

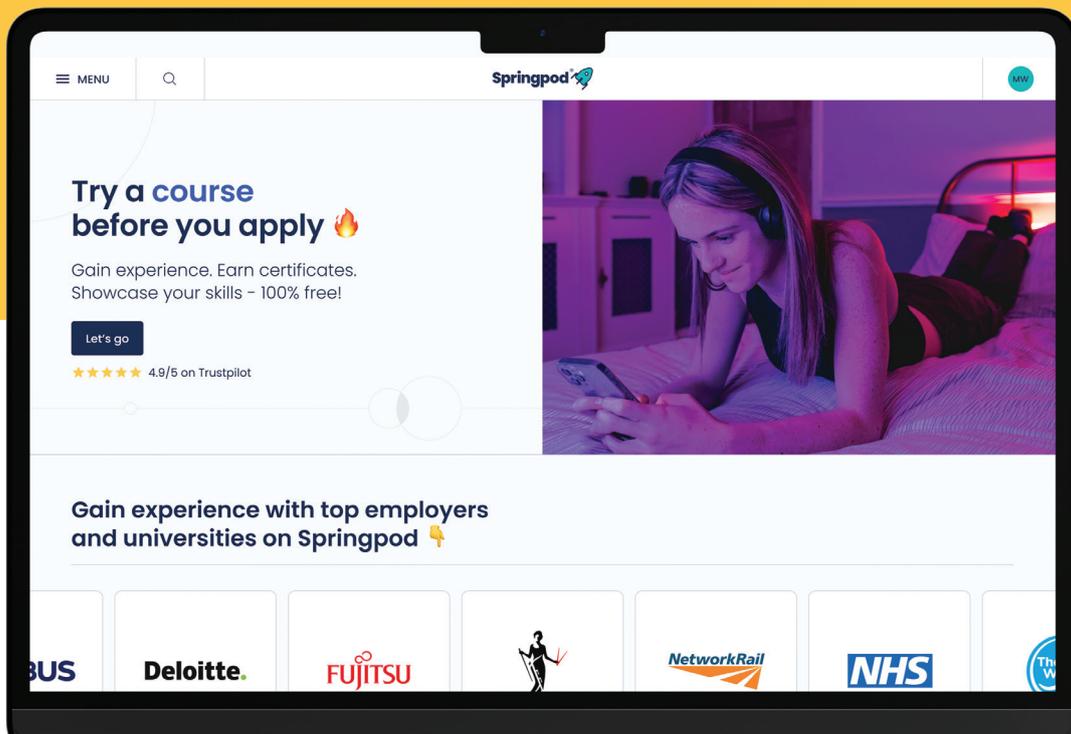


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Springpod & DfE Skills for Life Teacher Guidelines

Springpod & DfE Skills for Life and Industry Insight Programme





Overview

Springpod & DfE Skills for Life and Industry Insight Programme

This programme is designed to provide students with structured exposure to:

- Post-16 and post-18 pathways
- Key UK growth industries (Digital & AI, Construction)
- Employer expectations and transferable skills
- Personal reflection and next-step planning

It can be delivered flexibly across a week, collapsed timetable day, PSHE sessions, tutor time, or as part of a careers-focused enrichment programme. We have all the content in one place to make it as easy as possible to follow - <https://www.dfe.springpod.com/>

The structure follows a clear progression:

- **Session 1** – Engagement & Aspiration
- **Session 2** – Understanding Pathways
- **Sessions 3–4** – Industry Insight
- **Session 5** – Reflection & Action Planning



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**SKILLS
FOR LIFE**



How It Works

Session 1 – Getting Started

Students:

- Create their Springpod **account**
- Watch the introduction animation
- Complete the “10-Year Headline” aspiration task

Purpose: This sets a forward-looking mindset and anchors the programme around ambition rather than job titles.

Session 2 – Future Pathways

Students explore **Apprenticeships, T Levels, HTQs** and other routes. They evaluate pros and cons and identify further questions.

Purpose: Builds informed decision-making and supports Gatsby Benchmarks 2 and 7.

Sessions 3 & 4 – Industry Insight

Students complete industry experiences (**Digital & AI, Construction**), exploring:

- Real-world employer contexts
- Sector trends
- Emerging roles
- Transferable skills

They complete structured reflection prompts, including perception-shift activities.

Purpose: Challenges misconceptions and broadens awareness of opportunity.

Session 5 – Bringing It All Together

Students complete:

One-year future letter
Career mindset reflection
“Career Boardroom” synthesis activity

Purpose: Encourages consolidation, articulation of learning, and clear next-step thinking.

Delivery Model

This programme works best when:

- Teachers facilitate discussion at key reflection points
- Students record written reflections (paper or digital)
- Time is protected for meaningful reflection (not just completion)

It is self-guided via the platform but benefits from light-touch facilitation. In the Industry Insights the 'Days' and 'Times' are just to make it feel like a realistic experience. You do not have to follow these and can deliver the programmes to your timings.



Teacher Top Tips

1 Normalise Uncertainty

Many students will not know what they want to do. Reinforce that:

- Exploration is success
- Changing your mind is normal
- Curiosity is valuable



2 Keep Discussions Broad and Inclusive

When discussing industries:

- Avoid reinforcing stereotypes (e.g. “construction is for practical learners only”)
- Highlight cross-sector skills
- Encourage students to think beyond job titles

3 Use the Reflection Time Properly

The impact of the programme comes from reflection, not just completion. Allow quiet writing time before discussion.

Encourage depth with prompts like:

- “Why do you think that?”
- “What changed your mind?”
- “What surprised you?”

4 Capture Evidence as You Go

To support Gatsby and Compass+ reporting, consider collecting:

- Before/after confidence scores
- Examples of perception shifts
- Student action plans
- Quotes demonstrating mindset change

This strengthens impact evidence.



5 Encourage Transferable Skills Thinking

When students say:

"I'm not interested in construction."

Prompt:

"What skills did you see that could apply elsewhere?"

This reinforces career adaptability.

6 Model Employer Thinking

When students complete "Employer Lens" questions, encourage them to think about:

- Reliability
- Communication
- Initiative
- Problem-solving
- Digital competence

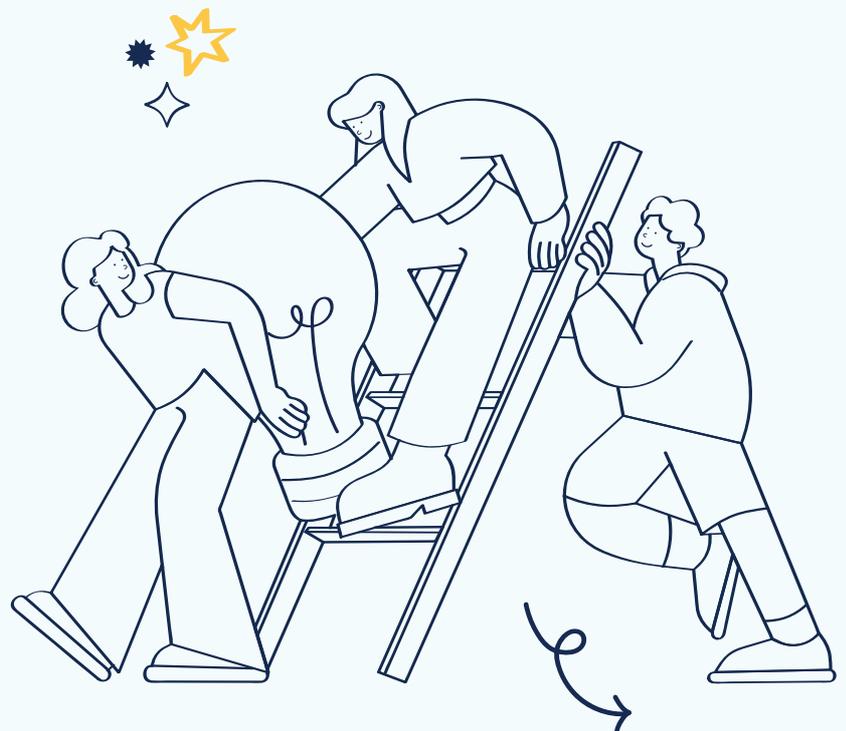
This builds employability literacy.

7 Use the Reflection Time Properly

Frame industries as:

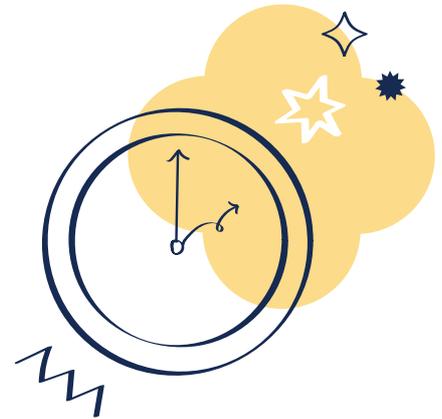
- Innovative
- Future-focused
- Diverse
- Opportunity-rich

Avoid deficit language around skills gaps or competition.



Suggested Timings (Flexible)

Session	Approx. Time
Session 1	20–30 mins
Session 2	120 mins
Session 3	120 mins
Session 4	120 mins
Session 5	30–45 mins



Can be adapted for shorter tutor-time delivery or extended with the extra challenge activities.

Differentiation Guidance

For younger students (Year 9):

- Focus more on exploration and surprise
- Reduce written depth requirements from extra challenge

For Year 10 and 11/Post-16:

- Encourage detailed reflection
- Link explicitly to CVs, applications, and next steps



Safeguarding & Wellbeing Considerations

Some students may:

- Feel anxious about future decisions
- Lack family knowledge of pathways
- Have limited local exposure to certain industries

Keep messaging reassuring:

“This is about discovering options, not deciding today.”

Before you Launch

View the Student Experience

We recommend you create a student account to view the experiences as a student. This will help you feel more confident in launching the programme and will mean you can live demo the student experience if needed.

Tracking Engagement

We can set you up with a reporting dashboard if you want to track progress. You just need to complete this **form**, and once approved, Springpod will send you a link and a Password.

The Data Processing Agreement is contained within Springpod's Terms of Business Agreement (TOBA) here: Click **here**

For more information about the processing of personal data please view our policy **here**.

Troubleshooting Tech Issues

Everything should run smoothly, but we recommend you share these **Troubleshooting Tech Guidelines** with your IT department before launching Springpod.

