

Careers Programme Year 11 - Focus: Post 16 Choices

The following activities will aim to incorporate the six career development learning aims of the CDI Career Development Framework, along with meeting the requirements of the eight Gatsby benchmarks.

Some of the learning aims have been identified in the learning aims column. However many of the activities will cover many points of each learning aim. See the framework below for further information.

An outline of the CDI framework skills by key stage can be found here:

https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf

Activity – Gatsby Benchmarks input	Learning Outcomes
Careers and information platforms Careerpilot & Springpod: Students are shown these platforms and are encouraged to register for their own accounts. They can explore career pathways, labour market information, subject choices for applications to sixth form and college, research university and apprenticeship options and develop skills and competencies for future employment. Students can use Springpod to complete virtual work experience. Learning from career and labour market information giving them experiences of the world of work.	• To be able to explore possibilities – being aware of a range of possible jobs • Imagine a range of possibilities for themselves in their career. • reflecting on and recording achievements, experiences and learning. • Recognising the main learning pathways and qualification requirements for jobs and careers • understanding of the myths and stereotypes around certain careers. • Recognising the value of challenging yourself and trying new things. Consider how roles interact and link to the community, politics, economy or environment.

Form Time Careers Learning

Examples of activities include: National Apprenticeship week activity, Career of the Week videos

Employer and Alumni assembly talk -

Career insight talks from a range of employers from different job sectors including apprenticeships and Entrepreneurs

Career Education Lessons – Timetabled career education lessons. Themes for every year group linked to exploration or decisions they should be considering in that year group.

University assembly talk – talks on different topics that could include: Why go to University, How to choose a course at University, Degree Apprenticeships or full-time University.

To develop students' knowledge understanding and skills in a variety of different topics related to careers and the world of work and further study.

- Recognising the different ways in which people talk about careers and reflect on what this means to you.
- Consider what jobs and roles are interesting to you.
- Actively seeking out information on the labour market
- Actively researching and reflecting on workplaces, workplace culture and expectations

Students develop their careers skills for life, learning and work. Prepares them for the next career decisions they will have to make.

- Recognising the main learning pathways and consider which one you want to follow.
- Consider how you will access and succeed in it.

Further Education Assembly talk with an approved Further Education provider of Apprenticeships and Technical Education.

- Greater awareness of technical and vocational
- Qualifications.
- Consider what learning pathway they should pursue next.
- Taking steps to achieve in their GCSEs and make a decision about their post-16 pathways.

Annual Careers Fair (in school) - All students have the opportunity to meet a range of different Universities, Further education providers and Apprenticeship providers

- consider what learning pathway they should pursue next and what they need to do to get there.
- Researching the learning and qualification requirements for jobs and careers you are interested in.
- Positively engage in learning and taking action to achieve good outcomes
- Making plans and developing a pathway into their future.

One to one careers guidance meetings with level 6 qualified careers adviser.

This is an opportunity for students to have a one to one meeting to discuss subject choices, sixth form/college applications, and careers choices and to look at any potential barriers that students may have.

The careers adviser adheres to the CDI code of ethics and all guidance given will be impartial and in the best interests of the student.

- Responding positively to help, support and feedback
- Reflecting on and recording achievements, experiences and learning
- Building your confidence and optimism about the future
- Thinking about how you deal with and learn from challenges and setbacks.
- Being able to reflect and change your career ideas and the strategies that you are pursuing to achieve them.
- Explore local and national labour market trends

Subject Departmental careers in the curriculum learning

Subject departments incorporate careers related learning into the curriculum in a variety of ways, including: Trips, speakers, lesson plans and extra-curricular activities.

- Take steps to achieve in their GCSEs and make decisions about post 16 pathways.
- Researching the learning and qualification requirements for jobs and careers that they are interested in.
- Learn about different careers that relate to different subjects and to understand and imagine a range of possibilities for

Extra-curricular careers related activities and opportunities advertised on Teams.

Students have the opportunity to develop their interests and explore possibilities that are open to them. Understanding how to apply for opportunities that are related to their interests

CPSHE sessions: Being your best self – Skills: Motivation, Leadership, Life skills Employability – Skills: Life skills, Responsibility, Future planning Managing exams successfully – Skills: Mental Health, Time management School Reflection – Skills: Goal setting, Health and Wellbeing, Self-esteem, Planning	Understanding that there will be increased opportunities to show your best self. How to do this in an effective way. Key questions: What is your best self? What do you want others to see? Why is this important? Further awareness on Making ourselves employable. How can we ensure that we make ourselves the most employable we can. Key questions: What skills do we have that makes us employable? How can I work on developing these skills? Understanding the stress and worry that exams can cause. Learning how to manage this in an effective way. Key questions: How can we prioritise? How can we manage our time effectively? How can we ensure that we have positive mental health even in stressful times? To be able to reflect on the academic and personal journey in a constructive and reflective way whilst setting personal and academic goals for the future. Key questions: What are our achievements this year? How should we set goals to ensure they are achievable? How can we improve on the year gone? What options are available to you post -16, which suits you best?
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	Where do you see yourself in the future and how can we help to get you there?
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