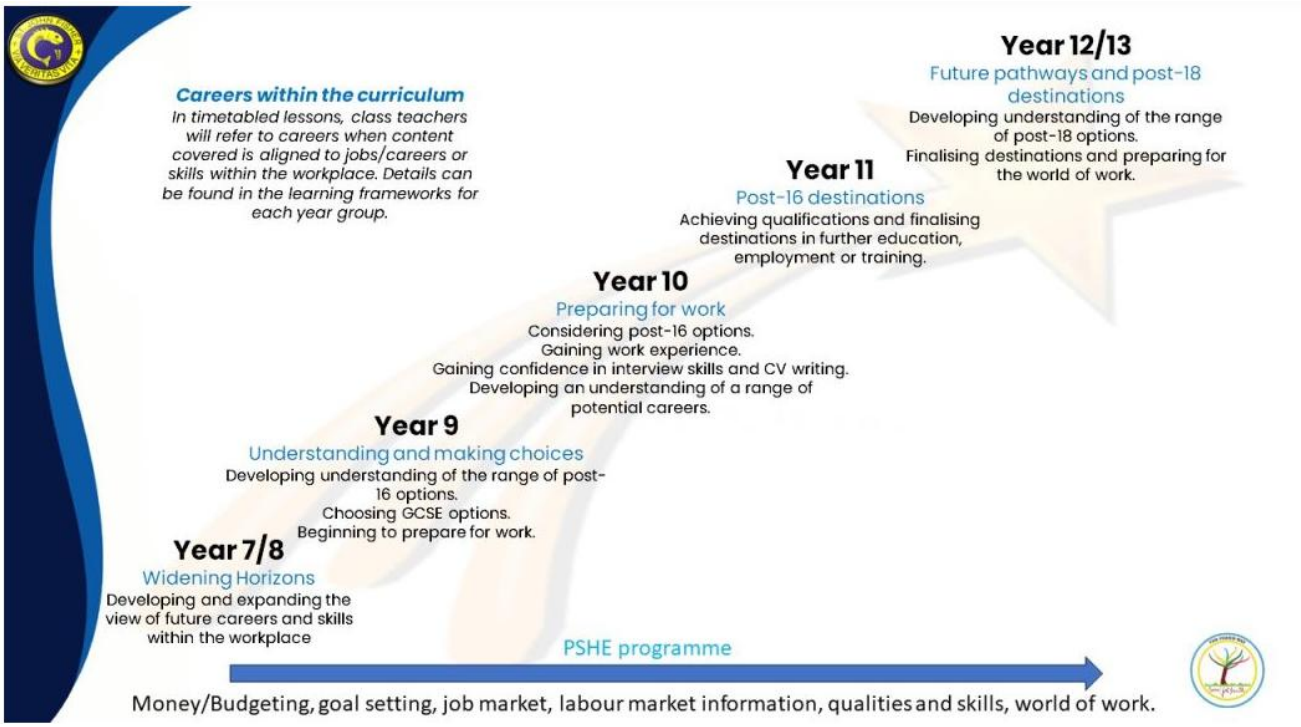
Careers Curriculum

St John Fisher Catholic College works collaboratively with the Stoke-on-Trent & Staffordshire Careers Hub to design and implement a curriculum that allows learners to progress with their career readiness throughout Key Stages 3 to 5.

This framework outlines the key learning outcomes at each stage. Learners achieve these outcomes through a hybrid model of delivery:

- Standalone events such as the Y8 World of Work Event and the Y9/10 Careers Fair, mock interviews and other activities.
- Encounters with employers, further education and higher education.
- Encounters with apprenticeship and technical education providers.
- Formation programme including Wednesday Work sessions.
- The integration of careers learning in each curriculum area
- PSHE programme.
- Through experiences of the workplace.

Careers education is a natural and meaningful part of everyday learning at St John Fisher Catholic College. The curriculum is designed to prepare learners suitably for the next stage of their life.



The Careers Curriculum aims to provide all students with the knowledge, skills, and confidence to make informed career decisions. The framework ensures students develop progressively across all key stages, supporting their transition into further education, training, and employment. The curriculum aligns with the Knowledge Insight Grid (KIG) to ensure a structured approach to careers education and gives a clear direction on what students need to know, understand and be able to articulate when transitioning out of education into the world of work.

Knowledge Insight Grid (KIG) Components



Labour Market Information (LMI): To understand the opportunities and challenges in the job market. Labour Market Information provides valuable insight, trends and gaps in industry.

Pathways: The routes and progression options that students can take to achieve their career goals, incudes FE, HE, ATE-All Levels.

Skills: The competencies and knowledge that individuals need to develop to perform tasks effectively, adapt and succeed in the workplace. (i.e. Essential Skills: Employer Competency Framework for Skills, Employability Skills and Technical Skills).

Curriculum Focus: Linking the curriculum to careers related learning and specific industry needed skills/qualifications.

By the end of Key Stage 3

Labour Market Information (LMI)

• Students can explain what Labour Market Information (LMI) is and name 3 sources to find it.
• Students understand how technology and automation impact job opportunities.
• Students can describe how AI is changing the workplace and identify industries most affected.
• Students understand and can articulate the breadth of roles in the workplace including finance, HR, IT.

Pathways

• Students can describe different education pathways, including A Levels, Apprenticeships, T Levels, and Vocational courses.
• Students begin to assess which pathways align with their interests and strengths.
• Students can compare qualification levels (GCSE, A Levels, Apprenticeships) and how they link to careers.
• Students can explain gap years, study abroad options, and military or public sector pathways.
• Students can articulate pathway options beyond KS5

Skills

Essential Skills

• Students can demonstrate 5 skills including the top 3 that employers have identified as needed to Get, Keep and Progress in the workplace effectively e.g. Time Management, Communication Skills and Resilience (Top 3).
• Students can name all top 10 skills employers have identified as needed to Get, Keep and Progress in the workplace effectively.

Employability Skills

• Students understand key job application skills such as CV writing and interview techniques.
• Students know the importance of networking to engage with industry professionals.
• Students can articulate their skills, strengths and abilities.
• Students can describe how careers evolve, including portfolio careers and multiindustry experiences.
• Students understand financial literacy.

Technical Skills

• Students can demonstrate basic digital literacy relevant to the workplace (e.g. email, presentations, spreadsheets).
• Students explore industry-specific technical skills through subject-based career insights.
• Students begin to use problem-solving techniques applied in STEM and creative fields.
• Students can explain how AI, coding, automation, and data analytics impact various careers.

Curriculum Focus

- Students can link curriculum learning to careers in the 5 growth sectors.
- Students can link a breadth of job roles to English, Maths and Science.
- Students explore how their subject strengths align with potential careers and make informed GCSE option choices.
- Students know and understand how their subject choices may impact their future career progression post KS4 and KS5

By the end of Key Stage 4

Labour Market Information (LMI)

• Students can research job demand in local and national industries and compare salaries and working conditions.
• Students can describe how job roles and industries are evolving and the impact of global trends.
• Students can identify job benefits such as pensions, workplace flexibility, and professional development.
• Students can research global job markets and assess opportunities for working abroad.
• Students can discuss how different identities and backgrounds impact career opportunities and workplace cultures.

Pathways

• Students confidently outline their preferred pathway and understand the entry requirements.
• Students can articulate the differences between vocational and academic routes and their benefits.
• Students know how to and can prepare applications for post-16 choices, including sixth form, college, and apprenticeships.
• Students can articulate entry points into local and national industries including demand (i.e. apprenticeships, progression in the organisation and graduate schemes)
• Students can link entry requirements into chosen roles and progression opportunities within their career choice.
• Students can articulate their chosen pathway option(s) beyond KS5.

Skills

Essential Skills

• Students can demonstrate the 10 skills employers have identified as needed to Get, Keep and Progress in the workplace effectively e.g. Time Management, Communication Skills and Resilience (Top 3).
• Students can articulate confidently the skills in a pressured professional environment including interviews and presentations.
• Students can take initiative in independent learning and project-based tasks.

Employability Skills

• Students can complete a professional CV and cover letter tailored to a specific job or placement.
• Students can demonstrate networking skills and engage professionally with industry professionals.
• Students articulate employer expectations and workplace culture.
• Students understand financial literacy, budgeting, and salary negotiation as part of entering the workforce and how this links to their chosen career.

Technical Skills

• Students develop practical digital skills such as spreadsheet analysis, coding, or multimedia creation.

• Students can apply subject-specific technical knowledge to real-world industry examples.
• Students understand, can use appropriately, AI Tools and functions (especially in relation to support their Careers Education.

Curriculum Focus
• Students understand and can articulate how different qualifications link, impact and apply on futures careers.
• Students understand and can articulate how the curriculum content they learn, is and can be used in the workplace.
• Students understand and can articulate the importance of subjects and how subject choices can limit future career opportunities

By the end of Key Stage 5:

Labour Market Information (LMI)

• Students can analyse and evaluate labour market trends across multiple industries to inform personal career planning.
• Students can critically assess how political, economic, and technological changes influence global and local labour markets.
• Students can identify and compare industry-specific expectations, including salary progression, job security, and long-term viability.
• Students can use LMI to plan for future skill development, reskilling needs, or career shifts.
• Students can reflect on equity and inclusion within labour markets and assess how personal identity may impact access and progression.

Pathways

• Students can compare post-18 options (university, higher/degree apprenticeships, employment, gap years) and evaluate their alignment with personal goals.
• Students can articulate a rationale for their chosen progression route, considering financial, academic, and lifestyle factors.
• Students understand and can demonstrate confidence in navigating applications, including UCAS, apprenticeship portals, CVs, and interviews.
• Students can describe progression opportunities within their chosen route (e.g. career ladder, further qualifications, specialisation).
• Students understand how to access support for transitions and future decision making, including alumni networks, careers services, and professional bodies.

Skills

Essential Skills

• Students can demonstrate and reflect on all 10 ECF for Skills in professional, academic,
and social settings.
• Students can articulate how they have used essential skills across different contexts (e.g. part-time work, project work, placements).
• Students can evaluate their skillset and identify areas for development to succeed in their chosen pathway.

Employability Skills

• Students can independently manage the application process for jobs, apprenticeships, or university
• Students can analyse job descriptions to identify required skills and tailor their applications effectively.
• Students can build and maintain a professional online presence e.g. LinkedIn profile, digital portfolio.
• Students can apply their understanding of financial literacy to real-life decisions including student loans, salary expectations, rent budgeting.

Technical Skills

• Students refine digital literacy and technical competencies relevant to their chosen career path.
• Students can confidently use a range of digital tools and platforms required in their chosen field.
• Students can produce work or solve problems using advanced technical knowledge, including AI applications relevant to their course or job interest.

Curriculum Focus

• Students can confidently articulate how the knowledge and skills developed in their chosen subjects or vocational pathway prepare them for specific careers or sectors.
• Students can explain how academic, technical, or applied knowledge gained at KS5 supports progression into higher education, apprenticeships, or employment
• Students can identify knowledge from their curriculum learning and describe how these apply across multiple job roles or industries.
• Students can reflect on and evaluate how their subject learning experiences influence their career plans and longer-term goals.
• Students can make informed decisions about additional training, study, or work experience required to complement their curriculum knowledge and enhance employability.