



Careers Education, Information, Advice and
Guidance Programme 2026-27

Making a positive difference today to achieve a better tomorrow



THE PRENTON CAREERS PROGRAMME IS A GOLDEN THREAD THROUGH OUR CURRICULUM

DISCOVER • EXPLORE • CONNECT • EXPERIENCE • TRANSITION

Aligned with the updated Gatsby Benchmarks and Prenton's developing Modern Work Experience / EqualEx journey.

Making a positive difference today to achieve a better tomorrow

OUR CAREERS VISION

At Prenton High School, careers education is not a standalone event or a series of isolated activities. It is threaded through the whole student experience.

Our careers programme enables every student to understand themselves, explore possibilities, experience the world of work and make informed and ambitious decisions about their future.

Careers learning is delivered progressively from Year 7 to Year 11 through the curriculum, a planned fortnightly Unifrog Careers Curriculum, Personal Development experiences, enterprise, employer and employee encounters, FE and HE engagement, experiences of workplaces, personal careers guidance and transition support.

Our programme reflects the updated Gatsby Benchmarks and is built around progression, inclusion, meaningful encounters and experiences, informed choice and impact.

"I know my strengths, understand my options, have experienced the world of work, can make informed choices and know how to take my next step."



LEADERSHIP, GOVERNANCE AND QUALITY ASSURANCE



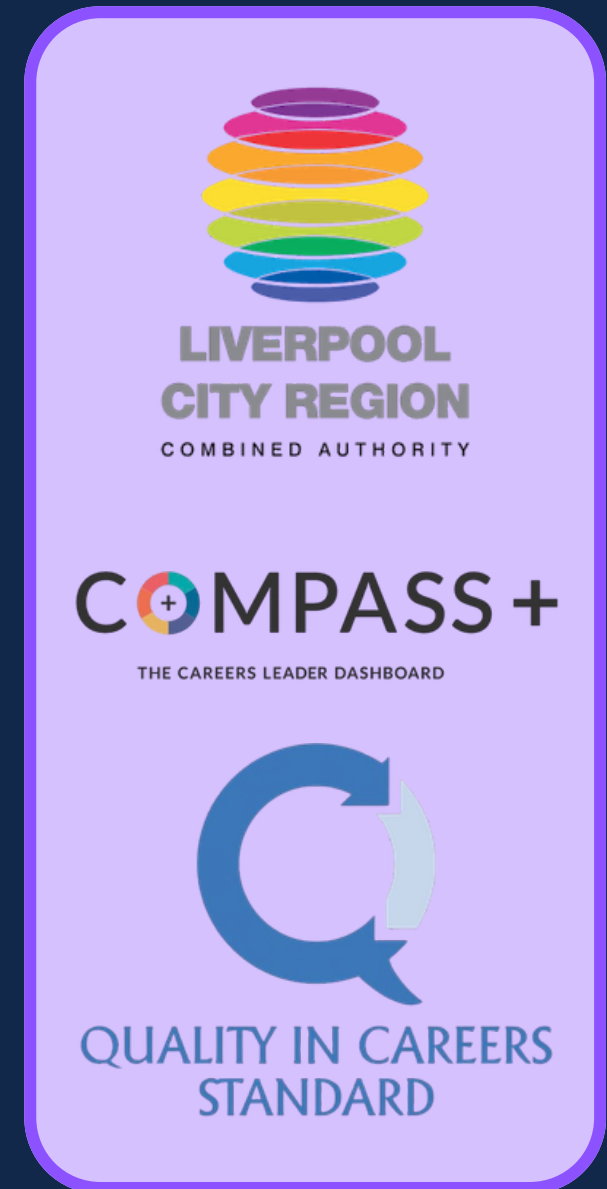
CAREERS EDUCATION IS A WHOLE-SCHOOL STRATEGIC PRIORITY, WITH CLEARLY DEFINED LEADERSHIP, GOVERNANCE AND SPECIALIST CAREERS RESPONSIBILITIES.

Role	Named Lead
Careers Leader	Miss Goode
SLT Careers Leader	Mrs Jones
Careers Advisor	Mrs Rafferty
Link Governor for Careers	Mr McCall

The Careers Leader leads the strategic planning, coordination, implementation and evaluation of the careers programme. The SLT Lead provides senior oversight and ensures careers is connected to wider school priorities, curriculum, Personal Development, inclusion and quality assurance. The Careers Adviser provides impartial careers information, advice and guidance, including personal guidance and targeted transition support. The Link Governor provides strategic support and challenge and maintains governor oversight of the quality, development and impact of provision.

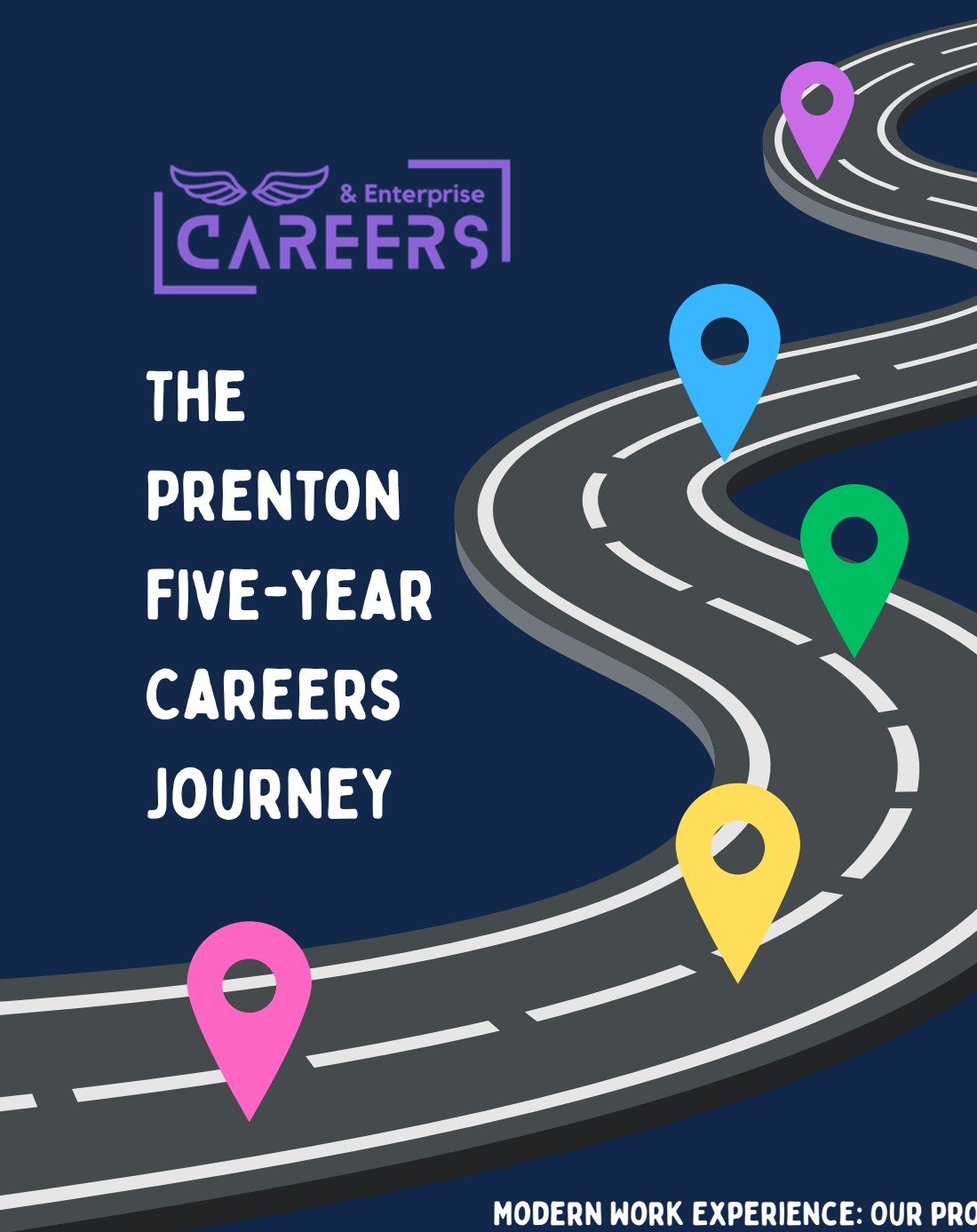
A distributed leadership model ensures careers education is embedded across the school. Curriculum leaders and subject teams connect disciplinary learning with careers, sectors, further and higher education and employment.

- **Careers Quality Award** - achieved, providing external recognition of the quality of CEIAG.
- **Peer-to-peer review** - external challenge and evaluation of careers leadership and provision.
- **Compass+** - reviewed termly to evaluate progress against the Gatsby Benchmarks and identify priorities.
- **Liverpool City Region Modern Work Experience EqualEx Pilot** - supporting development of Modern Work Experience.
- **Regional strategic contribution** - the SLT Lead contributes to an advisory board with the Liverpool City Region Careers Hub and Careers & Enterprise Company, with Prenton careers practice shared through regional networks and partnership work.
- **On Track+** - early identification, tracking and targeted intervention for students potentially at risk of NEET from year 7-11.
- **Evaluation** - stakeholder voice, aspiration surveys, Future Skills Questionnaire, participation and destination data.





THE PRENTON FIVE-YEAR CAREERS JOURNEY



Year Group	Theme	Key Question	Modern WEX Progression
Year 7	Discover Me	Who am I?	Inspire
Year 8	Explore Possibilities	What's out there?	Explore
Year 9	Connect & Choose	Where could I go?	Investigate
Year 10	Experience & Prepare	How do I prepare?	Experience & Apply
Year 11	Decide & Transition	What's my next step?	Articulate & Progress

MODERN WORK EXPERIENCE: OUR PROGRESSIVE ENTITLEMENT IS BEING DEVELOPED TOWARDS THE NATIONAL AMBITION OF APPROXIMATELY 50 HOURS ACROSS KS3 AND KS4 BY 2029.

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CAREERS LEARNING OUTCOMES

The careers curriculum is designed around progressive learning outcomes from Year 7 to Year 11. These clarify what students should know, understand and increasingly be able to do as they progress through Prenton.

Year 7 Discover Me	Year 8 Explore Possibilities	Year 9 Connect & Choose	Year 10 Experience & Prepare	Year 11 Decide & Transition
• identify their interests, strengths, skills and aspirations; • recognise skills developed through school, enterprise and wider experiences; • describe a range of jobs, sectors and workplaces; • begin to connect curriculum subjects with careers; • challenge stereotypes about jobs, sectors and pathways; • begin to understand and use labour market information; • participate meaningfully in employer and employee encounters; • reflect on what they have discovered and identify what they would like to explore next.	• relate their interests, strengths and skills to possible careers; • broaden their knowledge of occupations, sectors, employers and workplaces; • use labour market information to explore opportunities locally, regionally and beyond; • understand different types of employers and roles; • identify skills and behaviours valued by employers; • demonstrate developing employability and enterprise skills; • understand academic, technical, vocational and apprenticeship pathways; • challenge assumptions and stereotypes; • prepare for, participate in and reflect upon meaningful employer encounters.	• connect strengths, interests and aspirations with GCSE choices and future pathways; • understand how subjects and qualifications support progression; • compare academic, vocational and technical pathways; • understand routes including FE, apprenticeships and T Levels; • use LMI to investigate opportunities and inform decisions; • apply workplace and employability skills through enterprise and virtual workplace experiences; • understand that careers and progression routes are not always linear; • evaluate careers information from different sources; • make increasingly informed choices and reflect upon their skills, experiences and aspirations entering KS4.	• identify realistic and ambitious post-16 possibilities; • compare sixth form, FE, apprenticeship, technical and vocational routes; • understand qualifications, entry requirements and progression opportunities; • prepare effectively for workplace experiences and research an organisation; • demonstrate communication, reliability, teamwork, problem-solving, independence and professionalism; • interact purposefully with employers and ask relevant questions; • respond to employer feedback; • develop CV, application and interview skills and participate confidently in mock interviews; • explain what they have learned from workplace experience and how this may influence future choices.	• articulate strengths, skills, experiences, interests and aspirations; • compare post-16 pathways and explain their choices; • use current LMI; • understand entry requirements, application processes and deadlines; • complete applications and prepare for interviews; • evidence skills developed through curriculum, enterprise, employer and workplace experiences; • identify a preferred destination and appropriate alternative; • use personal careers guidance and act upon next steps; • know how to access impartial careers information after leaving Prenton and prepare for successful, sustainable transition.
Student voice: "I know more about myself, I am discovering possibilities and I know my future is not limited by stereotypes."	Student voice: "I understand that there are many different possibilities and I am beginning to connect who I am with where I could go."	Student voice: "I understand how the choices I make now can open different opportunities, and I know how to investigate my options before making decisions."	Student voice: "I have experienced the world of work, understand what employers expect and can explain how I need to prepare for my next steps."	Student voice: "I know my strengths, understand my options, have made an informed decision and know how I need to take my next step."

THE FIVE-YEAR CAREERS ENTITLEMENT

Year	Progressive careers learning	Extended/applied experiences	Encounters & progression	Personalised provision
Year 7	Discover Me Fortnightly progressive Unifrog Careers Curriculum	- Green Careers Enterprise Challenge; - Careers in Curriculum	Careers Fair; Shaping Futures; employers; NAW/NCW	Aspire; identified support
Year 8	Explore Possibilities Fortnightly progressive Unifrog Careers Curriculum	- Enterprise Challenge; - Careers in Curriculum	Careers Fair; Shaping Futures; employers/alumni; NAW/NCW; pathway awareness; introduction to technical education and apprenticeship pathways	Aspire; targeted support
Year 9	Connect & Choose Fortnightly progressive Unifrog Careers Curriculum	- Virtual WEX; - Enterprise Challenge; - Careers in Curriculum	Careers Fair; Shaping Futures; employers; NAW/NCW; academic/technical/vocational pathways; different provider exploring technical qualifications and progression routes	Aspire; targeted support
Year 10	Experience & Prepare Fortnightly progressive Unifrog Careers Curriculum	- WEX preparation; - Mock interviews; - WEX placement	Careers Fair; Shaping Futures; employers; FE/post-16 providers; Futures Evening, NAW/NCW; technical education and apprenticeship provider workshop, including sector pathways and entry requirements	Level 6 guidance; Aspire; SEND/EHCP/NEET support
Year 11	Decide & Transition Fortnightly progressive Unifrog Careers Curriculum	- Applications; - CVs; - Interview preparation; - Transition	Careers Fair; Shaping Futures; FE/post-16 providers; NAW/NCW; apprenticeship/T Level encounters; Futures Evening; different provider focusing on post-16 technical pathways, applications and next steps	Level 6 guidance/action planning; SEND/ EHCP/ NEET support; enhanced transition

MODERN WORK EXPERIENCE: OUR EXISTING YEAR 10 WORK EXPERIENCE PROGRAMME IS BEING COMPLEMENTED BY THE PHASED DEVELOPMENT OF MEANINGFUL WORKPLACE EXPERIENCES ACROSS KS3, AS WE WORK TOWARDS OUR 2029 AMBITION.



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CAREERS PROGRAMME BY YEAR GROUP AND TERM

The programme becomes progressively more challenging, personalised and authentic as students move through the school. Modern Work Experience is visible as a five-year journey, while substantive workplace experience remains a key feature of Year 10.



YEAR 7 - DISCOVER ME

Modern WEX stage: INSPIRE

Progression focus: Understanding myself and beginning to discover the world of work.

Term	Planned Careers Entitlement	Progressive Learning	Gatsby
Autumn	Fortnightly Unifrog Careers Curriculum: interests, strengths, skills, values and aspirations. Green Careers Enterprise Challenge. Shaping Futures and employer encounters.	Discover: recognise personal strengths and begin encountering careers, sectors and employers.	1, 2, 3, 5
Spring	Fortnightly Unifrog Careers Curriculum. Careers Fair. Careers in the Curriculum. National Apprenticeship Week and National Careers Week activity.	Explore: broaden awareness of jobs, sectors and pathways and connect curriculum learning with careers.	1, 2, 3, 4, 5, 7
Summer	Fortnightly Unifrog Careers Curriculum. Curriculum/employer encounters. Careers and aspiration reflection.	Reflect: identify what has been discovered about self and future possibilities.	1, 2, 3, 4, 5

END POINT: "I KNOW MORE ABOUT MYSELF AND HAVE BEGUN TO DISCOVER THE POSSIBILITIES AVAILABLE TO ME."



YEAR 8 - EXPLORE POSSIBILITIES

Modern WEX stage: EXPLORE

Progression focus: Broadening horizons and understanding the range of opportunities available.

Term	Planned Careers Entitlement	Progressive Learning	Gatsby
Autumn	Fortnightly Unifrog Careers Curriculum: occupations, sectors, employers, workplace skills, routes and LMI. Shaping Futures/employer encounters.	Explore: investigate occupations, sectors and employer expectations.	1, 2, 3, 5
Spring	Careers Fair. Careers in the Curriculum. Enterprise Challenge. NAW/NCW. Technical and apprenticeship pathway awareness - Encounter 1 – Introduction to technical education and apprenticeship pathways	Investigate: compare careers and progression routes and interact purposefully with employers/providers.	1, 2, 3, 4, 5, 7
Summer	Fortnightly Unifrog Careers Curriculum. FE/HE and employer encounters. Reflection on interests, strengths and employability skills.	Connect: begin connecting strengths and interests with occupations and pathways.	1, 2, 3, 4, 5, 7

END POINT: "I UNDERSTAND THAT THERE ARE MANY DIFFERENT POSSIBILITIES AND CAN BEGIN TO CONNECT WHO I AM WITH WHERE I COULD GO."



YEAR 9 - CONNECT & CHOOSE

Modern WEX stage: INVESTIGATE

Progression focus: Connecting choices with future pathways and beginning to experience workplace contexts.

Term	Planned Careers Entitlement	Progressive Learning	Gatsby
Autumn	Fortnightly Unifrog Careers Curriculum: subjects, careers, qualifications, pathways and LMI. Shaping Futures/employer encounters. Encounter 2 – Different provider exploring technical qualifications and progression routes	Connect: understand how present choices connect with future pathways.	1, 2, 3, 4, 5
Spring	Careers Fair. Careers in the Curriculum. Virtual WEX. NAW/NCW. Academic, technical and vocational pathway exploration.	Investigate & experience: move beyond awareness into workplace contexts and authentic professional activity.	1, 2, 3, 4, 5, 6, 7
Summer	Enterprise Challenge. Fortnightly Unifrog Careers Curriculum. Skills, pathway and WEX reflection.	Apply: apply employability skills with greater independence and connect experiences to future decisions.	1, 2, 3, 4, 5, 6

END POINT: "I UNDERSTAND HOW MY CHOICES CONNECT WITH FUTURE OPPORTUNITIES AND CAN INVESTIGATE DIFFERENT PATHWAYS BEFORE MAKING DECISIONS."



YEAR 10 - EXPERIENCE & PREPARE

Modern WEX stage: EXPERIENCE & APPLY

Progression focus: Applying employability skills in authentic employer and workplace contexts.

Term	Planned Careers Entitlement	Progressive Learning	Gatsby
Autumn	WEX launch and preparation. Fortnightly Unifrog Careers Curriculum: workplace behaviours, CVs, applications, employer expectations and workplace research. Shaping Futures. FE/post-16 encounters. KS4 Futures Evening.	Prepare: take increasing ownership of workplace and post-16 preparation.	1, 2, 3, 5, 6, 7
Spring	Careers Fair. Careers in the Curriculum. Mock interviews with employers/external partners. NAW/NCW. FE/post-16 encounters. Encounter 3 – Technical education and apprenticeship provider workshop, including sector pathways and entry requirements	Demonstrate: practise communicating and demonstrating skills in increasingly authentic professional contexts.	1, 2, 3, 4, 5, 7, 8
Summer	Final WEX preparation and substantive work experience. Employer interaction/feedback. Structured Unifrog reflection.	Experience & apply: apply skills and behaviours in a real workplace and evaluate learning from the experience.	1, 2, 3, 5, 6, 8

END POINT: "I HAVE EXPERIENCED THE WORLD OF WORK, CAN DEMONSTRATE WORKPLACE SKILLS AND UNDERSTAND HOW MY EXPERIENCES INFLUENCE MY NEXT STEPS."

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YEAR 11 - DECIDE & TRANSITION

Modern WEX stage: ARTICULATE & PROGRESS

Progression focus: Using accumulated experiences to make informed decisions and transition successfully.

Term	Planned Careers Entitlement	Progressive Learning	Gatsby
Autumn	Fortnightly Unifrog Careers Curriculum. Post-16 applications, CVs and interview preparation. KS4 Futures Evening. Shaping Futures. FE/post-16 provider encounters. Level 6 personal guidance/action planning. Encounter 4 – Different provider focusing on post-16 technical pathways, applications and next steps.	Articulate: use evidence from experiences to communicate strengths and make informed choices.	1, 2, 3, 5, 7, 8
Spring	Careers Fair. Unifrog Careers Curriculum. Apprenticeship, T Level, FE and training-provider encounters. Further guidance where required.	Decide: compare routes/offers, refine decisions and identify appropriate alternatives.	1, 2, 3, 5, 7, 8
Summer	Destination monitoring. Application/enrolment support. Enhanced SEND/EHCP transition. AP/NEET-risk intervention. Family engagement/home visits where required.	Transition: take practical action to secure and sustain the next destination.	1, 3, 7, 8

END POINT: "I CAN ARTICULATE MY STRENGTHS AND EXPERIENCES, HAVE MADE AN INFORMED DECISION AND KNOW HOW TO TAKE MY NEXT STEP."



FORTNIGHTLY CAREERS LEARNING THROUGH UNIFROG

All students in Years 7-11 follow a planned and progressive 15-minute careers curriculum through Unifrog during fortnightly form time. The curriculum is student-led and draws on Unifrog's CDI spiral curriculum, platform activities and pathway resources. It provides the taught careers-learning and reflection spine of Prenton's wider programme and is sequenced through the five-year model:

D I S C O V E R • E X P L O R E • C O N N E C T • E X P E R I E N C E • T R A N S I T I O N

- Learning is sequenced across the CDI areas of growing throughout life, exploring possibilities, managing career, creating opportunities, balancing life and work, and seeing the big picture. Students use Unifrog to develop self-awareness, explore careers and pathways, engage with labour-market information, record skills and experiences, and prepare for and reflect on encounters and experiences.
- Fortnightly learning is deliberately connected to Prenton's wider entitlement. Students prepare for and reflect on the Careers Fair, employer and provider encounters, Careers in the Curriculum, enterprise activities, Virtual Work Experience, substantive Year 10 Work Experience and personal guidance.

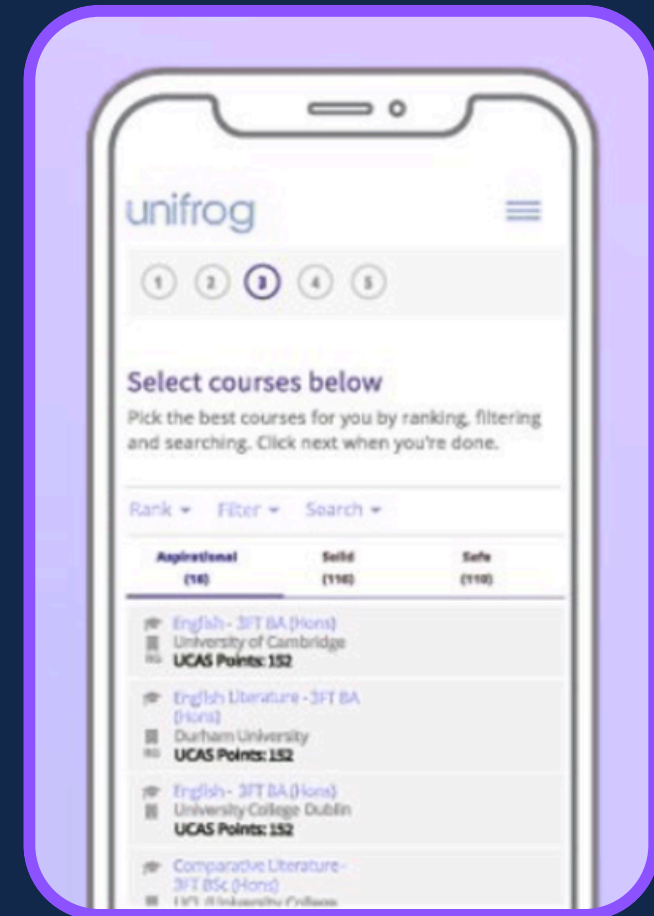
This creates a consistent cycle of:

LEARN → EXPLORE → EXPERIENCE → REFLECT → RECORD



- **Year 7 - Discover Me:** self-awareness, interests, strengths, careers and sectors, introductory LMI, enterprise and future possibilities.
- **Year 8 - Explore Possibilities:** interests, occupations, workplace preferences, employer expectations, routes, aspiration and technical education awareness.
- **Year 9 - Connect & Choose:** skills, GCSE choices, academic/technical/vocational pathways, LMI, decision-making and Virtual WEX preparation/reflection.
- **Year 10 - Experience & Prepare:** employer research, workplace behaviours, WEX preparation, goals, placement recording, employer feedback, reflection and post-16 planning.
- **Year 11 - Decide & Transition:** employability skills, post-16 route comparison, applications, provider research, intended destinations, backup plans and transition.

A separate Prenton Fortnightly Unifrog Careers Curriculum 2026-27 sets out the sequenced Y7-11 learning, individual activities, Gatsby links and direct Unifrog resources.



PERSONAL DEVELOPMENT: EXTENDED CAREERS, ENTERPRISE AND EXPERIENCES OF WORK

Protected Personal Development time enables students to move beyond careers awareness into application, experience and reflection.



- Enterprise challenges; Careers in the Curriculum experiences; Careers Fair; virtual workplace experiences; WEX preparation; mock interviews with employers and external partners; employability development; CV and application development; interview preparation; progression and transition activity.
- Power to Perform complements careers education where it develops self-efficacy, resilience, independence, motivation, planning and readiness for progression.

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ENTERPRISE AND EMPLOYABILITY

Enterprise and employability form a distinct and progressive strand within Prenton's careers programme.

- **Year 7 - Experience Enterprise: Green** Careers Enterprise Challenge develops confidence, creativity, teamwork, communication and problem-solving.
- **Year 8 - Develop Enterprise Skills:** Enterprise Challenge develops initiative, organisation, decision-making, teamwork and communication.
- **Year 9 - Apply Enterprise Skills:** a further Enterprise Challenge requires greater independence and application, complemented by workplace-related learning and virtual WEX.
- **Year 10 - Demonstrate Employability:** WEX preparation, mock interviews and substantive workplace experience.
- **Year 11 - Articulate and Apply:** students draw upon experiences within CVs, applications, interviews and progression planning.

Progression:

EXPERIENCE → DEVELOP → APPLY → DEMONSTRATE → ARTICULATE



CAREERS THROUGH THE CURRICULUM

Careers education is a distributed curriculum leadership responsibility. Curriculum leaders and subject teams enable students to understand how disciplinary knowledge and skills connect to further study, employment, sectors and the wider world of work.

- Careers learning is embedded throughout curriculum delivery and complemented by an annual Careers in the Curriculum experience.
- Students apply curriculum knowledge within realistic professional contexts and encounter authentic workplace problems, including HR recruitment, forensic science, language intelligence, ethical consultancy, publishing, stock markets, digital operations and creative-industry roles.
- These experiences develop Leadership, Organisation, Resilience, Initiative and Communication (LORIC).
- A whole-school overview maps subject-specific FE/HE links, employer partnerships and development opportunities.

EMPLOYER AND EMPLOYEE ENCOUNTERS

Students progressively encounter employers and employees across Years 7-11.

- Shaping Futures assemblies; employer-led assemblies and talks; Careers Fair encounters; curriculum-linked employer engagement; enterprise activity; National Careers Week; National Apprenticeship Week; mock interviews; workplace experiences; alumni and external speakers.
- Current partnerships include organisations such as Wirral Waters, Kimpton, Unilever and All About Futures.
- Employer and partner engagement is reviewed in response to student aspirations, curriculum pathways, local/regional opportunities and the changing labour market.

ANNUAL CAREERS FAIR

The annual Careers Fair forms part of the universal careers entitlement and is accessed by students across Years 7-11.

- Students encounter employers and employees alongside FE, HE and training providers, investigating occupations, sectors, workplaces, qualifications, apprenticeships, technical pathways and progression opportunities.
- Students prepare for encounters, ask purposeful questions and reflect upon their learning.
- Parents and carers are invited, extending careers conversations beyond school.



FE, HE AND POST-16 PATHWAYS

Students progressively encounter academic, technical and vocational progression routes.

- FE colleges and other post-16 providers work directly with Years 10 and 11, providing information about courses, qualifications, entry requirements and progression.
- HE opportunities are encountered through curriculum links, outreach, Careers Fair participation, Aspire and targeted activity.
- Technical education, apprenticeships and T Levels are explicitly represented so students can understand and compare the full range of pathways.

PROVIDER ACCESS

Prenton is committed to ensuring students have meaningful access to providers of technical education and apprenticeships as part of statutory Provider Access responsibilities.

- Provider encounters are planned progressively across Years 8-11 and complement Careers Fair, assemblies, curriculum learning, Unifrog, National Apprenticeship Week, FE/post-16 engagement and personal guidance.
- Prenton's statutory Provider Access arrangements are set out within the school's Careers Policy. This includes the school's arrangements for access by providers of technical education and apprenticeships and how Prenton meets its statutory Provider Access duties.
- The Careers Policy is reviewed to ensure that these arrangements remain compliant with current statutory Provider Access requirements.

FAMILY ENGAGEMENT AND KS4 FUTURES EVENING

Parents and carers are important partners in students' career development.

- KS3 EXPLORE TOGETHER → KS4 DECIDE TOGETHER → Y11 SUPPORT TRANSITION.
- Parents/carers have access to the parent version of Unifrog, receive careers/progression information and are invited to the Careers Fair.
- The KS4 Futures Evening enables students and families to engage with colleges, providers, progression information and careers guidance.
- Careers Fair = exploration and broadening horizons. Futures Evening = decision-making and progression.
- Where additional support is required, engagement may include individual meetings and home visits.



MEET THE TEAM...

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PRENTON High School

POWER TO PERFORM

PERSONAL DEVELOPMENT

Trust | Respect | Integrity | Kindness | Endeavour



CAREERS & Enterprise

PRENTON High School

Thursday 4 February
3:30pm - 5pm

CAREERS FAIR

Trust | Respect | Integrity | Kindness | Endeavour

PERSONAL CAREERS GUIDANCE

Independent and impartial Level 6 personal careers guidance supports students to understand their strengths, aspirations, options and next steps.

- Guidance includes individual action planning and enhanced support for students with SEND/EHCPs, students accessing Alternative Provision, students experiencing attendance/engagement barriers, students identified through On Track+ as potentially at risk of NEET and students without a secure destination.
- For students with SEND, guidance forms part of a wider enhanced transition approach, including early planning and liaison with families and post-16 providers.

PERSONALISATION, EQUITY AND ASPIRE

The careers entitlement is universal, but provision is not one-size-fits-all.

- Universal: Unifrog; curriculum careers; Personal Development; Careers Fair; assemblies; employer/provider encounters; enterprise; workplace experiences.
- Targeted/enhanced; additional FE/HE/employer opportunities; SEND/EHCP enhanced transition; AP liaison; On Track+ and NEET intervention; family/home engagement; additional WEX support.
- Individualised: Level 6 guidance; action planning; destination planning; enhanced transition; individual intervention.



KNOWING OUR STUDENTS

Provision is informed by an increasingly rich understanding of individual students and cohorts.

- Aspiration surveys; Future Skills Questionnaire; Unifrog curriculum engagement, recorded activities, skills, intentions and reflections; participation information; personal guidance; intended destinations; On Track+; SEND/EHCP information; Alternative Provision and attendance information; vulnerability/NEET-risk information; student and stakeholder voice.
- This enables Prenton to identify gaps, personalise support and ensure equitable access.
- As FSQ is relatively new, it initially provides a baseline for future comparison rather than a claim of established longitudinal impact.



LIVERPOOL CITY REGION LABOUR MARKET INTELLIGENCE AND GROWTH SECTORS

Labour market information is deliberately rooted in the Liverpool City Region (LCR) as well as national opportunities. Students learn not only what jobs exist, but where growth is taking place, the skills employers need and how local pathways connect to future employment.

The Liverpool City Region Growth Plan 2025-2035 identifies four high-productivity growth-driving sectors - Advanced Manufacturing; Health & Life Sciences; Digital & Technology; and Creative Industries - alongside important enabling and foundational sectors. Clean energy and the transition to net zero also create opportunities across the regional economy.



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LCR sector / Opportunity	How students encounter this through careers learning
Growth-driving sectors	Advanced Manufacturing; Health & Life Sciences; Digital & Technology; Creative Industries.
Critical enabling sectors	Maritime; Professional & Business Services; Visitor Economy.
Clean growth opportunities	Clean Energy Industries, climate technology, retrofit, low-carbon transport and the transition to net zero.
Foundational strengths	Construction and the Built Environment; Logistics - sectors that underpin regional investment, housing, infrastructure and wider economic growth.



- LCR LMI is introduced progressively through Unifrog, Careers in the Curriculum, employer encounters, the Careers Fair, FE/HE engagement, Modern Work Experience and personal guidance.
- Students are supported to connect curriculum subjects and qualifications to these sectors, understand the range of roles within them, challenge gender and occupational stereotypes, and recognise that growth sectors include technical, vocational, academic and apprenticeship routes at different levels.
- LMI is used as a decision-making tool rather than a one-off activity: students revisit current information as they move from awareness in Year 7, to exploration and comparison in Years 8-9, to application, post-16 planning and transition in Years 10-11.
- Employer and provider partnerships are reviewed against regional growth, student aspirations and identified gaps so that encounters increasingly reflect the opportunities available to young people across the Liverpool City Region.

MODERN WORK EXPERIENCE AND EQUALEX: OUR DEVELOPING FIVE-YEAR JOURNEY

Prenton is proactively developing Modern Work Experience ahead of the national implementation timetable.

Participation in the Liverpool City Region EqualEx Pilot and regional advisory work enables the school to contribute to and learn from emerging practice. Prenton's careers practice is shared regionally, while its developing Modern Work Experience / EqualEx approach is also shared nationally, enabling the school to contribute to wider sector development as well as learn from emerging regional and national practice.

In 2025-26, 100% of Year 10 participated in work experience - with Year 9 now engaging in virtual WEX and Year 7&8 in employer experience days.



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Stage	Purpose
Y7 - INSPIRE	Exposure to employers, workplaces, sectors and authentic contexts.
Y8 - EXPLORE	Purposeful investigation of roles, organisations, workplace skills and employer expectations.
Y9 - INVESTIGATE	Virtual/hybrid workplace experiences, employer interaction and deeper workplace-related learning.
Y10 - EXPERIENCE & APPLY	Preparation, mock interviews and substantive workplace experience, supported by employer feedback and reflection.
Y11 - ARTICULATE & PROGRESS	Use accumulated workplace learning within applications, interviews, guidance and transition.

PREPARE → EXPERIENCE → EMPLOYER FEEDBACK → REFLECT → RECORD → APPLY → NEXT STEP

- The fortnightly Unifrog Careers Curriculum supports this cycle progressively: Y7-8 introduce and inspire; Y9 investigates and explores through Virtual WEX and workplace-related learning; Y10 prepares for, records and reflects on substantive WEX; and Y11 uses accumulated experience within applications, guidance and transition. Unifrog supports preparation, reflection and evidence - it does not replace the meaningful workplace experience itself.
- A separate Modern Work Experience & EqualEx Framework sets out the developing cumulative approach towards the 50-hour entitlement, including what constitutes meaningful experience, hours, learning outcomes, employer interaction, preparation, reflection and feedback.

NEET PREVENTION AND SUCCESSFUL TRANSITION

NEET prevention is embedded throughout the programme and begins before Year 11. On Track+ supports early identification and tracking alongside aspirations, intended destinations, attendance, SEND/EHCP information, guidance and pastoral intelligence.

- earlier and additional careers meetings and Level 6 guidance;
- individual destination and transition planning;
- enhanced SEND/EHCP transition, including liaison with post-16 providers and annual review planning;
- Alternative Provision liaison so students educated away from the main site remain included;
- home visits and direct family engagement where needed;
- support for EBSA and other barriers to engagement;
- targeted workplace experiences and additional WEX support;
- FE, training-provider and apprenticeship engagement;
- application, interview and enrolment support;
- enhanced liaison with post-16 destinations.

Students without a secure destination receive additional intervention and follow-up. The September Guarantee, NEET information and sustained-destination information are used to evaluate transition effectiveness.



EVALUATION, IMPACT AND CONTINUOUS IMPROVEMENT

Prenton evaluates not simply what careers activity takes place, but the difference the programme makes to access, learning, aspirations, choices and progression.

INFORMED CHOICE AND PROGRESSION

Year 11 2026 intended destinations demonstrate a broad range of academic, technical and vocational pathways. The main progression routes were A levels and BTEC/vocational courses, followed by T Levels, apprenticeships and other routes.

Strong intended progression is evident across Humanities, Creative Industries and Health & Social Care/Childcare, alongside a broad range of other curriculum areas.

QUALITY AND LEADERSHIP

Quality and impact are evaluated through Compass+, peer reviews, stakeholder voice, participation, personal guidance, destination information, FSQ/aspiration information, sustained destinations and Unifrog curriculum evidence including engagement, recorded activities, skills, intentions and reflections.

External recognition and system leadership are also evident: Prenton's careers practice is shared regionally through its developing Modern Work Experience / EqualEx approaches.

EVALUATION AND IMPROVEMENT CYCLE

Know · Plan & Deliver · Experience · Measure · Evaluate · Respond & Improve



KNOW	PLAN & DELIVER	EXPERIENCE	MEASURE	EVALUATE	RESPOND & IMPROVE
- Analyse data and trends (e.g. aspirations, destinations) - Use labour market information (LMI) - Understand student needs and interests - Identify priorities and areas for development	- Curriculum, strategy and Unifrog Careers Curriculum - Personal Development - Enterprise guidance - Careers programme and activities - Partnerships with employers, providers and industry networks	- Employers and workplace encounters - Careers in the curriculum - Careers fairs and events - Enterprise and enrichment - Modern work experience - Provider visits and industry insights	- Participation rates - Unifrog engagement - Destinations data - Student voice - Stakeholder feedback - Benchmark progress	- Assess impact and outcomes - Review against Gatsby Benchmarks - Analyse strengths and areas for development - Use stakeholder feedback to inform next steps	- Target support and intervention - Refine and enhance provision - Develop new opportunities - Strengthen partnerships - Ensure continuous improvement



Making a positive difference today to achieve a better tomorrow

ALIGNMENT WITH THE GATSBY BENCHMARKS

Benchmark	How Prenton addresses it
1 - A Stable Careers Programme	Progressive Y7-11 entitlement, including a sequenced fortnightly Unifrog Careers Curriculum, leadership, stakeholder engagement, quality assurance and evaluation.
2 - Learning from Career and Labour Market Information	Sequenced Unifrog careers learning, Careers Library/pathway exploration, LMI, curriculum, employers/providers, personal guidance and regional LMI.
3 - Addressing the Needs of Each Young Person	Aspiration surveys/FSQ, Unifrog skills/activities/intentions/reflections, participation, Aspire, SEND/EHCP, AP, On Track+, NEET prevention, guidance, family engagement and destination planning.
4 - Linking Curriculum Learning to Careers	Distributed curriculum leadership, subject-specific careers links, FE/HE/employer partnerships and Careers in Curriculum.
5 - Encounters with Employers and Employees	Meaningful encounters through Shaping Futures, Careers Fair, assemblies, curriculum partnerships, mock interviews and workplace experiences; Unifrog supports preparation and reflection.
6 - Experiences of Workplaces	Substantive Y10 WEX, virtual workplace experience and the developing Modern WEX/EqualEx journey; Unifrog supports preparation, recording, feedback and reflection.
7 - Encounters with Further and Higher Education	Meaningful FE/HE/technical-provider encounters through Careers Fair, provider encounters, Futures Evening, curriculum partnerships, Aspire and progression activity; Unifrog supports research and reflection.
8 - Personal Guidance	Level 6 impartial guidance, action planning and enhanced guidance/transition support; Unifrog records and preparation help students make effective use of guidance.

THE PRENTON CAREERS MODEL



SUPPORTING EVIDENCE AND FRAMEWORKS

- Careers Policy - including statutory Provider Access arrangements and provider entitlement.
- Modern WEX & EqualEx Framework - detailed developing 50-hour journey.
- Careers in Curriculum Overview - subject FE/HE and employer links.
- Annual Careers Calendar - specific speakers, employer visits, provider encounters, events and dates.
- Impact & Evaluation Evidence - WEX participation, destinations, FSQ, aspirations, stakeholder voice and Compass+.
- Inclusion & Transition Evidence - On Track+, SEND/EHCP, AP, NEET and family engagement.
- Quality Assurance Evidence - Careers Quality Award, peer review and improvement actions.





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