



# Careers Programme MA 2025-2026

Maltby Academy Careers Provision 2025-2026						
Year →	Year 7	Year 8	Year 9	Year 10	Year 11	Post 16 – Year 12 & Year 13
<b>Personal Development on the Gate</b>	<p><b>Careers on the Gate</b> Weekly <b>Career in the Spotlight</b> – draws on local labour market and builds on MA Key Drivers. Progress Careers Advisor – Chloe Sanby &amp; Gaby Spinks - offering bespoke Careers advice.</p> <p><b>Careers Cafe</b> Weekly Careers Café, lead by Chloe Sanby, to offer bespoke and tailored support for students seeking careers advice and guidance. Every Tuesday.</p>					<ul style="list-style-type: none"> <li>1 to 1 Progress Careers interviews</li> <li>Access to START digital careers platform.</li> <li>Assemblies, weekly through the Post 16 tutor programme.</li> <li>Careers drop down through the Y11 tutor programme.</li> <li>Careers Fair.</li> </ul>
<b>Personal Development through the Tutor Programme</b>	<p><b>Character Education</b> Weekly tutor programme offers time for self-reflection, skills identification, life planning and goal setting.</p> <p><b>Careers: Soft Skills Builder</b> Illuminates one Soft Skill focus per week, for students to build their own personal skills and champion across the school.</p> <p><b>Votes for Schools</b> Weekly tutor time activity, focusing on debating skills, oracy skills – offering labour market information about careers and opportunities</p> <p><b>Assemblies</b> Weekly assemblies, linked to our MA Key Drivers, and the MA Recognition and Awareness calendar, illuminate careers and offer aspiration and progression opportunities for, with a wide variety of employer encounters.</p>				<p><b>Bespoke Careers Tutor Programme</b> <b>Tutor Time Character Education style drop down</b></p> <ul style="list-style-type: none"> <li>Developing your transferrable skills – action plan.</li> </ul> <p><b>Assemblies</b></p> <ul style="list-style-type: none"> <li>Transferrable skills &amp; their importance.</li> </ul>	<ul style="list-style-type: none"> <li>National Careers Week.</li> <li>National Apprenticeship Week.</li> <li>Employer/careers element to visits – various.</li> <li>Skills based workshops – CV writing, interview techniques.</li> <li>Mock interviews with the Post 16 team.</li> <li>Access to Progress Careers Advisor – weekly.</li> <li>Careers sessions through the Post 16 Life Skills curriculum.</li> <li>National Citizen Service (NCS) residential opportunity</li> </ul>
<b>Personal Development Curriculum</b>	<p><b>Life Skills Lessons</b> HT2/3 wk 15-16 includes the following start modules:</p> <ul style="list-style-type: none"> <li>Your future starts now</li> <li>Your subjects and jobs</li> <li>What will jobs be like in the future?</li> </ul>	<p><b>Life Skills Lessons</b> HT4 wk 21-22 includes the following start modules:</p> <ul style="list-style-type: none"> <li>What is the difference between a job and a career?</li> <li>Academic and Vocational pathways</li> <li>Explore some key industries in England</li> </ul>	<p><b>Life Skills Lessons</b> HT3 LS lessons in preparation for Option choices, include the following START modules;</p> <ul style="list-style-type: none"> <li>What is a Skill?</li> <li>An introduction to the different types of skills</li> <li>Developing your skills in everyday life</li> <li>What skills are important to employers?</li> <li>What skills do you have?</li> <li>How can you evidence the skills you have?</li> <li>What jobs do people near you do?</li> <li>Explore industries in your local area?</li> <li>What is stereotyping?</li> </ul> <p><b>Students consider:</b></p> <ul style="list-style-type: none"> <li>How can your employability skills inform your options?</li> <li>How are you choosing your options subjects? Are they relevant to your life choices and appropriate for your ability?</li> <li>How do you find out what 'Entry requirements' or 'qualifications' you need for a particular job?</li> <li>Can you answer some of the most popular interview questions?</li> </ul>	<p><b>Life Skills Lessons</b> HT1 wk 1-2 includes the following start modules:</p> <ul style="list-style-type: none"> <li>Create your personal development plan</li> <li>Explore local employers and what is important to them</li> <li>Your next move – Post 16</li> </ul>	<p><b>Life Skills Lessons</b> Bespoke lessons tailored around progression routes, pathways and transferable skills.</p> <p>1 to 1 Progress Careers interviews.</p>	<b>SEND Provision</b>
<b>Whole school opportunities – provider/encounter</b>	<p><b>1 to 1 Progress Careers interviews.</b> Students receive individual impartial advice from our Level 6 qualified Careers advisor who has been commissioned from Progress Careers. All students in Y10/11/Post 16, but accessible to all students.</p> <p><b>START:</b> All students have access to START digital platform, and this is explored through the Life Skills curriculum. Year 9 have a HT focused solely on Careers, and the use of START.</p> <p><b>Maltby Academy Alumni and Business Engagement</b></p> <p><b>National Careers Week WC 10.02.25 - National Apprenticeship Week WC 03.03.25 - Apprenticeship Awareness WC 18.11.24</b></p>					
<b>Virtual Work Experience (Y7-11)</b>	<p>TERM ONE 18.11.2024 Virtual Work Experience: CPR Training</p>		<p>TERM TWO 03.03.2025 Virtual Work Experience: McDonalds</p>		<p>TERM THREE 16.06.2025 Virtual Work Experience: Retail</p>	
<b>Whole year group provider/encounter</b>	<ul style="list-style-type: none"> <li>Enterprise Day - range of employers and apprenticeship providers</li> </ul>	<ul style="list-style-type: none"> <li>Routes into Careers Day - range of employers and apprenticeship providers</li> </ul>	<ul style="list-style-type: none"> <li>Careers Speed Networking – range of employers and apprenticeship providers</li> <li>GCSE Options Taster Day (MA provision, Progress Careers, apprenticeships and businesses)</li> </ul>	<ul style="list-style-type: none"> <li>Careers Fair – range of employers and apprenticeship providers</li> </ul>	<ul style="list-style-type: none"> <li>Post-16 Taster Day (MA provision, Progress Careers, apprenticeships and businesses)</li> <li>Mock Interview Day</li> </ul>	<ul style="list-style-type: none"> <li>The British Army – Cyber Security</li> <li>Sheffield Hallam University – Experience University Day</li> </ul>
<b>Enrichment Opportunities – Wednesday P3</b>	<p>Ultimate Frisbee, Board games, Trampolining, Table Tennis, Film Club, Eco Warriors, E-sports, Stand-Up Comedy, Sword Dancing, Swimming Lessons, Sock Pigs &amp; Crafts, Enterprise, Football, Hair and Beauty, History Mysteries, German, French, Italian, Boxing Fitness, Sewing Fashion Accessories, iDEA, Crochet for the Community, Chess, Song Writing, Pop Choir, Basketball, Netball, Journey Through Culture, Art Club.</p>					
<b>Additional Enrichment Opportunities</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>The Butterfly House Trip</li> <li>Royal Armouries Trip</li> </ul> <p><b>Social Sciences:</b></p> <ul style="list-style-type: none"> <li>Restart a Heart training</li> </ul> <p><b>RS:</b></p> <ul style="list-style-type: none"> <li>Langar Celebration</li> </ul> <p><b>CAB:</b></p> <ul style="list-style-type: none"> <li>eSports Club</li> <li>Coding Club</li> </ul>	<p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>Bugsy Malone Theatre Trip</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>Death of a Salesman interactive experience</li> </ul> <p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>Valencia</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Rivers Fieldwork</li> </ul> <p><b>CAB:</b></p>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>The Great Gatsby Speakeasy</li> <li>Abbey House Murder Mystery</li> </ul> <p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>Valencia</li> </ul> <p><b>Social Sciences:</b></p> <ul style="list-style-type: none"> <li>University of Leeds, Boys into Psychology</li> </ul> <p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>Drifter's Girls Theatre Trip</li> <li>National Theatre Trip – Jekyll and Hyde</li> </ul>	<p><b>Engineering:</b></p> <ul style="list-style-type: none"> <li>Get into STEM event at MAGNA</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>GCSE Poetry Live</li> <li>York Victorian Life Museum</li> </ul> <p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>Drifter's Girls Theatre Trip</li> <li>National Theatre Trip – Jekyll and Hyde</li> <li>London West End Experience</li> </ul>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>University of Oxford Taster Day</li> <li>A Christmas Carol Theatre Trip</li> </ul> <p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>Drifter's Girls Theatre Trip</li> <li>National Theatre Trip – Jekyll and Hyde</li> <li>London West End Experience</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Iceland</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Tall Ships</li> <li>Iceland</li> </ul> <p><b>MFL</b></p> <ul style="list-style-type: none"> <li>Valencia</li> </ul> <p><b>CAB:</b></p> <ul style="list-style-type: none"> <li>SHU outreach for eSports</li> <li>College of eSports outreach</li> <li>National Video game museum</li> </ul>
<p>Populated with opportunities from 2023-2024. Working row based on academic calendar for 2024-2025.</p>						



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	<ul style="list-style-type: none"> <li>o Cyber First Girls Competition</li> <li>o Girls in Computing SHU</li> <li>o Hour of Code</li> </ul> <p><b>Sport:</b></p> <ul style="list-style-type: none"> <li>o RUFC Assembly</li> <li>o Netball Super League Match – Leeds Rhinos</li> <li>o Football – Gifted &amp; Talented Girls at Sheffield United</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>o South Yorkshire Fire and Rescue Talk</li> <li>o Lord Speakers Day London</li> <li>o UK Parliament Week – MP Alexander Stafford visit</li> </ul>	<ul style="list-style-type: none"> <li>o eSports Club</li> <li>o Coding Club</li> <li>o Cyber First Girls Competition</li> <li>o Girls in Computing SHU</li> <li>o Hour of Code</li> </ul> <p><b>Sport:</b></p> <ul style="list-style-type: none"> <li>o RUFC Assembly</li> <li>o Netball Super League Match – Leeds Rhinos</li> <li>o Football – Gifted &amp; Talented Girls at Sheffield United</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>o Clegg Construction Event</li> <li>o South Yorkshire Fire and Rescue Talk</li> <li>o Lord Speakers Day London</li> <li>o UK Parliament Week – MP Alexander Stafford visit</li> </ul>	<ul style="list-style-type: none"> <li>o London West End Experience</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>o Wentworth Woodhouse Trip</li> </ul> <p><b>Social Sciences:</b></p> <ul style="list-style-type: none"> <li>o Nursing and Midwifery Online Session</li> </ul> <p><b>RS &amp; History:</b></p> <ul style="list-style-type: none"> <li>o National Holocaust Centre Trip</li> </ul> <p><b>CAB:</b></p> <ul style="list-style-type: none"> <li>o eSports Club</li> <li>o Coding Club</li> <li>o Cyber First Girls Competition</li> <li>o Girls in Computing SHU</li> <li>o Hour of Code</li> </ul> <p><b>Sport:</b></p> <ul style="list-style-type: none"> <li>o RUFC Assembly</li> <li>o Netball Super League Match – Leeds Rhinos</li> <li>o Football – Gifted &amp; Talented Girls at Sheffield United</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>o Better Learners, Better Worker initiative</li> <li>o University of Sheffield trip (HEPP)</li> <li>o South Yorkshire Fire and Rescue Talk</li> <li>o Lord Speakers Day London</li> <li>o UK Parliament Week – MP Alexander Stafford visit</li> </ul>	<p><b>Media:</b></p> <ul style="list-style-type: none"> <li>o The University of Huddersfield Media Day</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>o Iceland</li> <li>o Tall Ships</li> <li>o Sheffield Urban Study</li> </ul> <p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>o Valencia</li> </ul> <p><b>Social Sciences:</b></p> <ul style="list-style-type: none"> <li>o Nursing and Midwifery Online Session</li> <li>o Thackray Museum of Medicine</li> <li>o Celebrity Hospital</li> <li>o Step into the NHS Competition</li> <li>o Apprenticeships in the NHS webinar (Nursing Associate)</li> <li>o University of Leeds, Boys into Psychology</li> <li>o NHS Discovery Session</li> </ul> <p><b>Sport:</b></p> <ul style="list-style-type: none"> <li>o An audience with Louise Bloor</li> <li>o RUFC Assembly</li> </ul> <p><b>CAB:</b></p> <ul style="list-style-type: none"> <li>o Bletchley Park Trip</li> <li>o IDea</li> <li>o London Enterprise Trip</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>o LEAF Careers Fair &amp; Dragon's Den Workshop</li> <li>o Speak Out Challenge</li> <li>o Army Workshop</li> </ul>	<ul style="list-style-type: none"> <li>o Tall Ships</li> <li>o Geography Coasts Field Trip</li> </ul> <p><b>Social Sciences:</b></p> <ul style="list-style-type: none"> <li>o Nursing and Midwifery Online Session</li> </ul> <p><b>CAB:</b></p> <ul style="list-style-type: none"> <li>o Bletchley Park Trip</li> <li>o IDea</li> <li>o London Enterprise Trip</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>o Y11 Securing Success Evening</li> <li>o Post 16 Open Evening</li> </ul>	<ul style="list-style-type: none"> <li>o Department of Work and Pensions recruitment outreach</li> <li>o Royal Society of Economics Competition</li> <li>o British Army Cyber Security</li> <li>o Bank of England outreach</li> <li>o LiBF investor project</li> <li>o ESports Careers Talk</li> <li>o CAB SHU Taster Day</li> <li>o University of Huddersfield – Business and IT</li> </ul> <p><b>English/Media:</b></p> <ul style="list-style-type: none"> <li>o University of Huddersfield Media Taster Day</li> <li>o Warp Studios</li> </ul> <p><b>Social Sciences:</b></p> <ul style="list-style-type: none"> <li>o Restart a Heart training</li> <li>o Thackray Museum of Medicine</li> <li>o SY Education &amp; Careers Discovery Workshops (Nursing, Midwifery &amp; Allied Health Professionals)</li> <li>o Apprenticeships in the NHS webinar (Nursing Associate)</li> <li>o Police Officer guest speaker (Y12)</li> <li>o Sheffield Crown Courts visit (Y12)</li> <li>o Psychology Conference</li> <li>o Nursing and Midwifery Online Session</li> <li>o NHS Apprenticeships sessions</li> <li>o NHS Discovery Session</li> <li>o Social Science subject tasters at SHU</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>o RNN Q&amp;A/FAQs session</li> <li>o HEPP Q&amp;A/FAQs session</li> <li>o University of Sheff – school of dentistry sessions</li> <li>o Getting into Construction webinar</li> <li>o HSBC Work Ex &amp; Apprenticeships</li> <li>o Taskmaster event</li> <li>o NCS initiative</li> <li>o University Workshop with Leeds Trinity</li> <li>o Tea, Targets &amp; Textbooks</li> <li>o Apprenticeship Workshop</li> <li>o Cambridge University Talk</li> </ul>	
Year →	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13



## Careers Programme MA 2025-2026

Maltby Academy Careers Learning Outcomes							
	Key Stage 3			Key Stage 4		Post-16	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Confidence</b>	<ul style="list-style-type: none"> <li>To start to build confidence to speak up and share opinions in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Able to share opinions in discussion in a confident manner</li> </ul>	<ul style="list-style-type: none"> <li>Able to speak up and share opinions in a few settings, not just the classroom, displaying some confident body language.</li> </ul>	<ul style="list-style-type: none"> <li>Able to speak with confidence while displaying confident body language.</li> <li>I can explain my aspirations and next steps in relations to careers.</li> </ul>	<ul style="list-style-type: none"> <li>Able to articulate my next steps with confidence and optimism.</li> </ul>	<ul style="list-style-type: none"> <li>I am confident and optimistic about my future.</li> <li>I represent myself well and take a lead when needed.</li> </ul>	
<b>Aspiration</b>	<ul style="list-style-type: none"> <li>I am able to identify a professional role model in my life.</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify a professional role model who is a strong leader in my life.</li> <li>Able to imagine a range of possibilities for myself and my future.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to identify a professional role model in my life.</li> <li>Able to imagine a range of possibilities for myself and my career.</li> </ul>	<ul style="list-style-type: none"> <li>Able to outline a range of goals or options for my future.</li> <li>I ensure that my goals are aspirational for me regardless of my background.</li> </ul>	<ul style="list-style-type: none"> <li>Able to outline a range of goals or options for my future. I understand the role that careers play in supporting these goals.</li> <li>I aspire to high standards for myself and my future.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to articulate my goals and next steps for my future, with optimism and passion. I am taking action to make them happen.</li> <li>I aim high regardless of my background or personal circumstance. I aspire to achieve the highest standards possible.</li> </ul>	
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Managing the transition into secondary school.</li> <li>Starting to take initiative for your own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the importance of taking initiative for your own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing for choosing your GCSEs.</li> <li>Be aware that it is important to take initiative for your learning and life.</li> </ul>	<ul style="list-style-type: none"> <li>I am taking steps to achieve my level 2 qualifications.</li> <li>Starting to take responsibility for making things happen in their career.</li> </ul>	<ul style="list-style-type: none"> <li>With level 2 qualifications well under-way, my focus is now shifting to decisions about my post-16 pathway.</li> <li>I am taking ownership of this process.</li> </ul>	<ul style="list-style-type: none"> <li>Managing the transition into the post-16 learning context and preparing for post-18 transitions.</li> <li>I take ownership of my own development and career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>I am focussed on ensuring I do my best and achieve my post-18 goals.</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>Be aware of the relationship between career and community.</li> </ul>	<ul style="list-style-type: none"> <li>To know what Labour Market Information (LMI) is.</li> <li>Be aware of the links between community and society.</li> </ul>	<ul style="list-style-type: none"> <li>To know and explain what Labour Market Information (LMI) is.</li> <li>Be aware of the links between career, community, and society.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the Labour Market can change over time, and what effect this has on the jobs available to me.</li> </ul>	<ul style="list-style-type: none"> <li>To understand LMI and consider this when planning my next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Using LMI to inform planning and choices when looking at next steps.</li> <li>Exploring the relationship between community/society and career and using this information to support my choices.</li> </ul>	
<b>Resilience</b>	<ul style="list-style-type: none"> <li>Starting to learn from setbacks and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Able to learn from setbacks and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Be Aware that different jobs and careers bring different challenges and rewards.</li> </ul>	<ul style="list-style-type: none"> <li>Considering what types of challenges or setbacks I might face in my career.</li> <li>Learning about the risks/rewards associated with different pathways and/or careers.</li> </ul>	<ul style="list-style-type: none"> <li>Considering how I can deal with and learn from challenges and setbacks I may face.</li> <li>Able to consider how different pathways/ careers might affect my life.</li> </ul>	<ul style="list-style-type: none"> <li>Being proactive and resilient in my learning and when faced with setbacks.</li> <li>I'm considering the risks/rewards associated with different pathways/careers and using this information to support my own decisions.</li> </ul>	

### THE GATSBY BENCHMARKS

<p><b>1. A STABLE CAREERS PROGRAMME</b> Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers.</p>	<p><b>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</b> Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p><b>3. ADDRESSING THE NEEDS OF EACH STUDENT</b> Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p><b>4. LINKING CURRICULUM LEARNING TO CAREERS</b> All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p><b>5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b> Every student 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 activities including visiting speakers, mentoring and enterprise schemes.</p>	<p><b>6. EXPERIENCES OF WORKPLACES</b> Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>	<p><b>7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b> All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p><b>8. PERSONAL GUIDANCE</b> Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs</p>
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