

Careers Programme Year 9 - Focus: Pathways to Learning

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

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 Aims
Careers and information platforms Careerpivot & Springpod: Students are encouraged to register for their own accounts. They can explore career pathways and 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 and give then experiences of the world of work.	To be able to explore possibilities – being aware of a range of possible jobs Students are able to imagine a range of possibilities for themselves in their career. They have an Understanding of how to reflect on and record achievements, experiences and learning. Understand how to research the learning and qualification requirements for jobs and careers that they are interested in. Students get a better understanding of the myths and stereotypes around certain careers. Many of the experiences on Springpod are created to widen participation and dispel myths and stereotypes around certain careers and industries.

Scientists in STEM – All key stage 3 students have a lesson that covers Women in STEM and what Careers are in STEM they can also attend STEM club in which students take part in practical's on acids & alkalis, flame tests and paper chromatography which all link to Chemistry. We also do 2 sessions on microscopy (one with pre-made slides and one on making their own slides with onion cells) Biology. We also do a physics related practical, for example, linking to convection and one on electric circuits. This way, we have a variety across all three sciences.	To raise awareness of what STEM is and the many different careers paths within STEM. Students are aware of heritage, identity and values Greater awareness of the range of possible jobs in STEM and that trends in science have implications for career.
Form time careers activities - . Examples of activities include: National Apprenticeship week activity, Career of the Week videos	To develop students' knowledge understanding and skills in a variety of different topics related to careers and the world of work and further study.
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.	Understand and learn about different careers that relate to different subjects. Be able to understand and imagine a range of possibilities for themselves in their career.
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.	To develop careers skills for life, learning and work. Prepares them for the next career decisions they will have to make.
Employer assembly talk - These are career insight talks from a range of employers from different job sectors.	To be aware that different jobs and careers bring different rewards and challenges and that learning, skills and qualifications are important for career. Greater awareness of the range of different sectors and

Employer led activities - In person employer led work experience activities in school and in the work place Further Education Assembly talk with an approved Further Education provider of Apprenticeships and Technical Education. 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. Group sessions with the Careers Lead that will cover: Choosing your GCSE options (pathways) - what to consider when making your choices A levels and Vocational qualifications (what are the differences) Q&A session	organisations where they can work. To develop essential career skills like communication, teamwork, and problem-solving by introducing students to different workplace environments and roles Greater awareness of the main learning pathways, including Technical, Vocational, Academic and Apprenticeships at post 16 and that learning, skills and qualifications are important for career. To raise awareness amongst students of Higher Education, what this is. To understand what a degree is and what types of courses they could study. To be able to consider if university would be right for them. Awareness of the sources of help and support available and responding positively to feedback and to know where to go for further information. Understand how to manage the transition from KS3 to KS4 and prepare for choosing their GCSEs.
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Pathways assembly followed by Pathways evening for students and parents	To have a better understanding of what is post 16 and the qualifications available to them.
CPSHE sessions: Employability – Skills: Living in the Wider World, Skills for life, Future planning, Motivation	To raise awareness of employability and the skills needed. To be able to Think to the future, what career options there are, how to prepare for these Key questions: Do we have any ideas on our future careers? What careers could we have?
Future planning/target setting – Skills: Living in the Wider World, Skills for life, Future planning, Motivation.	To further develop understanding of the prior lesson on employability and be able to Set short and long term goals. Key questions: How can we develop skills now for future employability?
Politics – Skills: Citizenship, Living in the Wider World, Skills for life, Future planning, Motivation.	To have a better understanding of The politics and parties of the UK. How and why to vote Key questions: What are the different government parties? What do the parties do and why are they important?
Self – Esteem – Self-confidence – Skills: Health and wellbeing, Skills for life, Mental health.	To be more aware of how to develop these and why it's important.

	Key questions: Why is self-esteem important? How can we develop our self-esteem?
Issues around the world- Skills: Citizenship, Living in the Wider World.	To gain a better understanding of various issues around the world. Key questions: What are the different issues around the world. Why do these happen?
Year reflection – Skills: Goal setting, Health and Wellbeing, Self-esteem, Planning	To be able to reflect on the academic year in a constructive year whilst being able to set 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?