

## Student Learner Journey (SLJ)

A Student Learner Journey is critical for Careers Education because it provides a structured framework that ensures students develop the skills, knowledge, and confidence they need to make informed decisions about their future to successfully transition post education into the world of work.

A student Learner Journey is:

- Progressive: Growing with each individual student, building awareness and understanding over the lifecycle of their education.
- Informed: Supporting students to make informed decisions that allow them to transition across key stages and into the world of work.
- Engaging: Fosters engagement where students see the relevance of the content they are exposed to.
- Individual: It recognises each student is unique and provides opportunities for exploration that align with the strengths of each student.
- Reflect: The SLJ should reflect the expectations of the world of work with the students on leaving education linked to what businesses are looking for.

## Understanding the Knowledge Insight Grid (KIG)

The KIG comprises of the crucial knowledge and tools that equip students to navigate their options confidently, develop skills and make informed decisions to enter the world of work.



**Labour Market Information:** 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, includes 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. (Employer Competency Framework for Skills – ECF).

**Careers Focus:** Linking the curriculum to careers related learning and specific industry needed skills/quals.

## Creating your Student Learner Journey

**Intent:** Overarching purpose behind the SLJ is defining what you aim to achieve in terms of knowledge and understanding.

**Learning Objectives:** This is a specific measurable statement that outlines what students will know and understand or be able to do, as a result of the activities or events they participate in. They need to be clear, focussed and should guide the learning process e.g. students can identify 3 pathways.

**Activities and Events:** This is all delivery to students e.g. employer talks, careers fairs, and are decided after the learning objectives are set to ensure that the design of any activity is set to achieve the aims and learning objectives.

**Measures:** The method or tool used to evaluate the effectiveness of the activities and events in achieving your learning objective and overall intent. It should measure progress and track the impact the programme has on students.

**Student Learner Journey: Example**

Key Stage	Intent	Learning Objectives/ Outcomes	Activities/ Events	Measures
Early Years	<p>Introduce:</p> <p>Foundation level introduction to the world of work and careers. Early exposure to diverse roles to spark curiosity.</p>	<p>LMI:</p> <p>ESSENTIAL SKILLS:</p> <p>CAREER FOCUS:</p> <p>PATHWAYS:</p>		
KS1	<p>Inspire:</p> <p>Motivate learners by showcasing real world role models and opportunities. Imagining a future and broaden aspiration.</p>	<p>LMI:</p> <p>ESSENTIAL SKILLS:</p> <p>CAREER FOCUS:</p> <p>PATHWAYS:</p>		
KS2 (7-11)	<p>Engage:</p> <p>Actively connect with the real-world experiences, and opportunities</p>	<p>LMI:</p> <p>SKILLS:</p> <p>CAREER FOCUS:</p> <p>PATHWAYS:</p>		
KS3 (11-14)	<p>Investigate and Explore:</p> <p>Empower learner to deepen understanding of the labour market, pathways and skills. Hands on experience and discussion to align their interests with potential opportunities</p>	<p>LMI:</p> <p>Students understand basic LMI and how this informs their careers decision making. They can name the 5 local growth sectors and name at least one key growth sector employer to understand which jobs are in demand and which industries are growing.</p> <p>SKILLS:(Essential, Employability, Technical)</p> <p>Students can understand and articulate 5 of the essential skills from the ECF for skills framework linked to their personal and careers education experiences.</p> <p>Students can demonstrate competency in key employability skills including CV Writing, application forms, interviews.</p> <p>Students can demonstrate key technical skills linked to specific job roles as a minimum digital literacy.</p> <p>CAREER FOCUS:</p> <p>Students can articulate curriculum content from core subjects (M/E/S) to a specific job role for the 5 growth sectors.</p> <p>PATHWAYS:</p> <p>Students can identify career interests and aspirations</p>	<p>Employer encounters, themed assemblies, workshops, stakeholder talks, Take your child to work day, careers quizzes, Higher Horizons University Challenge, Educational visits</p> <p>Unifrog – tutor time sessions Career of the week – talked about in tutor time, Used within lessons to highlight key careers in the curriculum (BM4)</p> <p>Drop down days/enrichment – CV workshops for all year groups to develop basic CV.</p> <p>National apprenticeship week, National Careers week,</p> <p>PSHE delivered to students.</p>	<p>FSQ - Distance travelled on FSQ data (pupil level data increase)</p> <p>COMPASS+: measured by compass + reporting on pupil activities and engagement.</p> <p>SCHOOL: LMI tested after activities, learning walks, lesson observations, teacher appraisal. GCSE Options, Intended Destination data.</p> <p>Student Voice: Feedback on placements and experiences of the workplace, feedback on educational visits/trips, Students articulating skills needed in the workplace measured in the classroom. Student survey</p> <p>Business Voice: Assessed mock</p>

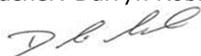
		including how their own personal aspirations can be achieved through FE, HE, ATE-All Levels.		interviews, Careers Fair Feedback, Experience of the workplace feedback.  Parent Feedback via parents evening, parent survey & forums.
KS4 (14-16)	Experience:  Immerse in hands on activities and work-based learning to deepen understanding.	<p>LMI: Students understand LMI and how this informs their careers decision making. Know where to find LMI information and how this can impact their future choices, be able to research jobs in the local area, understand the skills needed for certain roles and the demand for future employment.</p> <p>SKILLS: Students can demonstrate competency in key employability skills including CV Writing, application forms, interviews, communication, value, responsibility, use initiative.</p> <p>Students can demonstrate key technical skills linked to specific job roles as a minimum digital literacy, critical thinking, make connections for future career opportunities.</p> <p>CAREER FOCUS: Students can articulate curriculum content from core subjects (M/E/S) to a specific job role for the 5 growth sectors. Link career focus to work experience and begin to make decisions for the career journey towards post 16 options</p> <p>PATHWAYS: Students can identify career interests and aspirations including how their own personal aspirations can be achieved through FE, HE, ATE-All Levels. Begin to explore post 16 options to make informed decisions towards their career journey.</p>	<p>Employer encounters, themed assemblies, workshops, stakeholder talks, Work experience, careers quizzes, Higher Horizons employability sessions, ASK Apprenticeships assembly and sessions, encounters with training providers and universities, volunteering opportunities, Educational visits, 1:1 careers meetings,</p> <p>Unifrog – tutor time sessions Career of the week – talked about in tutor time, Used within lessons to highlight key careers in the curriculum (BM4)</p> <p>Drop down days/enrichment – CV workshops for all year groups to develop basic CV.</p> <p>National apprenticeship week, National Careers week,</p> <p>PSHE delivered to all students.</p>	<p>FSQ - Distance travelled on FSQ data (pupil level data increase)</p> <p>COMPASS+: measured by compass + reporting on pupil activities and engagement.</p> <p>SCHOOL: LMI tested after activities, learning walks, lesson observations, teacher appraisal. GCSE Options, Intended Destination data.</p> <p>Student Voice: Feedback on placements and experiences of the workplace, feedback on educational visits/trips. Students articulating skills needed in the workplace measured in the classroom. Student survey</p> <p>Business Voice: e.g. Assessed mock interviews, Careers Fair Feedback, Experience of the workplace feedback.</p> <p>Parent Feedback via parents evening, parent survey &amp; forums.</p>
KS5 (16-18)	Achieve:  Take action, make decisions and transition into FE, Training or employment.	<p>LMI: Students understand LMI and how this informs their careers decision making. Know where to find LMI information and how this can impact their future choices, be able to research jobs in the local area, understand the skills needed for certain roles and the demand for future employment.</p>	<p>Employer encounters, themed assemblies, workshops, stakeholder talks, Work experience, Higher Horizons employability sessions/application support sessions, ASK</p>	<p>COMPASS+: measured by compass + reporting on pupil activities and engagement.</p> <p>SCHOOL: LMI tested after activities, learning walks, lesson</p>

		<p><b>SKILLS:</b> Students can demonstrate competency in key employability skills including CV Writing, personal statement writing, application forms, interviews, communication, value, responsibility, use initiative.</p> <p>Students can demonstrate key technical skills linked to specific job roles as a minimum digital literacy, critical thinking, make connections for future career opportunities.</p> <p><b>CAREER FOCUS:</b> Students can articulate curriculum content from core subjects (M/E/S) to a specific job role for the 5 growth sectors. Link career focus to work experience and begin to make decisions for the career journey towards post 18 options,</p> <p><b>PATHWAYS:</b> Students can identify career interests and aspirations including how their own personal aspirations can be achieved through FE, HE, ATE-All Levels. Begin to explore post 18 options to make informed decisions towards their career journey.</p>	<p>Apprenticeships assembly and sessions, encounters with training providers and universities, volunteering opportunities, Educational visits, 1:1 career meetings, mock interviews</p> <p>National career service skills assessments to guide and support CV writing, understanding own strengths and weaknesses and creating personal statements/profiles</p> <p>Unifrog University advice webinars, University fair National apprenticeship week, National Careers week,</p>	<p>observations, teacher appraisal. GCSE Options, Intended Destination data.</p> <p>Student Voice: Feedback on placements and experiences of the workplace. Feedback on educational visits/trips. Students articulating skills needed in the workplace measured in the classroom. Student survey</p> <p>Business Voice: Assessed mock interviews, Careers Fair Feedback, Experience of the workplace feedback.</p> <p>Parent Feedback via parents evening, parent survey, forums.</p>
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\*Annual review required in line with changing careers education and skills policy

### Approval and Review

Head Teacher: Darryn Robinson

Signed: 

Date: 2 may 2025

SLT Careers Leader: Claire Carroll-Wright

Signed:  (PP)

Date: 2 May 2025

Approved and Ratified [date] by Governors at Curriculum and Standards Committee

Next review: [date]

Chair of Governors: [Name]

Signed:

Date: