

Balance Life & Work



Manage Career



Seeing the BIG Picture



Grow through Life




Exploring Possibilities







Create Opportunity




Careers Education Plan mapped to the CDI's Career Development Framework. This describes the six career development skills that people need to have positive careers.

Outcome	Learning Aim	Key stage	Careers Education Activities	Information Advice & Guidance
<b>Grow throughout life</b> 	Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths	3	To Identify <b>Year 7 – HT2 what am I good at, careers chatterbox, challenging stereotypes, Employability skills, power of education, Year 8 – HT2 setting goals, public speaking and interview skills Year 9 HT2 – setting goals, what are my strengths, decision making, employment options, managing change</b>  Start profile for all year groups	Use of start profile to log encounters. University and apprenticeship encounters  Assembly given to each year group to introduce careers adviser & outline support offered throughout each key stage.
		4	<b>Year 10 My CV, positive online presence, career development, workplace responsibilities Year 11 applications and personal statements, setting and achieving targets, post 16 pathways, part time rights</b>	Use of start profile to log encounters. <b>College, University and apprenticeship encounters</b>  Assembly given to year group to introduce careers adviser & outline support offered throughout each key stage.  Start targeted 121 careers guidance meetings based on RAG.

<p><b>Explore possibilities</b></p> 	<p>Pupils/students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces</p>	<p><b>3</b></p>	<p><b>Year 7 Start profile Employability skills Year 8 Interview skills and public speaking Year 9 Employment options, GCSEs and decision making Labour market</b></p>	<p>Start profile to research LMI and local colleges and providers. Workshops delivered to improve understanding on apprenticeships, college courses and university life</p> <p>Use of plasma screens to highlight LMI or careers newsletter each term?#</p>
		<p><b>4</b></p>	<p><b>Year 10 Workplace responsibilities Career development Year 11 Post 16 pathways Applications and personal statements</b></p>	<p>Start profile to research LMI and local colleges and providers. Workshops delivered to improve understanding on apprenticeships, college courses and university life</p> <p>121 careers guidance to support these aims.</p> <p>Careers cafes</p>
<p><b>Manage career</b></p> 	<p>Pupils/students need to manage their career actively, make the most of opportunities and learn from setbacks</p>	<p><b>3</b></p>	<p><b>Year 7 – transition to secondary school, what am I good at, careers chatterbox, Employability skills Year 8 – managing change Year 9 Employment options GCSEs and decision making, Acting on feedback</b></p>	<p>Barclays lifeskills building confidence and resilience. CoacHE Grit programme understanding opportunities and build confidence Assemblies improving understanding of ‘What a career is’</p>

		4	<b>Year 10</b> <b>Coping with stress</b>  <b>My CV -- personal branding, LinkedIn profile instead?</b>  <b>Year 11</b> <b>Post 16 pathways</b> <b>Developing learning skills</b>	Discover Us programme developing aspiring students. University trips demonstrating choices and decisions College taster days to inform students of their options available to plan for the future
Create opportunities  	Pupils/students need to create opportunities by being proactive and building positive	3	<b>Year 7</b> <b>Positive relationships, role models</b> <b>Year 8</b> <b>Social influences</b> <b>Emotions and growing up</b>	Learning from labour market from current employees and employers talks.  Y8 enterprise challenge
	relationships with others		<b>Year 9</b> <b>Problem solving and conflict</b> <b>Positive friendships</b>	
		4	<b>Year 10 Adolescent challenges</b> <b>Online relationships</b> <b>Relationship values</b> <b>Role models</b> <b>Year 11 Assessing relationships</b> <b>Communicating assertively</b>	<b>Learning from labour market from current employees and employers talks.</b>  <b>Careers panel to build relationships with employers and students</b>
Balance life and work  	Pupils/students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community	3	<b>Year 7 Managing my money, wealth distribution, challenging stereotypes, charity fundraising</b> <b>Year 8</b> <b>Managing my money</b> <b>Moral dilemmas with money</b> <b>Making a difference</b> <b>Challenging stereotypes</b> <b>Challenging discrimination</b> <b>Managing my online money</b> <b>Year 9</b> <b>Balanced lifestyles</b> <b>Employment rights</b>	After school enrichment is encouraged to manage wellbeing  Wellbeing step up sessions delivered throughout the year  <b>Use of plasma screens to highlight LMI</b>

		<b>4</b>	<b>Year 10 Mental health</b> <b>Coping with stress</b> <b>Budgeting and preventing debt</b> <b>Opening accounts Fraud and cybercrime</b> <b>What is community?</b> <b>Challenging discrimination</b> <b>Workplace responsibilities</b> <b>Year 11</b> <b>Healthy lifestyles</b> <b>Sleep factor</b> <b>Part time rights</b> <b>Keeping ourselves healthy</b>	After school enrichment is encouraged to manage wellbeing  Wellbeing step up sessions delivered throughout the year
See the big picture	Pupils/students need to see the big	<b>3</b>	<b>Year 8 Fake news</b>	Stem trips

	picture by paying attention to how the economy, politics and society connect with their own life and career		<b>Social media</b> <b>Year 9</b> <b>My personal brand My personal brand - online profiles such as LinkedIn etc</b>	Technology lessons developing students understanding of changing trends
		<b>4</b>	<b>Year 10 Labour market</b> <b>Social media and our expectations</b>	Stem trips Technology lessons developing students understanding of changing trends  <b>Use of plasma screens to highlight LMI or careers newsletter each term?</b>