



## Long Term Planning with links to the careers programme

### Subject: Futures/Careers Education Scheme

Aims <i>Pupils will be...</i>	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? <i>Suggested teaching and learning activities</i>	What this might look like in whole school delivery? <i>Links to careers programme</i>
<b>Developing yourself through careers, employability and enterprise education</b>				
1 – Self Aware  #Gatsby Benchmark 3	1	Describe what you are like, what you are good at and what you enjoy doing	You know what you like and enjoy doing You can describe what you are good at  <ul style="list-style-type: none"> <li>Pupils describe themselves to their e-pen pals</li> <li>Pupils keep learning diaries</li> <li>Pupils do card sorts to identify personal attributes that are 'Like me', 'Not much like me'</li> </ul>	<ul style="list-style-type: none"> <li>Careers Guidance Meeting in Year 10 and 12</li> <li>National Careers Week</li> <li>Recognising Personal Achievements/Assemblies.</li> <li>Somerset Careers Fair</li> <li>National Careers Service (NCS)</li> </ul>
	2	Describe yourself, your strengths and preferences	You can talk about your strengths You know what you like and enjoy doing  <ul style="list-style-type: none"> <li>Pupils participate in a Social and Emotional Aspects of Learning (SEAL) programme to develop their self and social awareness, manage their feelings and become more effective learners</li> <li>Pupils complete a range of self-assessment exercises</li> </ul>	
	3	Recognise how you are changing, what you now have to offer, what is important to you	<ul style="list-style-type: none"> <li>Pupils complete an occupational interests' questionnaire and discuss the results with their teacher</li> <li>Pupils describe what they like about how they have changed since Year 7</li> </ul>	
	4	Recognise how you are changing, what you now have to offer, what is important to you	<ul style="list-style-type: none"> <li>Students complete a personal skills audit and review</li> <li>Students write a statement of their career values</li> </ul>	

09/06/2019 19:52

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2 - Self-determined  #Gatsby Benchmark 3	1	Explain how to get what you want	<p>You can speak positively about yourself and what you have done so far to make things happen</p> <ul style="list-style-type: none"> <li>• Pupils draw or write the things they would use or wear in a job they would like to do and talk to someone about it</li> <li>• Pupils imagine that they have three wishes</li> <li>• Pupils talk positively about what they would like to do</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Guidance Meeting in Year 10 and 12</li> <li>• Work Related Learning and Work Experience</li> <li>• Transition from lower, upper and sixth form.</li> </ul>
	2	Be able to focus on the positive aspects of your wellbeing, progress and achievements	<p>You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing</p> <ul style="list-style-type: none"> <li>• Pupils tell the story of their earliest memories of what they were good at and interested in. They look at their story for clues about what they are like today</li> <li>• As in medieval times, pupils use pictures and symbols on a personal shield to identify who they are and tell others about themselves</li> </ul>	
	3	Be positive about you own story and the responsibility you are taking for your own progress, achievements and wellbeing	<ul style="list-style-type: none"> <li>• Pupils write a chapter of their 'career story' about a recent success and talk to a partner about how that episode has influenced the way they think about themselves</li> <li>• Pupils set personal and learning targets to build on their strengths rather than eradicate their weaknesses</li> </ul>	
	4	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement and wellbeing	<ul style="list-style-type: none"> <li>• Students pick up cards that present them with various career dilemmas (e.g. my results are worse than expected, my results are better than expected) and must explain to a partner how they would let it impact on their future 'career story'</li> <li>• Students co-construct a personal statement for an application they are making (e.g. college) with the aid of a trusted adult</li> </ul>	

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<p>3 - Self-improving as a learner</p> <p>#Gatsby Benchmark 3</p>	1	Identify what you like about learning from careers, employability and enterprise activities and experiences	<p>You can describe what you have learnt and enjoyed from career, employability and enterprise learning activities and experiences</p> <ul style="list-style-type: none"> <li>In circle time, pupils talk about what is different about learning from a visitor rather than a teacher</li> <li>The class give an assembly on what they gained from visiting a local university/college/secondary school</li> </ul>	<ul style="list-style-type: none"> <li>Careers Guidance Meeting in Year 10 and 12</li> <li>National Careers Week</li> <li>Open evening events</li> <li>Visitor talks</li> <li>Work Related Learning and Work Experience</li> </ul>
	2	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	<p>You can explain what you have learnt from career, employability and enterprise learning activities and experiences</p> <ul style="list-style-type: none"> <li>In their small group, pupils review their experience of taking responsibility for interviewing a visitor</li> <li>Pupils keep a skills log</li> </ul>	
	3	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences	<ul style="list-style-type: none"> <li>Pupils choose the most important aspects of an experience they have just had and reflect on what they have learned. They repeat the activity after a period of time to see if their perspective has changed</li> <li>Students who have had placements in similar working environments compare and contrast what they learnt from their work experience</li> </ul>	
	4	Be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to you as a learner	<ul style="list-style-type: none"> <li>Students select an activity in which to participate that will give them evidence of a track-record or relevant experience that will stand them in good stead when they submit their applications</li> <li>Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers and work related activities</li> <li>Students reflect on whether they have learnt from an experiential learning activity in the way that Kolb puts forward in his experiential learning cycle</li> </ul>	

### Learning about careers and the world of work

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<p>4 - Exploring careers and career development</p> <p>#Gatsby Benchmark 2</p>	1	Give examples of what it means to have a career	<p>Using famous people e.g. authors, sports people look at how their careers developed</p> <ul style="list-style-type: none"> <li>'Who am I?' quiz. Teacher reveals ten clues, one at a time, about the career of someone known to pupils who have to guess who the person is. The teacher uses this as an opportunity to discuss different career patterns and structures</li> <li>Pupils describe the career of someone they admire either in the style of a story or in the style of a journey. Afterwards, they compare the different treatments</li> </ul>	<ul style="list-style-type: none"> <li>Careers Guidance Meeting in Year 10 and 12</li> <li>National Careers Week</li> <li>Career websites e.g. i-could, Start, JED, Kudos, Plotr.</li> <li>College and university visits</li> <li>Somerset Careers Fair</li> <li>National Careers Service (NCS)</li> <li>Employer and Alumni Talks</li> </ul>
	2	Describe different explanations of what careers are and how they can be developed	<p>Using the members of staff around you survey how their careers developed. You can spot similarities and differences</p> <ul style="list-style-type: none"> <li>Pupils find out how the careers of different members of staff have developed and then reflect on the similarities and difference between them</li> <li>Pupils create career timelines to summarise the career of someone they admire</li> </ul>	
	3	Explain key ideas about your career and career development	<ul style="list-style-type: none"> <li>Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers</li> <li>Pupils explore the dynamics of 'occupational' careers (e.g. teaching), 'organisational' careers (e.g. in the Army) and 'boundaryless' careers characterised by frequent job switching</li> </ul>	
	4	Reflect on changing career processes and structures and their effects on people's experience and management of their own career development	<ul style="list-style-type: none"> <li>Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. the cursus honorum in Roman times, apprenticeships, the training regimes of sports people and instant fame TV talent competitions</li> <li>Students discuss the relevance of career construction theory (Savickas) to the way they understand and expect to manage their career development</li> </ul>	

09/06/2019 19:52

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<p>5 - Investigating work and working life</p> <p>#Gatsby Benchmark 2</p>	1	Give examples of what people like and dislike about the work they do	<p>From interviewing family and visiting speakers you can identify different kinds of work that people do.</p> <ul style="list-style-type: none"> <li>• Pupils interview visitors about what they like most and what they like least about their jobs</li> <li>• Pupils distinguish between 'paid work' and 'gift work', then ask a few selected people how they feel about both kinds of work that they do</li> </ul>	<ul style="list-style-type: none"> <li>• National Careers Week</li> <li>• Work Related Learning and Work Experience</li> <li>• Somerset Careers Fair</li> <li>• Employer and Alumni Talks</li> </ul>
	2	Give examples of different kinds of work and why people's satisfaction with their working lives can change	<p>You can identify different kinds of work that people do. You can say why people's job satisfaction varies</p> <ul style="list-style-type: none"> <li>• In small groups, pupils research a job family and give 'table presentations' at their own careers fair</li> <li>• Pupils find out the purpose of work clothes/uniforms and whether people like or dislike wearing them (linked to a school non-uniform day)</li> <li>• Pupils read and discuss poems about work and working life</li> </ul>	
	3	Explain how work is changing and how this impacts on people's satisfaction with their working lives	<ul style="list-style-type: none"> <li>• Pupils analyse stories in the news about the factors that affect the mental health of workers</li> <li>• Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years</li> </ul>	
	4	Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future	<ul style="list-style-type: none"> <li>• Students interrogate the key ideas coming out of think tanks such as the FutureWork Forum</li> <li>• Students invite a guest speaker to talk about the meaning of work in the teachings of the great world religions</li> </ul>	

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<p>6 - Understanding business and industry</p> <p>#Gatsby Benchmark 5</p>	1	Describe a local business, how it is run and the products and/or services it provides	<p>You are aware of the different local businesses and the products and services offered</p> <ul style="list-style-type: none"> <li>Do a project on shops and businesses in the high street</li> <li>As part of a healthy eating project, a local chef and restaurant owner comes into school to do a talk and demonstration, then judge a competition where pupils plan their own menus</li> </ul>	<ul style="list-style-type: none"> <li>Visiting different industries banks, builders, fashion shops.</li> <li>National Careers Week</li> <li>Work Related Learning and Work Experience</li> <li>Somerset Careers Fair</li> <li>Employer and Alumni Talks</li> </ul>
	2	Give examples of different business organisational structure	<p>Looking at different businesses you can describe their organisation and structure</p> <ul style="list-style-type: none"> <li>Pupils investigate the types of businesses involved in the exploitation of commodities such as coffee from the raw material stage to the finished product</li> <li>Pupils list the jobs involved in getting an everyday item such as a tin of beans to consumers</li> <li>Pupils make a spider diagram of the contractors and suppliers linked to their own school</li> </ul>	
	3	Explain 3 different types of businesses, how they operate and how they measure success	<ul style="list-style-type: none"> <li>Pupils look at the pros and cons of different kinds of business entities, e.g. sole trader, partnership, company and franchise in the private sector</li> <li>Pupils compare and contrast their experience of taking part in two different enterprise simulations – one based on a shareholder model and the other based on a co-operative model</li> </ul>	
	4	Explain how what businesses do, the way they operate and the way they measure success is changing	<ul style="list-style-type: none"> <li>Students undertake investigations for the Extended Project Qualification into topics such as corporate social responsibility, sustainable economic development, virtual businesses and globalisation</li> <li>Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends</li> </ul>	

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7 - Investigating jobs and labour market information (LMI)  #Gatsby Benchmark 5	1	(7) Describe the main types of employment in your area: past, present and emerging	As part of your local history project you can state what have been the changes in employment in your village/town <ul style="list-style-type: none"> <li>• Pupils use 'then' and 'now' photos of local workplaces to discuss the changing world of work where they live</li> <li>• Pupils attempt a simple classification of present-day occupations that they can find within 200 metres of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Guidance Meeting in Year 10 and 12</li> <li>• National Careers Week</li> <li>• Somerset Careers Fair</li> <li>• National Careers Service (NCS)</li> <li>• Employer and Alumni Talks</li> </ul>
	2	(7) Be aware of what labour market information (LMI) is and how it can be useful to you	You can say what is LMI and why you need to be aware of it for making future decisions <ul style="list-style-type: none"> <li>• Pupils investigate opportunities for women in the STEM (science, technology, engineering and maths) industries</li> <li>• Pupils analyse local job vacancies using job vacancy websites/apps and newspapers</li> <li>• Pupils investigate the features of jobs in the 'primary' labour market (e.g. high wages and benefits, longer lasting careers) and compare them with jobs in the secondary labour market (e.g. low wage, limited mobility within jobs and temporary careers)</li> </ul>	
	3	(7) Find relevant job and labour market information (LMI) and know how to use it in your career planning	<ul style="list-style-type: none"> <li>• Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans</li> <li>• Specially trained pupils show their peers how to use online LMI sources</li> </ul>	
	4	(7) Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	<ul style="list-style-type: none"> <li>• Students test the hypothesis that starting salaries are related to the number of years it takes to train to do the job</li> <li>• Students investigate trends in HE/FE admissions and consider possible implications for their own plans</li> </ul>	

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<p>8 - Valuing equality, diversity and inclusion</p> <p>#Gatsby Benchmark 3</p>	1	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	<p>You can say how people should be treated and know who to talk to if something is wrong</p> <ul style="list-style-type: none"> <li>Pupils write their own accounts of news stories about discrimination and exploitation at work</li> <li>Pupils find out about the work and values of a charity that tackles social deprivation</li> <li>Pupils run a campaign to promote awareness of the UN Convention on the Rights of the Child</li> </ul>	<ul style="list-style-type: none"> <li>Work Related Learning and Work Experience</li> <li>Community involvement and events</li> <li>Employer and Alumni Talks</li> </ul>
	2	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	<p>You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <ul style="list-style-type: none"> <li>Pupils ask their alumni mentors for advice on how to combat stereotyping and discrimination</li> <li>Pupils plan a programme of activities for Black History or LGBT Month focusing on landmark workplace discrimination cases</li> </ul>	
	3	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. know your rights and responsibilities in relation to these issues	<ul style="list-style-type: none"> <li>Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'</li> <li>Pupils investigate progress in tackling 'the glass ceiling' in the leading professions, e.g. engineering, architecture, law, medicine, accountancy</li> </ul>	
	4	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	<ul style="list-style-type: none"> <li>Students debate the motion that "In too many companies the 'business case for diversity' is still only skin deep"</li> <li>An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace</li> </ul>	

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<p>9 - Learning about safe working practices and environments</p> <p>#Gatsby Benchmark 4</p>	1	Be aware of how to keep yourself safe and well when you are learning and playing	<p>You can follow safety rules to keep yourself and others safe when working at school.</p> <ul style="list-style-type: none"> <li>Pupils find out the local by-laws on working hours and restricted occupations relating to children and young people</li> <li>Pupils run a 'safety in the classroom' campaign</li> </ul>	<ul style="list-style-type: none"> <li>Work Related Learning and Work Experience</li> <li>Community involvement and events</li> <li>Employer and Alumni Talks</li> </ul>
	2	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	<p>You are aware of the laws and the bye-laws relating to the hours and types of employment for your age group</p> <ul style="list-style-type: none"> <li>Pupils write a true or false quiz to test other pupils' knowledge of the laws and by-laws relating to the employment of school-age children</li> <li>Pupils discuss how to avoid the problems shown in a cartoon picture of hazards in the workplace</li> </ul>	
	3	Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	<ul style="list-style-type: none"> <li>Pupils carry out a risk assessment of an indoor space at school, e.g. a classroom, dining hall, cloakroom, swimming pool</li> <li>Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, tools in outdoor learning, food technology room</li> </ul>	
	4	Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	<ul style="list-style-type: none"> <li>Students investigate a range of health and safety issues, e.g. lone working, working at height, working time</li> <li>A trade unionist explains the role of trade unions in helping to make work places safer</li> </ul>	

### Developing your career management and employability skills

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<p>10 - Making the most of careers information, advice and guidance (CEIAG)</p> <p>#Gatsby Benchmark 2</p>	1	Be aware of where to get impartial information and support when you need it and how to make good use of it	<p>You can identify when you may need help or assistance and who can provide it whilst at school</p> <ul style="list-style-type: none"> <li>Older students tell younger students in a class blog about life in secondary school/sixth form</li> <li>Pupils take part in a 'people who help us' class project</li> </ul>	<ul style="list-style-type: none"> <li>Careers Guidance Meeting in Year 10 and 12</li> <li>College and university visits</li> <li>Somerset Careers Fair</li> <li>National Careers Service (NCS)</li> <li>Employer and Alumni Talks</li> </ul>
	2	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	<p>You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills</p> <ul style="list-style-type: none"> <li>Pupils create a mind map or visual representation of their networks of careers influencers and supporters</li> <li>Pupils produce a guide to 'making the most of information, advice and guidance' in their school</li> </ul>	
	3	Build and make the most of your personal network of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias	<ul style="list-style-type: none"> <li>Pupils discuss their options with family, friends/social network, school staff and careers specialists and carefully weigh up the advice received</li> <li>Pupils examine through case studies what impartiality means when it is applied to careers guidance practice</li> </ul>	
	4	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance	<ul style="list-style-type: none"> <li>Students find out the strategies self-employed people use to market themselves safely online using networking tools such as LinkedIn and Twitter</li> <li>Students brainstorm where and how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview</li> </ul>	

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11 - Preparing for employability  #Gatsby Benchmark 4,5,6	1	Identify key qualities and skills that employers are looking for	You can identify the skills and qualities needed for this job using personal experiences <ul style="list-style-type: none"> <li>Pupils play a careers discussion game using work problem cards, e.g. 'What would happen if a bus driver turned up late for work?'</li> <li>Pupils write a job description for a babysitter and hold mock interviews</li> </ul>	<ul style="list-style-type: none"> <li>National Careers Week</li> <li>Work Related Learning and Work Experience</li> <li>Community involvement and events</li> <li>Supported Internships</li> <li>National Careers Service (NCS)</li> <li>Employer and Alumni Talks</li> </ul>
	2	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	You can recognise the skills and qualities needed for the world of work through activities/experiences <ul style="list-style-type: none"> <li>Pupils watch short video clips and identify the qualities and skills that support employability</li> <li>Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability</li> </ul>	
	3	Show how you have acquired and are developing qualities and skills to improve your employability	<ul style="list-style-type: none"> <li>Pupils plan and carry out work experience tasks</li> <li>Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated</li> </ul>	
	4	Explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers	<ul style="list-style-type: none"> <li>Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work</li> <li>Students evaluate their contribution to the work of a team</li> </ul>	

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12 - Showing initiative and enterprise  #Gatsby Benchmark 4,5,6	1	Show that you can use your initiative and be enterprising	You can show how to work in a team and bring your talents to complete a challenge <ul style="list-style-type: none"> <li>• Pupils run a charity fund-raising event, e.g. a pet show or a plant stall</li> <li>• Pupils take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions</li> </ul>	<ul style="list-style-type: none"> <li>• NCS programme</li> <li>• School Council</li> <li>• National Careers Week</li> <li>• Work Related Learning and Work Experience</li> <li>• Community involvement and events</li> </ul>
	2	Recognise when you are using qualities and skills that entrepreneurs demonstrate	You can show how you are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects <ul style="list-style-type: none"> <li>• Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability</li> <li>• Pupils gain experience of event planning by working out the programme, timings, publicity and budget for a school event such as a fashion show or pet show. They review their contribution to the venture</li> <li>• Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign</li> </ul>	
	3	Show that you can be enterprising in the way you learn, work and manage your career	<ul style="list-style-type: none"> <li>• Local employers run a session on techniques of successful marketing and then set a marketing challenge such as how to promote healthy eating</li> <li>• Pupils assess themselves on the career adaptability scale and discuss with their teacher how they are going to follow up the results</li> </ul>	
	4	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	<ul style="list-style-type: none"> <li>• Students design two revision timetables for themselves – one taking 15 per cent less time than the other. They carry out a risk assessment of cutting down on the time available.</li> <li>• Students take part in a reality-show type of competition to win a young entrepreneur of the year award</li> </ul>	

09/06/2019 19:52

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## Long Term Planning with links to the careers programme

### Subject: Futures/Careers Education Scheme

13 - Developing personal financial capability  #Gatsby Benchmark 3	1	Show that you can make considered decisions about saving, spending and giving	You can show how to make an informed decision based on looking at a range of saving products <ul style="list-style-type: none"> <li>• Pupils keep a pocket book with details of all their income and outgoings</li> <li>• Pupils compare terms and conditions on a range of pupils's savings products</li> </ul>	<ul style="list-style-type: none"> <li>• Community involvement and events</li> </ul>
	2	Show that you can manage a personal budget and contribute to household and school budgets	You can show how to get the most from a personal budget, understand and use financial words <ul style="list-style-type: none"> <li>• Pupils take part in a simulation that challenges them to manage a household budget</li> <li>• Pupils use a personal budget planner to work out a budget for the summer holidays</li> </ul>	
	3	Show that you can manage your own money Understand personal finance documents Know how to access financial support for further study and training	<ul style="list-style-type: none"> <li>• Pupils calculate the cost of higher education and how the return on their investment can be managed</li> <li>• Pupils complete activities to be able to explain tax and national insurance matters</li> </ul>	
	4	Show how you have developed your personal financial capability to improve the future decisions you need to take about everyday living, further study, training and work	<ul style="list-style-type: none"> <li>• Students investigate the personal financial implications of working for themselves</li> <li>• Students work out the cost of higher education and compare the likely return on investment for different subjects studied</li> </ul>	

09/06/2019 19:52

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## Long Term Planning with links to the careers programme

### Subject: Futures/Careers Education Scheme

14 - Identifying choices and opportunities  #Gatsby Benchmark 2	1	Be able to compare information about the secondary education choices open to you	You can identify who are the next providers of education in your area <ul style="list-style-type: none"> <li>• Pupils make a 'To do' list of things they want to find out and tick them off after they've done them</li> <li>• Pupils make a podcast of their impressions of secondary school after attending a 'taster day'</li> </ul>	<ul style="list-style-type: none"> <li>• Open evenings, taster days,</li> <li>• Careers Guidance Meeting in Year 10 and 12</li> <li>• National Careers Week</li> <li>• College and university visits</li> <li>• Somerset Careers Fair</li> <li>• National Careers Service (NCS)</li> </ul>
	2	Know how to identify and systematically explore the options open to you at a decision point	You can make an informed decision after assessing the choices and opportunities open to you <ul style="list-style-type: none"> <li>• Pupils brainstorm the criteria they will use to compare the subjects available to them at Key Stage 4</li> <li>• Pupils produce subject posters giving the facts about the qualifications, skills and jobs they can gain by studying particular subjects</li> </ul>	
	3	Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	<ul style="list-style-type: none"> <li>• Pupils draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair</li> </ul>	
	4	Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	<ul style="list-style-type: none"> <li>• Students make plans beforehand to get the most out of a careers and opportunities fair</li> <li>• Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution</li> </ul>	

09/06/2019 19:52

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## Long Term Planning with links to the careers programme

### Subject: Futures/Careers Education Scheme

15 - Planning and deciding  #Gatsby Benchmark 3	1	Know how to make plans and decisions carefully	You can say what you will need to do differently when taking on a new challenge <ul style="list-style-type: none"> <li>• Pupils make a T-chart and list the pros and cons of a choice they are considering</li> <li>• Pupils have a discussion using two piles of cards: one pile with examples of decisions that they might be faced with and another pile with examples of different styles of making decisions. They turn up one card from each pile and discuss the consequences of making that particular decision in that way</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Guidance Meeting in Year 10 and 12</li> <li>• Supported Internships</li> <li>• College and university visits</li> <li>• Somerset Careers Fair</li> <li>• National Careers Service (NCS)</li> </ul>
	2	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future <ul style="list-style-type: none"> <li>• Groups form small company teams to promote tourism in the local area. They have to negotiate their roles in the team and the main features of the campaign</li> <li>• Pupils engage in target-setting and review activities with their tutors and subject teachers</li> </ul>	
	3	Know how to make important plans and decisions Know how to solve problems Deal appropriately with influences on you	<ul style="list-style-type: none"> <li>• Pupils learn how to weigh up different factors affecting their decisions by using the decision matrix method</li> <li>• Pupils take part in role plays to practise using the three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive)</li> </ul>	
	4	Know how to make career enhancing plans and decisions	<ul style="list-style-type: none"> <li>• Students work in groups to design a digital decision support system to aid career choice and discuss its potential efficacy</li> <li>• Students create a sustainable individual learning plan</li> </ul>	

09/06/2019 19:52

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## Long Term Planning with links to the careers programme

### Subject: Futures/Careers Education Scheme

16 - Handling applications and interviews  #Gatsby Benchmark 3	1	Know how to make a good impression on other people	You can say what you need to do to impress people in a given situation <ul style="list-style-type: none"> <li>• Pupils interview other pupils for positions on the School Council</li> <li>• Pupils write a personal manifesto for a mock election</li> </ul>	<ul style="list-style-type: none"> <li>• National Careers Week</li> <li>• Work Related Learning and Work Experience</li> <li>• Supported Internships</li> <li>• College and university visits</li> <li>• National Careers Service (NCS)</li> <li>• Employer and Alumni Talks</li> </ul>
	2	Know how to prepare and present yourself well when going through a selection process	You can prepare and present yourself well when going through a selection process <ul style="list-style-type: none"> <li>• Pupils apply for leadership roles in the school, e.g. as School Council representatives, peer mentors</li> <li>• Pupils role play doing well in informal or unusual interview situations, e.g. being interviewed for a part-time job in a shop when the interviewer keeps breaking off to serve customers</li> </ul>	
	3	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	<ul style="list-style-type: none"> <li>• Pupils take part in a mock interview for a suitable position (e.g. an apprenticeship, a college place or a job) and prepare a CV beforehand</li> <li>• Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates</li> </ul>	
	4	Know how to prepare for, perform well and learn from participating in selection processes	<ul style="list-style-type: none"> <li>• Students explore social attitudes to variations in spoken language in interview situations</li> <li>• Students practise filling in and revising online application forms</li> <li>• Students practise how to perform well when completing a group problem-solving exercise as part of a selection process</li> </ul>	

09/06/2019 19:52

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## Long Term Planning with links to the careers programme

### Subject: Futures/Careers Education Scheme

17 - Managing changes and transitions  #Gatsby Benchmark 7	1	Identify ways of making successful transitions such as the move from primary to secondary school	<p>You can set yourself realistic goals in making the next transition</p> <ul style="list-style-type: none"> <li>In circle time, pupils discuss their feelings as they prepare to leave their present school and move to a new one</li> <li>Pupils use 'Google maps – street view' to trace their journey from home to their new school</li> </ul>	<ul style="list-style-type: none"> <li>Careers Guidance Meeting in Year 10 and 12</li> <li>Work Related Learning and Work Experience</li> <li>Supported Internships</li> <li>College and university visits</li> <li>Somerset Careers Fair</li> </ul>
	2	Show that you can be positive, flexible and well-prepared at transition points in your life	<p>You can be positive, flexible and well prepared for your move into key stage 4</p> <ul style="list-style-type: none"> <li>Y8/9 pupils have back-up plans in case they cannot have all their first-choice options</li> <li>Pupils write a guide for Year 6 pupils on how to make a success of the move from primary to secondary school</li> </ul>	
	3	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	<ul style="list-style-type: none"> <li>Pupils recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+</li> <li>Pupils say what they think should be in an induction programmes for young people going into the sixth form, a college, work-based learning or an apprenticeship</li> </ul>	
	4	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	<ul style="list-style-type: none"> <li>Students make preparations for the post-results period in the event that their exam results are not what they expected</li> <li>Students critique the personal transition curve model by seeing if its stages correspond to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions</li> </ul>	

09/06/2019 19:52

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# Long Term Planning with links to the careers programme

## Subject: Futures/Careers Education Scheme

Vocabulary/Terminology	Resources
<p><b>Apprenticeship</b> – A vocational study programme. Tends to be four days in the work place and one day of training. Paid at apprenticeship wage. Competitive as need to pass an interview and highlight the skills you already obtain and can transfer to the role.</p> <p><b>Careers Advice</b> is more in-depth explanation of information and how to access and use information.</p> <p><b>Careers Education</b> is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.</p> <p><b>Careers Guidance</b> or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.</p> <p><b>Careers Information</b> is the provision of information and resources about courses, occupations and career paths.</p> <p><b>Careers Strategy</b> – how we plan to provide students with a holistic and worthwhile careers programme which take into account the Gatsby Benchmarks.</p> <p><b>CEIAG</b> – Careers Education, Information, Advice and Guidance.</p> <p><b>Changes</b></p> <p><b>Choices</b></p> <p><b>Employability</b></p> <p><b>Enterprise</b></p> <p><b>Equality, Diversity and Inclusion</b></p> <p><b>Experience</b> – practical contact with and observation of facts or events.</p> <p><b>Further Education College</b> – A place of study from 16 (sometimes from 14). A range of vocation and academic courses to prepare you for work, life or higher education.</p> <p><b>Futures</b> – we use this across Selworthy to recognise our Careers Education, Information, Advice and Guidance programme and lessons.</p> <p><b>Health and Safety</b></p> <p><b>Higher Education</b> – Level 4+ study programmes primarily delivered in FE Colleges or Universities.</p> <p><b>Interview</b></p> <p><b>Knowledge</b> – facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.</p> <p><b>LMI</b> – Local Market Information. This is specific to geographical areas and highlights the careers in demand/growth areas and the skills required. Teachers should make themselves familiar with the Leeds LMI information to be able to promote these within class.</p> <p>Next steps</p> <p><b>Self-Awareness</b></p> <p><b>Skills</b> – the ability to do something well</p> <p><b>STEM</b> –Acronym for Science, Technology, Engineering and Mathematics. STEM should be promoted widely across the school as a particular career growth market.</p> <p><b>Supported Internship</b> – A working interview that tends to lead to an apprenticeship, interview or job on completion. These tend to be supported by a Job Coach to enable students to develop the skills and experience required to be successful.</p> <p><b>Transferrable skills</b> – Skills we can learn and use at school and home that we can transfer to the world of work.</p> <p><b>Transition</b></p> <p><b>Work Experience</b> – Experience of the work place, tends to be voluntary for a short period of time.</p> <p><b>Work-related learning</b> is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.</p>	<ul style="list-style-type: none"> <li>• Alumni – Could ex-students come in and inspire students or inform them about what college would be like?</li> <li>• Amazing apprenticeships – <a href="http://www.amazingapprenticeships.com">www.amazingapprenticeships.com</a>.</li> <li>• Barclays Lifeskills – money, work and life resources - <a href="https://www.barclayslifeskills.com/">https://www.barclayslifeskills.com/</a></li> <li>• Careers Box - <a href="https://www.careersbox.co.uk/">https://www.careersbox.co.uk/</a> - Lots of clips of different careers, much better than YouTube clips.</li> <li>• Community 10000 – Jobcentre Plus can come and volunteer to do mock interviews etc. Please speak to Careers Leader.</li> <li>• Find an apprenticeship - <a href="http://www.findapprenticeship.service.gov.uk">www.findapprenticeship.service.gov.uk</a>.</li> <li>• Futures electronic teaching materials on SLP. Mostly tailored to higher levels of study but could be stripped back and made appropriate. Good starting point for planning.</li> <li>• Futures physical teaching materials stored with the Careers Leader.</li> <li>• Mentoring – Could our sixth form students come and speak to our younger students.</li> <li>• National Careers Service Website – self-assessment, job profiles, digital workshops <a href="http://www.nationalcareersservice.direct.gov.uk">www.nationalcareersservice.direct.gov.uk</a>.</li> <li>• National Citizenship Service - <a href="http://www.ncsyes.co.uk">www.ncsyes.co.uk</a>.</li> <li>• Primary Futures – lots of resources and access to organisations who may enable visits or group talks <a href="https://educationandemployersprogrammes.force.com/s/">https://educationandemployersprogrammes.force.com/s/</a></li> <li>• Teaching resources – <a href="http://www.icould.com/teachersresources">www.icould.com/teachersresources</a>.</li> <li>• Twinkl have a range of educational resources for careers education suitable to meet many of our student's needs.</li> <li>• Virtual Learning Programme called Start Profile – <a href="https://www.startprofile.com/">https://www.startprofile.com/</a> Careers programme. Student code: 50474. Staff code: 16173WS.</li> <li>• Virtual Learning programme. S2academy.com – DW1SC1 student access code. DW1WC12345 teacher access code. An online platform for CEIAG information. Low level English used.</li> <li>• Young Enterprise – <a href="https://www.young-enterprise.org.uk/">https://www.young-enterprise.org.uk/</a> Useful resources. Good project based around what can you make from £5.</li> <li>• Your Daughter's Future - <a href="https://www.gov.uk/government/news/your-daughters-future">https://www.gov.uk/government/news/your-daughters-future</a>.</li> </ul> <p>Please see the Careers Leader for any guidance or support with planning careers and preparation for adulthood related activities.</p>

09/06/2019 19:52

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