

# 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 the 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](https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf)

Activity – Gatsby Benchmarks input	Learning Aims
<p><b>Unifrog careers platform</b> – All students are given access to this platform, in which 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.</p> <p><b>Employer assembly talk</b> - These are career insight talks from a range of employers from different job sectors</p>	<p>To be able to explore possibilities – being aware of a range of possible jobs</p> <p><b>Manage career</b> –imagining a range of possibilities for themselves in their career</p> <p><b>Grow throughout life</b> – reflecting on and recording achievements, experiences and learning</p> <p><b>Explore possibilities</b> –researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p><b>Create opportunities</b></p> <p><b>See the big picture</b></p> <p><b>Explore possibilities</b> –consider what jobs and roles are interesting</p> <p><b>Create opportunities</b> – being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p>

**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

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

**Annual Careers Fair (in school)** - All students have the opportunity to meet a range of different Universities, Apprenticeship providers and Employers. Parents and Carers are also invited

**One to one careers guidance meetings** with level 6 qualified careers adviser.  
This is an opportunity for students to have a one to one confidential 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.

To raise awareness of Higher Education and whether university is the right choice for them.

**Grow throughout life** – considering what learning pathway they should pursue next

**Manage career** –taking steps to achieve in their GCSEs and make a decision about their post-16 pathway

To raise greater awareness of technical and vocational qualifications

**Grow throughout life** – considering what learning pathway they should pursue next

**Explore possibilities** – recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it

**Grow throughout life** – considering what learning pathway they should pursue next

**Manage career** – making plans and developing a pathway into their future

**Create opportunities** - starting to take responsibility for making things happen in their career

**Grow throughout life** – responding positively to help, support and feedback

**Explore possibilities** – researching the learning and qualification requirements for jobs and careers that they are interested in

**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

**Form time careers related activity.** Examples of activities include: National Apprenticeship week activity, Unifrog launch video, University & Apprenticeship fair preparation task, Career of the Week videos

**Extra-curricular** careers related activities and opportunities advertised on Teams and Unifrog

**Manage career** – making plans and developing a pathway into their future

**Create opportunities**

**Balance life and work** – reflecting on their physical and mental wellbeing and considering how they can improve these

**See the big picture**

**Grow throughout life** – considering what learning pathway they should pursue next

**Explore possibilities** – considering what jobs and roles are interesting

**Manage career** – taking steps to achieve in their GCSEs and make a decision about their post-16 pathway

The learning aims for form time careers related activities, will change depending on the activity. The aim is for students to develop their knowledge, understanding and skills in some of the cdi careers development learning areas.

Students have the opportunity to develop their interests and explore possibilities that are open to them.

**CPSHE sessions:**

**Being your best self – Skills:** Motivation, Leadership, Life skills

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?

**Employability – Skills:** Life skills, Responsibility, Future planning

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?

**Managing exams successfully – Skills:** Mental Health, Time management

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?

**School Reflection – Skills:** Goal setting, Health and Wellbeing, Self-esteem, Planning

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?

	<p>What options are available to you post -16, which suits you best? Where do you see yourself in the future and how can we help to get you there?</p>
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