

Manchester Academy Careers Programme – 2026/27

The following careers programme is rooted in the Gatsby Benchmarks (hereafter GB1, GB2, etc.), but seeks to build on these to offer contextual guidance and aspirations to students at Manchester Academy. This programme will support students in capitalising upon their skills and interests to create and achieve their career goals.

The Gatsby Benchmarks are:

1. **A stable careers programme:** A consistent, well-planned careers strategy for all students.
2. **Learning from career and labour market information (LMI):** Students access and understand LMI to make informed choices.
3. **Addressing the needs of each pupil:** Tailored careers support for individual students, including those with SEND.
4. **Linking curriculum learning to careers:** Teachers connect subjects to real-world careers.
5. **Encounters with employers and employees:** Regular interactions with businesses and professionals.
6. **Experiences of workplaces:** Opportunities for students to gain practical work experience.
7. **Encounters with further and higher education:** Exposure to universities, colleges, and apprenticeships.
8. **Personal guidance:** Access to independent careers advice and counselling.

Inclusion Statement

Manchester Academy believes that all students, including those with SEND, should have access to ambitious and aspirational careers education. Careers provision will be adapted to meet individual needs, remove barriers to participation, develop independence and self-advocacy skills, and ensure all students can make informed choices about their future pathways.

Year Group	Learning Outcomes	Activities
Year 7	1. To identify and explain the purpose of the MA careers programme, including key people (GB1) 2. To explore a range of jobs within curriculum subjects (GB4) 3. To attend at least one careers-related talk or workshop (GB5)	Autumn 1 • Careers introduction assembly from AWI. “What is a career, and what is the MA Careers Programme?” • My Dream Job” FT Activity Autumn 2 • “Careers in the Community” project (MA+ Day Activity) • “What are my skills?” FT Activity • Future Skills Questionnaire Spring 1 • Careers and skills in the curriculum • National Apprenticeships Week • National Careers Week Spring 2 • Careers in Science workshop (guest speaker – based on FSQ data) • Careers in Sports workshop (guest speaker – based on FSQ data) • Careers in Media workshop (guest speaker – based on FSQ data) • Overcoming challenges to succeed in your career (Guest speaker – SEND Focus) – Workshops or assemblies. Summer 1

		• Trips to workplaces (small groups, based on FSQ data) • Careers poster Competition Summer 2 • Careers Treasure Hunt • “New skills I have learned in high school” FT activity
Year 8	1. To understand which employment sectors are likely to grow in the next ten years, and link them to strengths and interests (GB2) 2. To identify individual strengths and needs, and to understand how these may influence future career choices (GB3) 3. To visit or experience a professional workplace (GB6)	Autumn 1 • Careers Assembly from AWI – “Putting your skills to work”. • Careers Quiz (based on LMI) – FT Activity Autumn 2 • STEM Careers spotlight (guest speaker[s]) • “Young Engineers Programme” Launch with SISK • Girls in STEM workshop Spring 1 • Careers and skills in the curriculum • National Apprenticeships Week • National Careers Week Spring 2 • Careers in Creative industries workshop (guest speaker – based on FSQ data FROM Y7) • Careers in Technology workshop (guest speaker – based on FSQ data from Y7) • Careers in Healthcare workshop (guest speaker – based on FSQ data from Y7) Summer 1

		• Trips to workplaces (small groups, based on FSQ data from Y7) Summer 2 • Careers in Law/Politics workshop (guest speaker – based on FSQ data from Y7) • Careers in Engineering workshop (guest speaker – based on FSQ data from Y7) • Careers in Hospitality Workshop (guest speaker – based on FSQ data from Y7)
Year 9	1. To analyse how subject choices link to career and post-16 aspirations (GB4, GB7) 2. To attend at least two meaningful encounters with employers, either inside or outside of school (GB5) 3. To reflect on a real or virtual workplace experience (GB6)	Autumn 1 • Careers Assembly from AWI – “Making choices with your career in mind”. • My hobbies, interests, skills and my career – FT Activity Autumn 2 • Employer Encounter – Q&A • Mock Interviews with SISK • Future Skills Questionnaire Spring 1 • Careers and skills in the curriculum • National Apprenticeships Week • National Careers Week Spring 2 • My options and my career – FT Activity • Virtual Careers Fair Summer 1 • Trips to workplaces (small groups, based on FSQ data) • Virtual workplace experiences (all students)

		Summer 2 • Goal-setting for Year 10 (workshop) • Behaviour, Punctuality, Attendance and ATL for College (Assembly from RTE/AWI and FT activity) • Work experience launch
Year 10	1. To investigate and compare entry requirements across three Post-16 routes, including visiting at least one college (GB7) 2. To connect subject learning to labour market trends (GB2) 3. To receive and act on at least one personal career guidance session (GB8) 4. To identify and explain the purpose and impact of the MA careers programme (GB1)	Autumn 1 • Careers Assembly from AWI – “Getting ready for the world of work”. • Work Experience launch • Finding a WEX placement FT Activity Autumn 2 • Employer Encounter – Q&A • Mock Interviews with SISK or another partner (if not done in Y9) • Work Experience follow-up • Careers Quiz (based on LMI) – FT Activity Spring 1 • Careers and skills in the curriculum • National Apprenticeships Week • National Careers Week Spring 2 • Virtual College Visits • Overcoming challenges to succeed in your career (Guest speaker – SEND Focus) – Workshops or assemblies. Summer 1

		• Work Experience preparation activities and workshops (FT and targeted groups) • Work Experience Week (final week of Summer 1) Summer 2 • College visits • “Choosing the right Post-16 option for me” FT Activity/Workshop
Year 11	1. To make informed and ambitious Post-16 applications by comparing a full range of pathways, using up-to-date labour market information (GB2, GB7). 2. To independently prepare high-quality Post-16 application materials, including a CV, personal statement, and college/apprenticeship application forms, using feedback from staff and employers (GB1, GB5). 3. To engage in at least one meaningful personal guidance session and use the advice to refine career goals and Post-16 decisions (GB3, GB8). 4. To demonstrate readiness for further education or training by reflecting on work experience, skills development, and employer encounters, identifying strengths and areas for growth (GB5, GB6).	Autumn 1 • Post-16 pathways assembly and application launch • College and apprenticeship mini-fair Autumn 2 • Employer encounter, “Skills for Post-16 Success” Panel • Personal statement and application writing workshops Spring 1 • Mock interviews with employers • National Careers Week / Apprenticeships Week Workshops Spring 2 • “Post-16 ready” transition workshops/Form Time activities.