

Aligning the Career Progression Plan to the Personal Statement

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Feeds ALT 2

Outcome LCW.M1.S2.ALT2.1

Outcome LCW.M1.S2.PROG.3

WHAT THIS LESSON DOES

Hold your personal statement beside your ALT 2 career progression plan and test whether the same person could honestly do both. Practise the labels on Jamie's example, annotate your own documents, then change the plan, the statement, or both, and record what moved in PS to CPP Alignment.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.ALT2.1	create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement.
LCW.M1.S2.PROG.3	identify and research job roles within a chosen career field, demonstrating how aspects of their personal statement may support further exploration of a particular job role.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Test whether the person in your personal statement plausibly does the plan you drafted
- Annotate alignment, contradiction, orphan evidence and unsupported plan claims between the two documents
- Change the plan, the statement, or both today, and record what you changed and why

KEY TERMS

Term	What it means here	For example
Alignment	A place where your personal statement and your career progression plan point the same way: the person on the page could honestly do the route on the plan.	A statement that names calm customer work and a plan that starts with a retail or hospitality traineeship
Contradiction	A place where the statement and the plan pull against each other, so a reader would not believe the same person wrote both.	A statement built around healthcare and a plan that only names a software apprenticeship
Orphan evidence	Something strong in your personal statement that your plan never uses or mentions. Direction: statement has it, plan ignores it.	Two years of homework-club volunteering that never appears on a software-route plan
Unsupported plan claim	A milestone or goal on your plan that your personal statement gives no evidence for at all. Direction: plan claims it, statement cannot back it.	A summer coding course on the plan while the statement never mentions computing or digital work
Statement revisit	A planned return to your personal statement with new evidence from later work. This is the second scheduled revisit of ALT 1, using your ALT 2 draft as the lens. Today you either edit the statement, edit the plan, or write a short evidence-backed defence of full alignment; the alignment note must show which path you took.	You add one sentence on a Saturday coding club after your plan names a software apprenticeship, and you log that edit at the bottom of PS to CPP Alignment

BEFORE THE BELL

- Ensure students have their personal statement and ALT 2 Career Progression Plan Draft ready
- Prepare printed copies of Jamie's example statement as backup if devices are unreliable
- Confirm every student can open both source files. Print Jamie's statement only if devices are unreliable; the interactive carries the full text.
- On screen this lesson: document annotator.

Aligning the Career Progression Plan to the Personal Statement

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
40 min	activity	Test the Fit, Then Change Something
5 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking students to have both files ready before anything else: their personal statement (latest version) and their **ALT 2 Career Progression Plan Draft**. Anyone missing either document needs a quick catch-up path before the main step.

Name the stakes in one line: a five-year plan with nothing in the personal statement pointing toward it is either the wrong goal or a statement that has fallen behind the student. Say early and out loud that a student whose two documents already fit may write a defence of that full alignment, quoting the evidence, instead of editing. Otherwise students whose documents genuinely agree will make a cosmetic edit simply to have something to show.

5 min Key Terms

Spend about a minute on the table. Stress the opposite directions of orphan and unsupported plan claims; students will otherwise collapse them into one vague third label. Flag unsupported plan claims as the finding students under-mark: a five-year goal with nothing in the statement pointing toward it is useful information, not a failure.

40 min Test the Fit, Then Change Something

On screen: document annotator

SUGGESTED TIMING (ABOUT 40 MINUTES)

- Annotator on Jamie, including model reveal: about 8 to 10 minutes. Close it at ten minutes even if some students are still labelling, because the work on their own documents is what they are assessed on and it needs the rest of the block.
- Two minutes of teacher-led work on unsupported claims on Jamie's plan. Name the three aloud: first, the software or ICT apprenticeship; then the summer coding course; then junior tech support within five years. None of these is evidenced in Jamie's statement subjects, projects, or digital work. Contrast them with the orphan labels already on the statement side so the class sees both directions.
- Own four-pass annotation: about 12 to 14 minutes
- Decide-and-edit on real files, plus the eight-line change note: keep 12 to 15 minutes for this and do not let the earlier sections run into it. The smallest change that counts is one concrete sentence or milestone edit in a source file, plus the note. A full-alignment defence with quotes also counts.

TEACHING TIPS

On the model reveal, pause longest on the healthcare contradiction and the coding gap. Students often want to soft-pedal contradictions; name them as information, not failure.

After the reveal, spend those two minutes on unsupported claims before you release students to their own fourth list. Students consistently under-mark that category unless they have seen it named on someone else's plan first.

Circulate for the unsupported list. A plan that claims a software apprenticeship while the statement never mentions computing, projects, or digital work is the classic pattern. Push the student to choose: change the goal, or add real evidence to the statement, or both.

Look-for: the change note names a concrete edit (a sentence rewritten, a milestone cut, a subject or experience added), or a quoted full-alignment defence, not a vague intention to revisit later.

DIFFERENTIATION

Students with thin statements can still complete the unsupported-plan list from the plan side and the orphan list from whatever is on the page. Students whose documents already align still write the eight-line note defending that finding with quoted evidence. A single rewritten sentence is enough; do not demand a full redraft in this block.

5 min Think About It

Give the pairs about three minutes to talk, then take about two minutes with the whole class, collecting one quoted contradiction and one quoted unsupported claim from volunteers. Whatever is left of the five minutes belongs to students finishing the edit in their own files before the summary, so if Step 3 ran over, take the time back here rather than opening a second discussion.

Remind the room that this is the second time they have gone back into the personal statement this year. The alignment note must already show today's path, either the edit they made or their defence of full alignment, before they pack up.

5 min What you covered

Exit check: every student can point to a saved **PS to CPP Alignment** document and to either an updated line in the statement or plan file, or a quoted full-alignment defence in the note. Spot-check three change notes for a concrete edit (or a real defence) rather than a promise.

ANSWERS AND LOOK-FORS

- "I want a future in healthcare, ideally nursing or occupational therapy" - Contradicts: the plan pulls against this - This is the load-bearing career claim. Jamie's plan only names software or ICT. A reader cannot believe both without a rewrite of one document.
- "What drives me is practical care" - Contradicts: the plan pulls against this - The motive sentence locks the statement into care work. Nothing in the software plan explains or uses this drive.
- "earn while I learn if I can" - Aligns: the plan backs this - This is one of the few clean fits: an apprenticeship model matches the plan's earn-while-you-learn route, even though the sector in the statement is wrong.
- "training two new starters" - Aligns: the plan backs this - Workplace teaching and calm under pressure transfer into tech support. The plan can honestly use this, if Jamie keeps it.
- "I organise the warm-up without being asked" - Aligns: the plan backs this - Initiative is real evidence for any junior role. It supports the plan without fixing the sector contradiction.
- "Two years volunteering at the after-school homework club" - Orphan: statement says it, plan never uses it - Strong evidence the plan never mentions. Either the plan should say how care-side experience still matters, or Jamie is carrying a story the route does not need.
- "I am applying myself in Biology and Home Economics" - Orphan: statement says it, plan never uses it - Subject choices point at healthcare. The software plan would need computing, projects, or digital evidence the statement does not give. This is also where unsupported plan claims begin on the plan side.

TEACHING MOVES

- Define orphan evidence and unsupported plan claims as opposite directions before the annotator opens
- Cap Jamie practice; after model reveal, name 2 to 3 unsupported claims on Jamie's plan aloud before releasing students to their own files
- State the minimum viable change early: one concrete sentence or milestone edit, plus the eight-line note; full-alignment defence with quotes also counts
- Circulate during own-work for the unsupported list and for concrete change notes rather than vague intentions
- Lead a short whole-class harvest of one quoted contradiction and one unsupported claim

WHAT TO WATCH FOR

- Collapsing orphan and unsupported plan claims into one label; restate the two directions
- Overlooking unsupported plan claims; prompt students to walk every milestone on the plan against the statement
- Marking contradictions without evidence; direct students to quote exact phrases
- Spending the whole block on Jamie and leaving no time for real file edits
- Failing to record changes; remind students the alignment note must name the path taken

DIFFERENTIATION

- Support: Offer a partially annotated version of the example for guidance; peer pair for the four-pass lists
- Support: Accept one rewritten sentence or one cut milestone as a complete change for this lesson
- Extension: Ask students to rewrite one orphan strength as a dated plan milestone inside twelve months

WHAT STUDENTS ARE LEFT WITH

- PS to CPP Alignment annotation plus updated personal statement and plan notes