Thomas Adams Careers Programme

Thomas Adams School's ambition is to create a Careers Programme which enables pupils to build upon previous knowledge and skills. This programme will demonstrate what is learnt at each stage, creating a holistic Careers Programme whilst demonstrating how these link to the Gatsby Benchmarks and the Career Development Institute's (CDI) recommended framework.

Key Stage 3 Programme

Year Group	Activity	Gatsby	Theory and rationale	Link to CDI Framework Number (Appendix)
Year 7	'Becoming self-aware' – Pupils are taught employability skills during My Future Day 1. Lessons include aspiration, friendship, teamwork and resilience.	4	Skill development lessons allow students to become aware of their skills. This is linked to Social Cognitive Theory, as students develop self knowledge allowing them to have a better understanding of themselves to make informed decisions.	1.2, 3.2, 3.5,3.6, 4.1, 4.2
	University of Chester Outreach programme	7	Pupils experience a session on GCSE, A Levels and university life. The early experience will embed within their 'system' and may make them work towards getting to university.	1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5. 4.3, 5.5,
	Assembly 1 - CEIAG at Thomas Adams and your future. Students are introduced to careers education at Thomas Adams. We discuss different paths about their future.	4	Pupils need to be made aware of what services we offer them. We always assume that pupils know about GCSEs and A-Levels but they probably know very little about these qualifications, this assembly serves as a road map.	1.2, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3,
	Maths careers-focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise students' aspiration in Maths.	1.2, 2.4, 2.5, 3.3, 4.2
	English careers-focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	1.2, 2.4, 2.5, 3.3, 4.2
	Assembly 2 - Challenging Stereotypes. A local enterprise organisation that challenges stereotypes e.g. male nurses, female, engineers or firefighters.	3/5	The assembly is to break down barriers about stereotyping and that there is not a limit on careers due to their gender. This relates to the Systems Theory whereby pupils will challenge what they know about certain occupations, as well as to the Horizons for Action theory whereby students make job decisions on what is culturally acceptable to them. The assembly should allow students to see any career as possible.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.3, 5.7

	Assembly 3 - Challenging Stereotypes. A local enterprise organisation that challenges stereotypes e.g. male nurses, female, engineers or firefighters.	3/5	The assembly is to break down barriers about stereotyping and that there is not a limit on careers due to their gender. This relates to the Systems Theory whereby pupils will challenge what they know about certain occupations, as well as to the Horizons for Action theory whereby students make job decisions on what is culturally acceptable to them. The assembly should allow students to see any career as possible.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.3, 5.7
	Careers Fair - Focus on LMI. Pupils make a list of the different types of jobs available to them in the local area.	5/7	Pupils have their first encounter with training providers. This will allow them to understand local opportunities. This links to the Systems Theory - the more encounters that a student has, the more likely that they will be influenced by the encounters.	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 6.2, 6.3, 6.5
	Form Time Activity: Charities	2	Form session which explains what charities are and why people work with them. Widens student's system by teaching them about charities.	1.3, 2.1, 2.4, 2.5, 3.3, 3.4, 5.4, 6.4, 6.5
	Form Time Activity: Volunteering	2	Form session explains why students may wish to volunteer to develop their skills. This will link with the Systems Theory and Social Cognitive Theory.	1.3, 2.1, 2.4, 2.5, 3.3, 3.4, 5.4, 6.4, 6.5
	Year 7 Enterprise Session – biscuit challenge(Activity Week)	4	Pupils start to develop employability skills. Students will become more self aware of their skills and develop these. This will link with the Systems Theory and Social Cognitive Theory.	1.2, 1.3, 2.4, 3.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Year 8	Assembly 1	2	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.3
	Maths careers-focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise the aspiration of students in Maths.	1.2, 2.4, 2.5, 3.3, 4.2
	English careers-focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	1.2, 2.4, 2.5, 3.3, 4.2
	Assembly 2	5	Assembly with a local employer. Focused on showing different routes into employment and jobs that may interest pupils.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.3
	Assembly 3	5	Assembly with a local employer. Focused on showing different routes into employment and jobs that may interest pupils.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.3
	Form Time Activity: Charity spotlight	2	Form session which explains what charities are and why people work with them. Widens student's system by teaching them about charities.	1.3, 2.1, 2.4, 2.5, 3.3, 3.4, 5.4, 6.4, 6.5

	Form Time Activity: What can you do?	2	Form session explains why students may wish to volunteer to develop their skills. This will link with the Systems Theory and Social Cognitive Theory.	1.3, 2.1, 2.4, 2.5, 3.3, 3.4, 5.4, 6.4, 6.5
	Xello Session - Pupils are introduced to the Xello Careers software, creating their account and begin the quiz to find out what their interests and dislikes suggest about a possible career path.	2	Xello software uses Holland's Matching Theory to identify personality and careers that their temperament may be suited to. This may give pupils an indication as to what subjects they may choose to do during GCSE. Pupils use this information to aid their knowledge of their self as part of the Social Cognitive Theory. When combined with the knowledge they have received on occupations through the programme so far, this helps pupils make decisions.	1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.3, 5.5, 6.2.
	Careers Fair - Focus on LMI. Pupils make a list of the different types of jobs available to them in the local area.	5/7	Pupils have their first encounter with training providers. This will allow them to understand local opportunities. This links to the Systems Theory - the more encounters that a student has, the more likely that they will be influenced by the encounters.	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 6.2, 6.3, 6.5
	Year 8 Enterprise Session Brand Britain or Social Enterprise (Activity Week)	4	Pupils start to develop employability skills. Students will become more self aware of their skills and develop these. This will link with the Systems Theory and Social Cognitive Theory.	1.2, 1.3, 2.4, 3.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Year 9	Xello Options - Pupils build upon the knowledge they have learnt about careers from previous sessions and use the software to see what type of GCSEs they would benefit from choosing for their chosen field.	2/ 4	Pupils build upon previous knowledge about careers and apply it to their situation. This links to Bloom's Taxonomy as pupils are building upon previous knowledge and also part of the System's Theory and the Social Cognitive Theory, in that pupils are getting information and making sense of it by making decisions.	1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.3, 5.5, 6.2.
	Assembly 1	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.3
	Assembly 2 - Focus on how to present yourself	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils. Ideally employer would show pupils how to present themselves to employers.	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.5, 3.6, 4.2, 4.3, 4.4
	Assembly 3	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils. Ideally employer would show pupils how to present themselves to employers.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.3
	Maths careers-focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise students' aspiration in Maths.	1.2, 2.4, 2.5, 3.3, 4.2

	English careers-focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	1.2, 2.4, 2.5, 3.3, 4.2
	Form Time Activity: Charity spotlight	2	Form session which explains what charities are and why people work with them. Widens student's system by teaching them about charities.	1.3, 2.1, 2.4, 2.5, 3.3, 3.4, 5.4, 6.4, 6.5
	Careers Fair	2, 3, 5 + 7	Pupils now begin to ask questions of employers and trainers about their routes into the profession and what they should be doing option-wise for their careers.	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 6.2, 6.3, 6.5
	Enterprise Day – Cereal Challenge. They do this through a series of different skills, getting pupils to create, market and present on their design. The task will include aspects of financial management.	4	Pupils continue to develop employability skills. Students will become more self aware of their skills and develop these skills. This will link with the Systems Theory and Social Cognitive Theory.	1.2, 1.3, 2.4, 3.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

CDI Learning Framework Key Stage 3

Section	Framework	Met
1. Grow Throughout Life	1.1 being aware of the sources of help and support available and responding positively to feedback	Yes
	1.2 being aware that learning, skills and qualifications are important for career	Yes
	1.3 being willing to challenge themselves and try new things	Yes
	1.4 recording achievements	Completed through mentorship programme and Careers Passport
	1.5 being aware of heritage, identity and values	Completed through PSHE curriculum and Form Time Activities
2. Explore Possibilities	2.1 being aware of the range of possible jobs	Yes
	2.2 identifying common sources of information about the labour market and the education system	Yes
	2.3 being aware of the main learning pathways (e.g. university, college and apprenticeships)	Yes
	2.4 being aware that many jobs require learning, skills and minimum qualifications	Yes
	2.5 being aware of the range of different sectors and organisations where they can work	Yes
	2.6 being aware of the range of ways that organisations undertake recruitment and selection	Yes
3. Manage Career	3.1 being aware that career describes their journey through life, learning and work	Yes
	3.2 Looking forward to the future	Yes
	3.3 imagining a range of possibilities for themselves in their career	Yes
	3.4 being aware that different jobs and careers bring different challenges and rewards	Yes
	3.5 managing the transition into secondary school and	Yes

	preparing for choosing their GCSEs	
	3.6 learning from setbacks and challenges	Yes
4.Create Opportunities	4.1 developing friendships and relationships with others	Through PSHE lessons on relationships
	4.2 being aware that it is important to take initiative in their learning and life	Yes
	4.3 being aware that building a career will require them to be imaginative and flexible	Yes
	4.4 developing the ability to communicate their needs and wants	Through PSHE lessons on relationships
	4.5 being able to identify a role model and being aware of the value of leadership	Yes
	4.6 being aware of the concept of entrepreneurialism and self-employment	Yes
5. Balance Life and Work	5.1 being aware of the concept of work-life balance	Will be introduced
	5.2 being aware that physical and mental wellbeing are important	Through PSHE Curriculum
	5.3 being aware of money and that individuals and families have to actively manage their finances	Through PSHE Curriculum
	5.4 being aware of the ways that they can be involved in their family and community	Through PSHE Curriculum on family relationships and charity work.
	5.5 being aware of different life stages and life roles	Through PSHE Curriculum on family relationships
	5.6 being aware of rights and responsibilities in the workplace and in society	Completed in Key Stage 4
	5.7 recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	Yes
6. See the Big Picture	6.1 being aware of a range of different media, information sources and viewpoints	Through PSHE Curriculum
	6.2 being aware that there are trends in local and national labour markets	Yes
	6.3 being aware that trends in technology and science have implications for career	Yes
	6.4 being aware of the relationship between career and the natural environment	Will be introduced

	6.5 being aware of the relationship between career, community and society	Yes
	6.6 being aware of the relationship between career, politics and the economy	Will be introduced

Key Stage 4 Programme

Year Group	Activity	Gatsby	Theory and rationale	Link to CDI Framework Number (Appendix)
Year 10	Work Experience Introduction Assembly and application process	6	Pupils learn about the importance of Work Experience and how to approach companies, they are encouraged to speak to the companies themselves in order to develop interpersonal skills.	1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 4.1, 4.2, 5.6
	Year 10 'Introduction to GCSE'	5	Parent talk where pupils can attend. The audience learn about CIEAG at Thomas Adams and how to access support.	1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2, 5.5
	Assembly 1	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4
	Assembly 2. University + Financing University	5	Assembly with a university, ideally showing pupils what university life is like and the funding available.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4
	Assembly 3	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4
	Maths careers-focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise students' aspiration in Maths.	1.3, 2.1, 3.5
	English careers-focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	1.3, 2.1, 3.5
	Careers Planning Lesson in PSHE. Pupils start considering what their dream job is, they are taught about how to plan and where they can find information for a career path.	4	Pupils set their own path and goals; this could be as simple as finding out more information about a career. This is part of the Systems Theory.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.6, 4.2, 4.3, 5.5
	Careers Fair: Students focus on what the work culture of those organisations are like, what the day-to-day process is and pathways into that career, looking at vocational or FE and HE routes.	2, 3, 5 + 7	Students will begin to understand more about the world of work in preparation for work experience. They also begin to think about the next transition point. This relates to the idea of Careership.	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.5, 6.2.
	Form Time Activity: Charity spotlight	2	Form session which explains what charities are and why people work with them. Widens student's system by teaching them about charities.	1.3, 1.6, 2.1, 2.2, 2.5, 3.2, 3.3, 3.4, 5.1, 5.4, 5.5
	Preparing for Work Experience Lesson in PSHE: Pupils are taught about the experience and how to make the most of the opportunity and they start	4/6	In order to make the most out of the experience, pupils need to consider what they want from their experience. They may focus on practical things like a reference; however, they may also decide to work on a skill.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.6, 4.2, 4.3, 5.5, 5.6, 5.7

	working through their work experience booklet.			
	Work Experience Health and Safety Briefing. As part of an assembly, students will learn about staying safe in their work experience	6	Pupils are taught the basics on health and safety in the work place so they can keep safe and hopefully impress the company they are working for with their previous knowledge.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.6, 4.2, 4.3, 5.5, 5.6, 5.7
	Work Experience	5/6	The experience of work will help broaden horizons and make the world of work accessible to pupils. This links to the idea of Careership.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.5, 5.1, 5.5, 5.6, 5.7
	Meeting with Careers Adviser. Students will have a meeting with the Careers Advisor during their KS4 education.	8	Unbiased support offered by Careers Adviser. Goal setting takes place and discussion about how the student can go about achieving their aspiration.	1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 6.1, 6.2
Year 11	CV Workshop Lesson in PSHE: Pupils look at what should be included in a CV and consider different examples where they will evaluate if they would give them the job.	4	As pupils have now experienced the world of work through work experience. The school needs to give them the practical skills of writing a CV or application as they will need to do this for their options post 16 and some pupils will now be considering part-time work.	1.1, 1.2, 1.4, 2.6, 3.2, 4.2, 5.5
	Employment Law Lesson in PSHE: Pupils are taught about the possible implications of discrimination in the workplace and how trade unions support workers.	4	As most pupils have now experienced the work place in some capacity, we look at helping them understand their rights and how to fight discrimination in the work place.	5.6, 5.7
	Job Interviews Lesson in PSHE: Pupils will look at examples of job interviews before role playing interviewer and interviewee and evaluating their performance.	4	Pupils will have an interview for their college at the end of the year. This lesson aims to give pupils the skills and confidence to succeed.	1.1, 1.2, 1.4, 2.6, 3.2, 4.2, 5.5
	Xello Further Education Lesson in PSHE: Pupils use Xello or websites of FE and HE establishments to learn about what the grade requirements and the courses they are interested in.	2/4	This gives pupils the opportunity to use the Xello software and have our Careers Adviser on hand for any questions. Kudos uses the Matching Theory of providing suggestions to pupils based on a series of personality questions.	1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 4.2, 6.1, 6.2
	Year 11 'What next' parents evening	1/2/3	Parent talk where pupils can attend. The audience learn about the CIEAG options at Thomas Adams school and the support they can access.	
	Careers Fair: Students focus on what the work culture of those organisations are like, what the day-to-day process is and pathways into that career, looking at vocational or FE and HE routes.	2, 3, 5 + 7	Students will begin to understand more about the world of work in preparation for work experience. They also begin to think about the next transition point. This relates to the idea of Careership.	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.5, 6.2.

	Assembly 1	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4
	Customer Service Lesson in PSHE: Pupils learn about what customer service is, its importance and take part in a few examples of customer service as a role play.	4	Lesson is designed to give pupils the skills they may need in their careers, will take place in year 11 to support our pupils with their part-time employment.	1.2, 1.3, 1.6, 3.2, 4.6, 5.6
	Assembly 2: National Citizenship Service	5	Pupils are introduced to the opportunity that NCS offers. Skills which will be useful to help students in their future.	1.3, 3.2, 4.1, 4.2,
	Assembly 3: Training Providers	5	Assembly with an apprenticeship provider. Focused on showing different routes into employment and jobs that may interest pupils.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.4
	Maths careers-focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise students' aspiration in Maths.	1.3, 2.1, 3.5
	English careers-focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	1.3, 2.1, 3.5
	Form Time Activity: Charities	2	Form session which explains what charities are and why people work with them. Widens student's system by teaching them about charities.	1.3, 1.6, 2.1, 2.2, 2.5, 3.2, 3.3, 3.4, 5.1, 5.4, 5.5
	Form Time Activity: Volunteering	2	Form session explains why students may wish to volunteer to develop their skills. This will link with the Systems Theory and Social Cognitive Theory.	1.3, 1.6, 2.1, 2.2, 2.5, 3.2, 3.3, 3.4, 5.1, 5.4, 5.5
	Thomas Adams Sixth Form Assembly	7	Assembly for students where life at the school's sixth form is discussed, opportunities available and potential funding.	1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 4.2, 6.1, 6.2

CDI Learning Outcomes Key Stage 4

Section	Framework	Met
1. Grow Throughout Life	1.1 responding positively to help, support and feedback	Yes
	1.2 positively engaging in learning and taking action to achieve good outcomes	Yes
	1.3 recognising the value of challenging themselves and trying new things	Yes
	1.4 reflecting on and recording achievements, experiences and learning	Yes and through mentoring programme.
	1.5 considering what learning pathway they should pursue next	Yes
	1.6 reflecting on their heritage, identity and values	Yes and through British Value form activities
2. Explore Possibilities	2.1 considering what jobs and roles are interesting	Yes
	2.2 researching the labour market and the education system	Yes
	2.3 recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	Yes
	2.4 researching the learning and qualification requirements for jobs and careers that they are interested in	Yes
	2.5 researching the range of workplaces and what it is like to work there	Yes
	2.6 researching how recruitment and selection processes work and what they need to do to succeed in them	Yes
3. Manage Career	3.1 recognising the different ways in which people talk about career and reflecting on its meaning to them	Yes
	3.2 building their confidence and optimism about their future	Yes
	3.3 making plans and developing a pathway into their future	Yes
	3.4 considering the risks and rewards associated with different pathways and careers	Yes

	3.5 taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	Yes and through mentoring programme
	3.6 thinking about how they deal with and learn from challenges and setbacks	Yes and through mentoring programme
4.Create Opportunities	4.1 developing friendships and relationships and reflecting on their relationship to their career	Through PSHE Curriculum
	4.2 starting to take responsibility for making things happen in their career	Yes
	4.3 being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	Yes
	4.4 being willing to speak up for themselves and others	Through PSHE Curriculum
	4.5 being able to discuss roles models and reflect on leadership	Yes
	4.6 researching entrepreneurialism and self-employment	Completed throughout Key Stage 3 and through work experience
5. Balance Life and Work	5.1 reflecting on the different ways in which people balance their work and life	Through Work Experience,
	5.2 reflecting on their physical and mental wellbeing and considering how they can improve these	Through PSHE Curriculum
	5.3 recognising the role that money and finances will play, in the decisions that they make and, in their life and career	Through PSHE Curriculum
	5.4 recognising the role that they play in their family and community and considering how that might shape their career	Through PSHE Curriculum form time activities on charities
	5.5 considering how they want to move through different life stages and manage different life roles	Yes
	5.6 developing knowledge of rights and responsibilities in the workplace and in society	Through PSHE Curriculum
	5.7 identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	Through PSHE Curriculum

6. See the Big Picture	6.1 evaluating different media, information sources and viewpoints	Through PSHE Curriculum
	6.2 exploring local and national labour market trends	Yes
	6.3 exploring trends in technology and science	Dependent upon interest
	6.4 exploring the relationship between career and the environment	Needs to be introduced
	6.5 exploring the relationship between career, community and society	Yes

Key Stage 5 Careers Programme

Year 12	Enrichment PSHE Session: Pupils are introduced to university taster days during PSHE sessions. Employability skills are promoted to students who are encouraged to do voluntary work to develop their CV Gold D of E introduced.	4	Purpose is to develop skills for pupils' CV's. This will build on what they have learnt in Year 11 and can help with UCAS reference.	1.2, 1.3, 1.5, 3.2, 3.5, 3.6, 4.1, 4.2, 6.5
	Meeting with Careers Adviser		Unbiased support offered by Careers Adviser. Goal setting and discussion about their future options post A-Level.	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 5.1, 6.1, 6.2
	University Open Day Visits: Pupils can attend university open days. Pupils are introduced to the University of Birmingham Pathways Scheme.	7	Pupils expand their horizons by visiting and experiencing university life. This allows them to make an informed decision on whether university is right for them.	.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 5.1, 6.1, 6.2
	Opportunity to visit the Skills show at the NEC	7	Links to Horizons for Action and Systems Theory.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 6.1
	Opportunity to work as part of organising a fundraising event	6	Students develop skills of event management, building skills for their CV and UCAS reference.	1.3, 1.4, 4.1, 4.2
	University Discussion: PSHE session on the pros and cons of going to university.	4/7	Explain the possibility of university and other HE opportunities.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 6.1
	CVs: Pupils write and peer review CVs. Pupils discussion positives and negatives.	4	Builds upon Year 11 CV session, in this instance students support each other with their CVs.	1.1, 1.3, 1.4, 3.2, 3.5, 4.4,
	Apprenticeships: Support for students who want an alternative to university.	4/7	Pupils learn about apprenticeships, helping them make sense of what they want to do, as shown by Bloom's Affective Taxonomy.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 6.1
	Gap Years: A PSHE session where students discuss the benefits of completing a gap year.	4/7	Students are taught about the benefits of a gap year. This is to support students to feel empowered about an option some parents may not fully support.	1.3, 1.5, 2.1, 3.2, 3.3, 3.5, 4.3, 5.1, 5.2, 5.3, 5.5,
	NCS: Briefing session where pupils are given the opportunity to see what NCS offer.	4/7	Pupils are introduced to the opportunity that NCS offers. Skills which will be useful to help students in their future.	1.3, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.2,- 6.5
	UCAS Convention: Students visit the convention where they have access to trainers, employers and providers	5/7	Students attend a UCAS convention where they can speak to university professionals and understand the application process.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 6.1
	Futures Day: A day focusing on university and apprenticeship application.	7	The day offers support to pupils applying for their future options.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3,

				3.4, 3.5, 4.2, 4.3, 6.1
	Subject specific trips to universities from different departments including a focus on creative careers with trips from art and drama.	4/7	Students visit subject specific events at universities. This helps raise aspiration and performance within those subjects.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 6.1
	Work Experience: Pupils are given the opportunity to find a meaningful placement for a week at the end of Year 12.	6	Purpose is for pupils to experience a new placement related to the career they aspire for. This will be beneficial and will help raise their aspirations, going into Year 13 (Horizons for Action Theory). Students who do not get a placement are to have a one day placement with a teacher.	1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 4.4
	Guest speakers: The Sixth Form endeavours to find guest speakers related to the world of work, vocational training and universities. This includes Alumni from PR and Jaguar. These use LMI to show students how the regional level is changing.	5/7	The aim of these talks is to widen the horizons of students, by giving them encounters with outside agencies, the school is providing support and developing student's knowledge of opportunities. Alumni is a powerful tool when talking to pupils as they can see themselves in that situation in years to come.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 6.1
Year 13	Personal Statements: Workshop for pupils where they write their UCAS personal statement. Pupils continue to work on this during form for two weeks.	7	Students use sessions to consider their employment and skills history to date and how that can support the application process.	1.1, 1.3, 1.4, 3.2, 3.5, 4.4,
	Apprenticeship Group: A group that meets throughout the year to discuss apprenticeship guidance with guest speakers.	5/7	Apprenticeship group meet in order to assist pupils find placements and support with the application process.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 6.1
	CV Checking Service: Students can have their CV checked by the College Leadership team.	4/8	Students are given individualised support to write their CV. This will help students find part-time employment to develop skills needed for their next transition.	1.1, 1.3, 1.4, 3.2, 3.5, 4.4,
	Apprenticeship: Another PSHE registration session where students explore the options available for apprenticeships.	4/7	Building upon previous work on Apprenticeships, students learn about using LMI and look further afield than Shropshire. Shows knowledge development using Bloom's Taxonomy.	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 6.1
	Interview Etiquette Briefing: Students are taught about etiquette and how to behave during an interview.	4	To assist the students with their interview skills, making them more confident and hopefully increasing their success chance.	1.1, 1.2, 2.5, 3.2, 3.5, 4.4, 4.5, 5.5,
	Bursaries and Scholarships PSHE registration session.	7	Session which discusses how all students can get practical support to attend university.	1.1, 1.2, 3.3, 3.4, 3.5, 4.3, 4.4, 5.3,
	Local Jobs: PSHE Registration session on finding a job locally.	2/4	Using LMI to practically support pupils to find a job. This is building upon previous LMI lessons from Year 11.	1.3, 1.5, 2.1, 2.2, 2.4, 3.2, 3.3, 3.5, 4.2, 4.3, 5.5, 6.2
	National Jobs: PSHE Registration session on finding a job nationally.	2/4	Using LMI to build upon knowledge of local jobs from the previous week to	1.3, 1.5, 2.1, 2.2, 2.4, 3.2, 3.3, 3.5, 4.2, 4.3, 5.5, 6.2

			widen students' horizons and get them thinking about the national situation.	
	Mock Interview and Assessment Day: Students experience what interview and assessment centres are like.	4	To assist the students with their interview skills, making them more confident and hopefully increasing their success chance.	1.1, 1.2, 1.4, 1.5, 3.2, 3.3, 3.5, 3.6
	Choices: PSHE registration lesson, where students consider their options and staff support them through making sure these decisions are informed.	7	Staff use their experience to support students finalising their decisions.	1.3, 1.5, 2.1, 2.2, 2.4, 3.2, 3.3, 3.5, 4.2, 4.3, 5.5, 6.2
	Clearing: PSHE registration lesson. Students are taught about clearing, what they can expect and practical ways to go about it.	7	Students are taught the practicalities of clearing to help them should the situation arise.	1.1, 1.2, 1.4, 1.5, 3.2, 3.3, 3.5, 3.6
	Exam Results Day: As students collect results, they have the option to speak to experienced staff to support them.	8	A final support for students to help them get a university place if they have not achieved their first option.	1.1, 1.2, 1.4, 1.5, 3.2, 3.3, 3.5, 3.6

Key Stage 5 CDI Learning Outcomes

Section	Framework	Met
1. Grow Throughout Life	1.1 actively seeking out help, support and feedback	Yes
	1.2 taking responsibility for their learning and aiming high	Yes
	1.3 seeking out challenges and opportunities for development	Yes
	1.4 reflecting on and recording achievements, experiences and learning and communicating them to others	Yes and through mentoring programme
	1.5 planning their next steps in learning and work	Yes
	1.6 discussing and reflecting on the impact of heritage, identity and values	Yes and through PSHE Registration Programme.
2. Explore Possibilities	2.1 developing a clear direction of travel in their career and actively pursuing this	Yes
	2.2 actively seeking out information on the labour market and education system to support their career	Yes
	2.3 having a clear understanding of the learning pathways and qualifications that they will need to pursue their career	Yes
	2.4 actively researching and reflecting on workplaces, workplace culture and expectations	Yes
	2.5 analysing and preparing for recruitment and selection processes	Yes
3. Manage Career	3.1 being able to describe the concept of career and say what it means to them	Yes
	3.2 building their confidence and optimism about their future and acting on it	Yes
	3.3 actively planning, prioritising and setting targets for their future	Yes
	3.4 considering the risks and rewards of different pathways and career and deciding between them	Yes
	3.5 managing the transition into the post-16 learning context and preparing for post-18 transitions	Yes

	3.6 being proactive about being resilient and learning from setbacks	Yes and through mentoring programme
4.Create Opportunities	4.1 building and maintaining relationships and networks within and beyond the school	Yes
	4.2 being proactive about their life, learning and career	Yes
	4.3 being creative and agile as they develop their career pathway	Yes
	4.4 representing themselves and others	Yes
	4.5 acting as a leader, role model or example to others	Needs to be more explicit
	4.6 considering entrepreneurialism and self-employment as a career pathway	Needs to be more explicit and arrange a speaker who can promote self-employment
5. Balance Life and Work	5.1 planning for the kind of balance of work and life that they want	Needs to be more explicit
	5.2 taking action to improve their physical and mental wellbeing	Through PSHE Curriculum
	5.3 beginning to manage their own money and plan their finances (e.g. thinking about student loans)	Through PSHE Curriculum
	5.4 actively shaping their involvement in their family and community as part of their career planning	Needs to be more explicit
	5.5 planning for different life stages and considering the different life roles that they want to play	Through PSHE Curriculum
	5.6 being aware of their role in ensuring rights and responsibilities in the workplace and in society	Needs to be more explicit
	5.7 taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them	Needs to be more explicit
6. See the Big Picture	6.1 evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career	Yes
	6.2 exploring and responding to local and national labour market trends	Yes

	6.3 exploring and responding to trends in technology and science	Needs to be more explicit
	6.4 exploring and responding to the relationship between career and the environment	Needs to be more explicit
	6.5 exploring and responding to the relationship between career, community and society	Needs to be more explicit
	6.6 exploring and responding to the relationship between career, politics and the economy	Needs to be more explicit