications.

Use the lessons from the Post-18 applications tab to support students to make their post-18 applications.

Provide opportunities for students to watch 'What it's really like' videos to hear directly from students about their university experience.

Direct students to attend Unifrog's online University Fair to hear directly from, and interact with, a range of higher education providers.

Direct students to attend Unifrog webinars about different pathways.

Identify a careers adviser (internal or external) who is trained to an appropriate level.

To be 'trained to an appropriate level', the careers adviser must hold a career guidance qualification at level 6 (degree level) or higher, according to the Career Development Institute.

Arrange training for your careers adviser with your Unifrog Account Manager on how to log personal guidance meetings using Interactions, record feedback, and track progress.

Schedule personal guidance meetings for students whenever significant study or career choices are being made (e.g. Y8 and Y9 option choices, choosing pathways for post-16 and post-18).

Use the Interactions tool to record each meeting.

Ensure students have at least one personal guidance meeting by the age of 16, and one further meeting by the age of 18.

Use the Interactions tool to record each meeting.

Use Unifrog's careers meeting templates to prepare students for personal guidance meetings.

Carry out evaluation to ensure advice is impartial and in best interests of students - for example, you could ask for student feedback using the Interactions tool.

In addition to personal guidance meetings, you *might* ask a careers adviser to:

- run targeted group work sessions on particular careers topics
- advise students and parents/carers at careers fairs and parents' evenings
- run drop-in sessions for students at lunchtimes and other times during the week
- provide support to students on exam results days

Delivering the spiral curriculum in its entirety helps you to meet multiple Benchmarks.

Key lessons to help you evidence how you **help students to prepare for a personal guidance meeting** include:

Y9 Decision making: choosing what to study at KS4

Y10 Reflecting on my career journey: past, present and future

Y11 Decision making: choosing your post 16 pathway

Y12 Preparing for a personal guidance one-to-one

Y12 Setting career goals

Links
Know-how library guide: For teachers: a guide to being a careers lead in the UK
Teaching resources: Spiral curriculum
Know-how library guide: For parents and caregivers: What is Unifrog?
See Events for parents and caregivers
Past webinar: Supercharge your careers website
Resource pack: Careers website - UK schools
Printable resource: Unifrog learning journey
Know-how library guide: For teachers: how to raise the profile of your careers programme
Know-how library guide: For teachers: how to evaluate your careers programme using feedback
Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction>ask for student feedback)

Teaching resources: [Spiral curriculum](#)

Unifrog tool: [Careers library](#) (student side)

Classroom resource: [Quick task: exploring the Careers library](#)

Unifrog tool: [Subjects library](#) (student side)

Classroom resource: [Quick task: exploring the Subjects library](#)

Past webinar: [Using Unifrog with SEND students](#)

Resource pack: [Unifrog SEN support pack](#) (new help guide coming soon)

Teaching resources: [Post-16 applications](#)

Know-how library guide: [For parents and caregivers: What is Unifrog?](#)

Email info@unifrog.org to request signup codes

Help guide: How to: Use Unifrog for the PAL
Know-how library guide: For parents and caregivers: helping your child make their Level 2 qualification choices
Know-how library guide: For parents and caregivers: helping your child to make their Level 3 qualification choices
Video guide: Adding characteristics
Teaching resources: Spiral curriculum
Teaching resources: Spiral curriculum
Unifrog tool: Careers library (student side)
Unifrog tool: Subjects library (student side)
Classroom resource: Career and subject of the month: England/Wales , Scotland , Northern Ireland

Unifrog tool: Skills tool (student side)
Classroom resource: Quick task: adding a skill
Unifrog tool: Activities tool (student side)
Classroom resource: Quick task: adding an activity
Help guide: How to: Add a student manually (UK)
Help guide: How to: Add students in bulk (UK)
Help guide: Explainer: Transferring student accounts from / to another Unifrog school
Unifrog tools: Student homepage (student side - 'Quizzes')
Lesson series: Psychometric testing
Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction)
Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction)
Teacher side: Usage charts: exploring pathways
Unifrog tools: Student homepage (student side - 'Searching')
Teacher side: Usage charts: searching for opportunities
Classroom resource: Quick task: shortlisting colleges and sixth forms
Classroom resource: Quick task: shortlisting apprenticeships
Classroom resource: Quick task: shortlisting UK universities

Unifrog tool: Destination (student side)
Teacher side: Usage charts: alumni
Help guide: Explainer: Alumni accounts
Teaching resources: Spiral curriculum
Student side: Student homepage (use keyword search)
Working in' posters: STEM
Working in' posters: the humanities
Working in' posters: the creative arts
See all careers posters here
Contact your Account Manager for support
Blog post: Quick wins for meeting Gatsby Benchmark 4
See Events for teachers
Classroom resources: Careers in the curriculum templates (11-14), (14-16), and (16-18)
Classroom resource: Career and subject of the month (editable template): England/Wales , Scotland , Northern Ireland

Unifrog tool: Courses (student side) - browse by subject area
Teacher side: Manage placement contacts
Teacher side: Advanced page (Sort by school leaving year>[filter for specific students]>+interaction)
Know-how library guide: For teachers: top ideas for employer and provider encounters
Annual event: Unifrog Apprenticeship Fair
See Events
Unifrog tool: Activities tool (student side)
Unifrog tool: Unifrog events (student side)

Teaching resources: [Spiral curriculum](#)

Unifrog tool: [Know-how library: employer profiles](#) (student side)

Teacher side: [Advanced page](#)
(Sort by school leaving year>[filter for specific students]>+interaction)

Know-how library guide: [For teachers: how to coordinate a successful placement programme](#)

Unifrog tool: [Placements tool](#) (student side)
(This is an optional add-on to your Unifrog subscription - contact your Area Manager for more details)

Teaching resources: [Quick task: adding a placement](#) and [Quick task: reviewing a placement](#)

Unifrog tool: [Unifrog events](#) (student side)

Teaching resources: [Spiral curriculum](#)

Teacher side: [Advanced page](#)
(Sort by school leaving year>[filter for specific students]>+interaction)

Help guide: [How to: Use Unifrog for the PAL](#)

Student side: [Student homepage](#) (student side - 'Searching')

Teacher side: [Usage charts: searching for opportunities](#)

Teacher side: [Advanced page](#)
(Sort by school leaving year>[filter for specific students]>+interaction)

Help guide: [How to: Use Unifrog for the PAL](#)

Teaching resources: [Spiral curriculum](#)

Teaching resources: [Post-16 applications](#)

Teaching resources: [Post-18 applications](#)

Unifrog tool: [Know-how library](#) (student side - search by keyword 'what it's really like')

Annual event: [Unifrog University Fair](#)

See [Events](#)

Contact your Account Manager for support.

Teacher side: [Advanced page](#)
(Sort by school leaving year>[filter for specific students]>+interaction)

Teacher side: [Advanced page](#)
(Sort by school leaving year>[filter for specific students]>+interaction)

Classroom resource: [Careers meeting templates: for students](#)

Teacher side: [Advanced page](#)

(Sort by school leaving year>[filter for specific students]>+interaction>ask for student feedback)

Teaching resources: [Spiral curriculum](#)

Equalex framework for modern work experience (The Careers & Enterprise Company)			
Theme	Learning outcome	Learning objective	Resources which support this learning objective
Introduce and Inspire	Opportunity awareness Have a broad knowledge of a range of career opportunities which enables informed decision making.	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.	In person, hybrid, and remote: what works best? Being self-employed and working freelance What is an entrepreneur? What type of career is best for me? Using the Work experiments profile Quick task: Taking the Work environments profile quiz
		Recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.	Exploring possibilities: dream jobs What is a career? Being self-employed and working freelance Quick task: Exploring the Careers library
		Identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.	What are my skills? What are my employability skills? Careers and the climate Quick task: Exploring the Careers library
	Self awareness Aware of their passions, skills and work preferences and understand how these could inform their career choices.	Aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.	What are my skills? What are my employability skills? How to network and be enterprising Careers and the climate Quick task: Exploring the Careers library Quick task: Adding a skill
		Identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.	Who am I? What are my interests? What are my skills? What are my employability skills? Reflecting on my career journey: past, present, and future Exploring possibilities: dream jobs What type of career is best for me? Quick task: Adding a skill Quick task: Adding an activity Using the Interests profile Quick task: Taking the Interests profile quiz Using the Skills profile part 1: Skills quiz Quick task: Taking the Skills profile quiz Using the Skills profile part 2: Skills test Quick task: Taking the Skills profile numbers test Quick task: Taking the Skills profile words test Quick task: Taking the Skills profile reasoning test
		Describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.	Exploring possibilities: dream jobs Challenges and rewards of work What type of career is best for me? Using the Work experiments profile Quick task: Taking the Work environments profile quiz

	Inspiration Inspired and motivated by careers opportunities which they may not have otherwise considered.	Recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them	What comes after school: the main learning pathways Post 16 - choices, choices Post 18 - choices, choices Decision making: choosing your post-16 pathway Setting career goals Money talks: apprenticeships vs. higher education
		Identify career role models and articulate their early career aspirations.	Who am I? Exploring possibilities: dream jobs Reflecting on my career journey: past, present, and future Post 18 - choices, choices What is a career? What type of career is best for me? Setting career goals Creating the life you want: making a vision board Quick task: Exploring the Careers library
Investigate and Explore	Career readiness Have developed essential skills which will support them to transition to the workplace.	Evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.	What are my skills? What are my employability skills? Careers and the climate How to network and be enterprising Quick task: Adding a skill Preparing to go on work experience: 'Work experience journal' (set as part of the preparation lesson)
		Demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.	What are my skills? What are my employability skills? Careers and the climate How to network and be enterprising Quick task: Adding a skill Preparing to go on work experience: 'Work experience journal' (set as part of the preparation lesson) On-demand virtual work experience courses Reflecting on virtual work experience
		Create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.	Preparing to go on work experience: 'Work experience journal' (set as part of the preparation lesson) On-demand virtual work experience courses
	Exploration of roles and responsibilities Have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Understand the different routes into employment and understand the differences between pathways.	What comes after school: the main learning pathways Post 16 - choices, choices Post 18 - choices, choices What type of career is best for me? Setting career goals Decision making: choosing your post-16 pathway Money talks: apprenticeships vs. higher education
		Describe the roles of different people within an organisation and talk about what they do	Exploring employer profiles What makes an employer 'good' to work for? What is the labour market and why is it important? Quick task: Exploring the Know-how library Quick task: Exploring the Careers library Preparing to go on work experience: 'Work experience journal' (set as part of the preparation lesson)