



Nethergate Academy

Careers Framework

A 'career' can be defined as 'a path or progress through life'. At Nethergate we aim to support pupils in developing the knowledge and skills they need to progress into adulthood and reach their full potential.

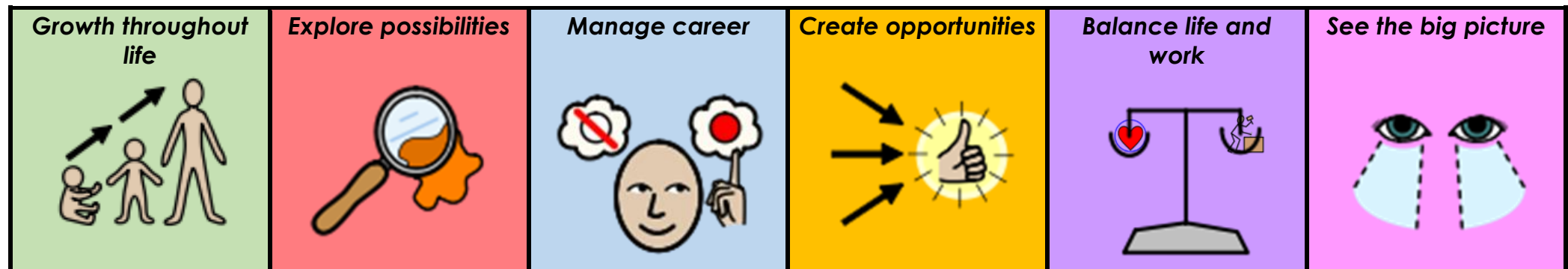
We aim to broaden pupils' horizons, challenge stereotypes and discrimination, increase opportunities and raise aspirations; enabling all pupils to say 'I can'.



- Independence (*I can be independent*)
- Contribution (*I can contribute*)
- Aspiration (*I can aspire*)
- Next Steps (*I am ready for the next steps*)

Our careers programme offers pupils opportunities to learn through real-life contacts, community experiences and a personal development curriculum to suit the individual needs of pupils.

Nethergate uses both the 8 Gatsby Benchmarks and the 6 learning areas from the CDI framework to underpin our careers programme, providing students with relevant careers education, information, advice and guidance.

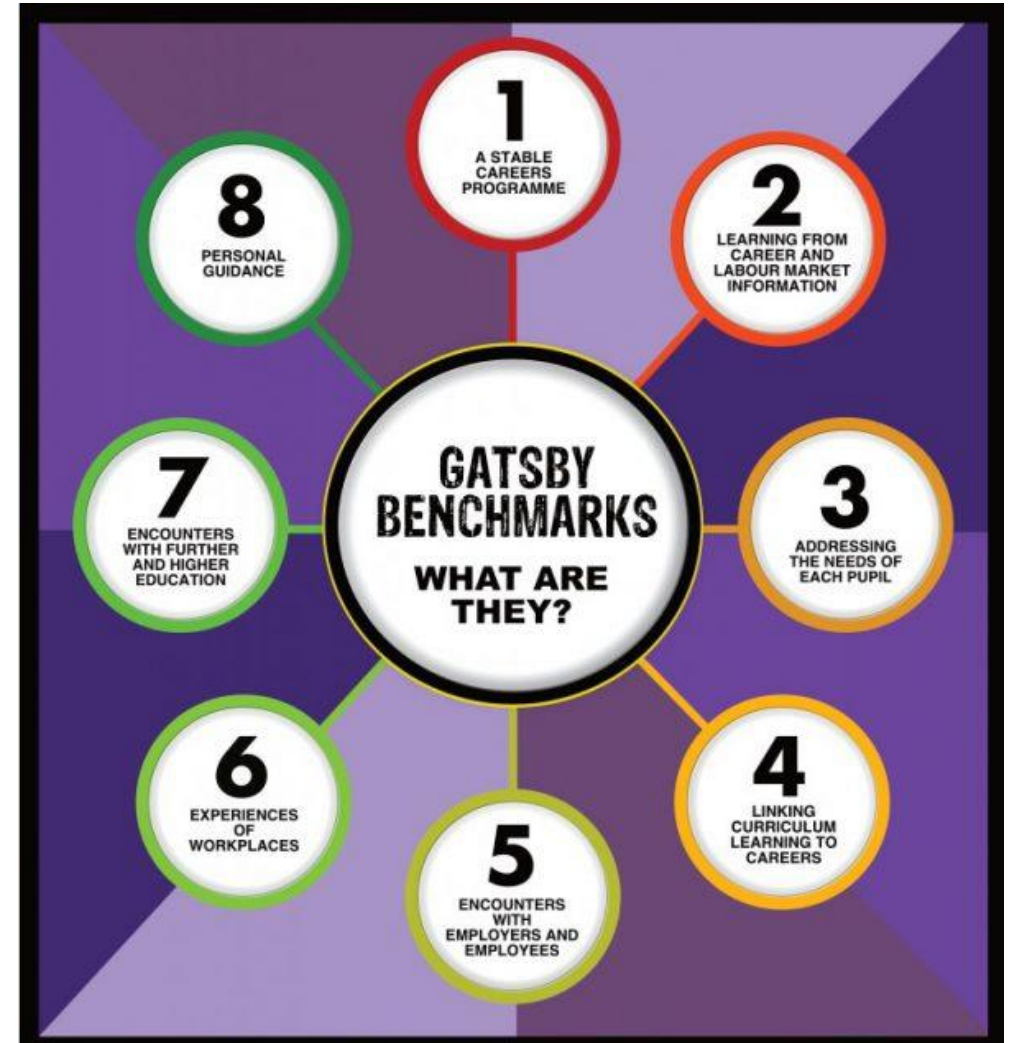


Pupils at Nethergate Academy are taught in mixed-age key stage classes according to pathway (we have three pathways- pre-formal, semi-formal and formal). Our careers framework therefore refers to key stage rather than year group.


Our careers provision and activities run in key stage curriculum cycles of two or three years, to ensure pupils have a broad range of experiences and encounters.


The framework below is used to plan our careers curriculum across all three pathways. Outcomes are taken from the six learning areas of the CDI framework for primary and secondary (up to KS4). These learning outcomes are then expanded further in our curriculum planning, to cater for pupils' needs across the three different pathways.


Some of our pupils following a pre-formal and semi-formal pathway may continue to work towards outcomes in the lower key stages if they have not yet been met. However, they will experience encounters relevant to their key stage and have access to careers information which is age-appropriate and relevant to their next steps.

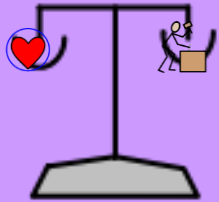


Primary KS1&2 (3-year curriculum cycle- see curriculum sequences for specific pathway planning)

CDI Framework Learning Area	CDI Learning Aims (EYFS)	Measurable Outcome (End of Key Stage)	Activities and Opportunities (Key Encounters/Experiences)	GB	Monitoring and Evaluation
<p>Growth throughout life</p> 	<p>Be aware of people who can help</p> <p>Be aware how they feel when they have learnt something new</p> <p>Be willing to try something new</p> <p>Recall what they have experienced and achieved</p> <p>Feel positive about who they are</p>	<p>Pupils will have an effective communication system in place which they are able to use with support</p> <p>Pupils will recognise and interact with key people who help them</p> <p>Pupils will use zones language (using their preferred method of communication) to communicate how they feel</p> <p>Pupils will have a communication passport celebrating who they are and sharing information about themselves</p>	<p>Pupils will begin to build a 'Getting to Know Me' booklet to share with others</p> <p>They will use their preferred method of communication to share their feelings about activities</p> <p>Wider school experiences that support character building- e.g. Christmas school production</p> <p>Enrichment activities- Forest School, Allotment Education, horse-riding, swimming</p> <p>EHCP person-centred reviews- pupils are supported to create an 'all about me' document which is shared with parents/carers and other professionals</p> <p>Zones of regulation lessons (PSHE/Sensory Development) re recognising emotions and managing emotions</p> <p>Opportunities in the wider curriculum to try new sensory experiences and activities</p>	<p>1, 3</p>	<p>Liaise with SaLT and Communication Leads to assess if communication systems are in place</p> <p>Termly progress data (B Squared and EFL)</p> <p>PLGs assessed termly</p> <p>Evidence captured on EFL-monitoring of activities/learning</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>All pupils will have 'Getting to Know Me' booklets by end of Autumn term- Careers Lead to monitor</p>


<p>Explore possibilities</p> 	<p>Describe tasks that they have carried out</p> <p>Discover the jobs that help the school to run</p> <p>Recognise jobs that involve harvesting, making, providing a service or finding out</p> <p>Be able to identify jobs that they think are similar</p> <p>Identify what the clothes and equipment that people use in their jobs are for</p> <p>Be able to identify the subjects and topics they are learning about and explain what they are gaining from their learning</p>	<p>Pupils will follow TEACCH schedules with support to complete familiar tasks in the classroom</p> <p>Some will be able to recall what they have done</p> <p>Pupils will recall jobs from at least 4 different sectors</p> <p>Pupils can identify workplaces, clothes and equipment, according to different types of work</p> <p>Pupils will have increased awareness that men and women can do the same jobs</p> <p>All pupils will be exposed to the language around essential skills in lessons</p> <p>Some pupils can recall essential skills used in lessons, using their preferred method of communication</p> <p>Pupils will identify activities they liked or disliked</p> <p>Pupils will be exposed to a range of different jobs/employers (at least one encounter per year)</p>	<p>'Who's Who?' Guess who activity with school staff and their roles</p> <p>Visit to the local fire station and police station</p> <p>Visitors from the emergency services e.g. fire, police, NHS (Careers assemblies/workshops)</p> <p>Visit from Nottingham City Transport and pupils take a short tram/bus journey</p> <p>Trip to Avenue Farm, school allotment, community café, Morrisons supermarket, Clifton library</p> <p>Workplace role plays opportunities e.g. a vet, hospital, shop or garden centre</p> <p>National Careers Week activities related to jobs e.g. Challenging Gender Stereotypes, Draw the Job, Dream Big Job Hunt</p> <p>Linking subjects and topics to jobs- subject leaders to make links to job sectors in planning</p> <p>Teachers use Skills Builder icons to reference essential skills used in lessons</p>	<p>1, 2, 4, 5, 6</p>	<p>Evidence captured on EFL-monitoring of activities/learning</p> <p>Learning walks with TEACCH focus</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>Learning walks and monitoring of SkillsBuilder (displayed in classrooms and referenced in lessons)</p> <p>Pupils to complete evaluation forms following workplace visits and encounters (uploaded to EFL)</p> <p>Staff and external providers to provide feedback of activities/encounters via surveys</p>
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<p>Manage career</p> 	<p>Be aware that they and other people like to enjoy the work they do</p> <p>Enjoy work-based role-plays to explore different jobs</p> <p>Imagine different possibilities about who they could possibly become</p> <p>Be willing to keep going and not give up</p> <p>Explore whether characters in stories made decisions in a good way</p>	<p>Pupils will be able to communicate/choose preferred activities</p> <p>Pupils will have been exposed to different jobs and careers through role-play and learning about aspirational figures</p> <p>Pupils will be exposed to stories related to work</p> <p>Pupils will make expected or better than expected progress in their PGLs (related to our four curriculum drivers)</p>	<p>Role-play opportunities related to different jobs e.g. doctors, chef, café, hairdressers</p> <p>EHCP person-centered reviews- future hopes and wishes of pupil and family gathered and shared</p> <p>English planning to include texts and stories related to jobs</p> <p>Cross-curricular opportunities to explore different professions e.g. historical figures, health professionals, authors</p>	<p>1, 2, 3, 8</p>	<p>Evidence captured on EFL-monitoring of activities/learning</p> <p>Learning walks</p> <p>Monitoring of curriculum sequences to ensure cross-curricular links to careers</p> <p>EHCP minutes of meeting recorded and information shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p> <p>PLGs assessed termly</p>
<p>Create opportunities</p> 	<p>Invent imaginary jobs</p> <p>Be aware that other people can help them meet their needs</p> <p>Recognise when they have achieved something for themselves</p>	<p>Pupils will follow TEACCH schedules with support to complete familiar tasks in the classroom</p> <p>Pupils will recognise who helps them and seek help from familiar adults</p> <p>Pupils will engage in one Skills Builder Challenge day per year</p> <p>Pupils will access at least one employer visit each year</p>	<p>Celebration Assemblies- celebrating pupils' 'Wow' moments of the week (related to our 4 curriculum drivers)</p> <p>Pupils will complete evaluation forms after visits/encounters with employers</p> <p>Opportunities for role-play, small world and outdoor sensory play activities which promote sharing, communication, listening etc</p> <p>Teachers to refer to 'I Can' careers acronym in lessons and celebrate pupils' successes</p>	<p>3, 4</p>	<p>Evaluation forms gathered from pupils and staff following encounters with employers</p> <p>Learning walks</p> <p>Evidence captured on EFL-monitoring of activities/learning</p>

	<p>Develop the ability to participate in social play involving imagined workplaces</p> <p>Be able to carry out a delegated task</p> <p>Be able to explain (communicate) what a visitor told them about their job</p>		<p>Key Stage Challenge Day arranged and timetabled (Skills Builder Hub)</p>		<p>Monitoring of planning/curriculum sequences</p> <p>Careers activities tracked via EFL and/or Compass+</p>
<p>Balance life and work</p> 	<p>Be aware of the different kinds of work that need doing in the home</p> <p>Recognise when they have done something to help others</p> <p>Be aware that people do paid work for financial and other rewards</p> <p>Be able to distinguish between work and rest</p> <p>Be aware of health and safety rules at school</p>	<p>Pupils will engage in independent living tasks related to home e.g. washing and drying dishes, hoovering, tidying up</p> <p>Pupils will understand the concept of a transaction- that money is exchanged for an item or service</p> <p>Pupils will follow simple, single-step instructions from adults to keep safe around school and in the wider community</p> <p>Pupils will be able to identify if someone is feeling happy or sad</p> <p>Pupils will become more independent when transitioning to and from 'work' tasks e.g. using schedules to transition to a focus table after sensory play</p>	<p>Opportunities to take part in fundraising events- planning activities to raise money for NSPCC Number Day, collecting donations for Harvest Festival</p> <p>Independent living lessons related to home management (PSHE)</p> <p>Meaningful encounters within the community e.g. trips to the park, soft play, cafe</p> <p>Visit Crumbs Café (upper school vocational café) and practice making requests and using money</p> <p>Opportunities to handle money in real life contexts</p> <p>Zones of Regulation/PSHE lessons linked to wellbeing, friendship and bullying</p>	<p>1, 3, 4, 6</p>	<p>Learning walks</p> <p>Evidence captured on EFL- monitoring of activities/learning</p> <p>Monitoring of planning/curriculum sequences</p> <p>Careers activities tracked via EFL and/or Compass+</p>


	<p>Explore going to work and coming home again</p> <p>Recognise when someone is being given work to do which is unfair on them</p> <p>Be aware of how to use money</p>				
<p>See the big picture</p> 	<p>Recognise when work is depicted in a story</p> <p>Recognise the difference between stories about work and factual information about work</p> <p>Be aware that working life was different in the past</p> <p>Recognise scientific and technological aids that people use in their work</p> <p>Explore jobs that people do outdoors</p> <p>Explore the jobs that people do to help them</p>	<p>Pupils will be able to identify at least two jobs related to outdoors</p> <p>Pupils will identify people who help us in the community</p> <p>Pupils will be exposed to/engage with technology used in the workplace</p>	<p>English planning to include texts and stories related to jobs</p> <p>History planning to include references to work life in the past</p> <p>Encounters and visits linked to emergency services</p> <p>Pupils to engage with technology in the classroom, around school and wider community e.g. self-serve till or scanner, touchscreens, video-calling (Teams)</p> <p>Green Careers Week activities</p>	3, 4, 5	<p>Learning walks</p> <p>Evidence captured on EFL-monitoring of activities/learning</p> <p>Monitoring of planning/curriculum sequences</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>Evaluation forms gathered from pupils and staff following encounters/visits/green Careers Week</p>


Key Stage 3 (3-year curriculum cycle- see curriculum sequences for specific pathway planning)

CDI Framework Learning Area	CDI Learning Aims (KS1/2)	Measurable Outcome (End of Key Stage)	Activities and Opportunities (Key Encounters/Experiences)	GB	Monitoring and Evaluation
<p>Growth throughout life</p> 	<p>Be confident to request help and explain how they acted on help</p> <p>Recognise their successes in learning and what they want to learn next</p> <p>Be willing to challenge themselves and take on challenges which help them to grow</p> <p>Explore, record and comment on what they have experienced and achieved</p> <p>Feel positive about and relate to people whose identities and backgrounds are different to theirs</p>	<p>Pupils will use their preferred communication systems with greater independence and be able to ask for help</p> <p>Pupils will have increased awareness of the essential skills linked to later life and work</p> <p>Pupils will be able to communicate own likes and dislikes, what they enjoy and what they are good at</p> <p>All pupils will have started to build a vocational profile</p> <p>Pupils will be aware of stereotyping and equal opportunities- they will be able to identify similarities and differences between people</p> <p>Pupils will participate in opportunities for developing life skills</p>	<p>Pupils will begin to build a vocational profile to share with others</p> <p>Pupils will use their preferred method of communication to share their feelings about activities</p> <p>Wider school experiences that support character building- residential, Christmas school production</p> <p>Enrichment activities- pottery, horse-riding, forest school, swimming</p> <p>Hands-on learning opportunities such as cooking lessons, class jobs, shopping in the community</p> <p>EHCP person-centred reviews- pupils are supported to create an 'all about me' document which is shared with parents/carers and other professionals</p> <p>Zones of regulation lessons (PSHE/Sensory Development) re recognising emotions and managing emotions</p> <p>Teachers use Skills Builder icons to reference essential skills used in lessons</p> <p>Skills Builder sessions delivered in careers lessons</p> <p>Same and Different activities in PSHE lessons, exploring differences between people</p>	<p>1, 3, 4</p>	<p>Monitor to assess if vocational profiles are in place for all pupils (by end of Spring term)</p> <p>Evidence captured on EfL- monitoring of activities/learning</p> <p>Careers activities tracked via EfL and/or Compass+</p> <p>Learning walks</p> <p>Monitoring of curriculum sequences to ensure cross-curricular links to careers</p> <p>EHCP minutes of meeting recorded and information shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p>

			Redraw the Balance- activities in careers lessons around career stereotypes		EHCP PowerPoint added to EFL/Careers tracker
<p>Explore possibilities</p> 	<p>Be aware that jobs are made up of tasks</p> <p>Be able to explain what tasks they would like and like least about particular jobs</p> <p>Explore what people do whose jobs involve caring for children and keeping them safe</p> <p>Find out about the skills and qualities needed for a caring job</p> <p>Be able to give examples of jobs in different sectors</p> <p>Be able to design a scheme for</p>	<p>Pupils will be more aware of different types of workplaces according to different types of work</p> <p>All pupils will have identified at least 3 jobs and/or sectors they are interested in</p> <p>Pupils will be aware of stereotyping and equal opportunities</p> <p>All pupils will have had at least one meaningful encounter with an employer each year</p> <p>Some pupils can recall essential skills used in lessons, using their preferred method of communication</p> <p>Pupils will be exposed to a range of different jobs/employers (at least one encounter per year)</p>	<p>Workplace role play activities exploring different jobs and careers</p> <p>Redraw the Balance- activities in careers lessons around career stereotypes of different jobs (consider gender stereotypes when inviting visitors into school)</p> <p>'Guess Who?' Guess who activity exploring career journeys of staff in school- who did what job previously? What skills/interests do they have?</p> <p>Posters- career journeys of staff to be shared with pupils/displayed</p> <p>Career Scavenger Hunt- pupils to find out about different roles around school e.g. catering, maintenance, admin</p> <p>Visits to/from Morrisons, Workingmanskitchen, Ideagen (STEM), local construction company (Careers assemblies/workshops)</p> <p>Visits to school allotment, community café, Morrisons supermarket, Clifton library</p> <p>Visit to a local care home</p>	<p>1, 2, 4, 5, 6</p>	<p>Evidence captured on EFL- monitoring of activities/learning</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>Learning walks</p> <p>Monitoring of curriculum sequences to ensure cross-curricular links to careers</p> <p>Evaluation forms gathered from pupils and staff following encounters with employers</p> <p>Learning walks and monitoring of SkillsBuilder</p>

	<p>classifying a set of jobs</p> <p>Be able to explain what interests them about particular jobs</p> <p>Be able to explain their views about similarities and differences between jobs</p> <p>Investigate similarities and differences between men's and women's work clothes</p> <p>Explore the connection between uniforms and status</p> <p>Be able to explain what they are gaining from the subjects and topics they are learning about</p> <p>Recognise that the subjects and topics that they take further can lead to qualifications and making progress in their careers</p>	<p>Pupils will be exposed to a range in different people and services in the local community</p> <p>Pupils have greater awareness of how their learning links to later life and work (in particular STEM subjects)</p> <p>Pupils will be informed of how subjects taught in KS3 progress to qualifications in KS4 and 5</p> <p>Pupils will explore different pathways</p>	<p>National Careers Week activities related to jobs- Challenging Gender Stereotypes, Draw the Job, Dream Big Job Hunt</p> <p>Linking subjects and topics to jobs- subject leaders to make links to job sectors in planning</p> <p>Teachers use Skills Builder icons to reference essential skills used in lessons</p> <p>Careers journey display prominent in school (Trent building foyer)</p> <p>KS3 careers assembly sharing information about KS4 and destinations</p> <p>Information leaflet about KS4 and 5 pathways shared with pupils and families at EHCP reviews</p> <p>Opportunities to engage in different roles through mini classroom jobs e.g. fruit and milk collection, mail delivery, register delivery</p>		<p>(displayed in classrooms and referenced in lessons)</p> <p>Pupil and parent/carer surveys to evaluate how informed they are</p>
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<p>Manage career</p>  <p>Recognise that they and other people like to choose the work they do</p> <p>Be aware that choice and opportunity make careers possible</p> <p>Look forward to what they are going to learn next</p> <p>Recognise their achievement when they have learnt something new even if they found it difficult initially</p> <p>Describe a goal or target they are working towards</p> <p>Make a step-by-step plan to enable them to achieve something they would like to be able to do</p> <p>Be proactive about trying different approaches to solving challenges</p> <p>Be aware that having backup</p>	<p>Recognise that they and other people like to choose the work they do</p> <p>Be aware that choice and opportunity make careers possible</p> <p>Look forward to what they are going to learn next</p> <p>Recognise their achievement when they have learnt something new even if they found it difficult initially</p> <p>Describe a goal or target they are working towards</p> <p>Make a step-by-step plan to enable them to achieve something they would like to be able to do</p> <p>Be proactive about trying different approaches to solving challenges</p> <p>Be aware that having backup</p>	<p>Pupils will know that a career relates to their pathway through life- education, work and independent living</p> <p>Pupils will know who can support them with careers in school</p> <p>All pupils will have started to build a vocational profile</p> <p>Pupils will have more knowledge about KS4 qualifications, and possible post 16 and post 18 progression routes</p> <p>All pupils and families will have access to relevant LMI</p> <p>All pupils will have an EHCP Transition review, including a discussion about future aspirations, pathways and destinations</p> <p>Pupils will make expected or better than expected progress in their PGLs (related to our four curriculum drivers)</p> <p>All pupils will have had at least two encounters with FE providers by the end of Year 9 (FE colleges, supported internships, day services) * This is a mandatory requirement of PAL</p>	<p>Pupils and families will have been introduced to careers resources on our school website and the careers team</p> <p>Year 7-9 pupils and families will be invited to an annual careers fair and will know who can offer support around transition next steps</p> <p>Pupils will begin to build a vocational profile to share with others, communicating preferences, skills and qualities and hopes for the future</p> <p>KS3 careers assembly sharing information about KS4 and destinations</p> <p>Information leaflet about KS4 and 5 pathways shared with pupils and families at EHCP reviews</p> <p>Annual EHCP Reviews will include a transition review (Preparation for Adulthood) and pupils' and families' reviews will be recorded and shared re aspirations</p> <p>Pupils will share their 'All About Me' Powerpoint at their ECHP review</p> <p>Visits from Nottingham College and other local provisions offering supported internships and day services (talk to pupils through assemblies, workshops and/or careers fairs)</p>	<p>1, 2, 3, 7, 8</p>	<p>Pupil and parent/carer surveys to evaluate how informed they are</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>Evaluation forms to be completed at careers fair</p> <p>PLGs assessed termly- evaluate progress</p> <p>EHCP minutes of meeting recorded and information shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p> <p>Monitor to assess if vocational profiles are in place for all pupils (by end of Spring term)</p>
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	<p>plans can help overcome the disappointment or bring a different reward if their main plan does not work out</p> <p>Recognise that decisions can have unexpected consequences</p> <p>Be able to weigh up the pros and cons of a choice they are thinking of making</p>				
<p>Create opportunities</p> 	<p>Identify new jobs that are just coming into being or might be needed in the future</p> <p>Be able to describe what their needs are and respond to trusted adults who can help them</p> <p>Choose what they want to achieve and the way they go about it</p> <p>Reflect on what they achieved and what they would</p>	<p>Pupils will be able to identify some jobs that are no longer needed and others which will be needed in the future</p> <p>Pupils will use their preferred method of communication to ask for help/communicate their needs</p> <p>Pupils will be able to work cooperatively alongside others</p> <p>All pupils will have participated in an enterprise activity</p> <p>Pupils will have participated in a workplace visit in our local community (at least one per year)</p> <p>Pupils will engage in one Skills Builder Challenge day per year</p>	<p>Employer encounter within STEM (Ideagen)</p> <p>Teachers to make reference to 'I Can' careers acronym in lessons and celebrate pupils' successes</p> <p>Enterprise- Teachers to use Talentino Resources to support with enterprise (Bambino)</p> <p>Visit to Morrisons, Six Acres Garden Centre and Clifton View Care Home</p> <p>Employer encounter with Workingmanskitchen and The Plane Tree (local self-employed business owners)</p> <p>Key Stage Challenge Day arranged and timetabled (Skills Builder Hub)</p> <p>Cross-curricular opportunities for collaboration and team-building activities</p>	<p>2, 3, 4, 5</p>	<p>Evidence captured on EFL- monitoring of activities/learning</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>Pupils and staff to complete evaluation forms following encounters and activities</p>

	<p>do differently or better next time</p> <p>Be aware of how to communicate with co-workers and customers in work settings</p> <p>Explore how people relate to each other in work settings</p> <p>Be able to make a positive contribution in group play or teamwork based on a business activity</p> <p>Be able to take on different work-related roles in group play or teamwork, including as leader when required</p> <p>Think about questions they would like to ask a visitor about their job</p> <p>Explain what they found out from a visitor about setting</p>		<p>Celebration Assemblies- celebrating pupils' 'Wow' moments of the week (related to our 4 curriculum drivers)</p> <p>Pupils will complete evaluation forms after visits/encounters with employers</p>		
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	up their own businesses				
<p>Balance life and work</p> 	<p>Recognise the contribution they make to the work that is done in the home and be able to explain the idea of division of labour</p> <p>Be aware of what volunteers do and how they can be a volunteer</p> <p>Be aware of what charities do and how they can be a charity worker</p> <p>Explore the rewards they would like to get from paid work and recognise that people seek different rewards when considering work they'd like to do</p>	<p>All pupils will have contributed to a social action or fundraising activity each year</p> <p>Pupils will recognise the difference between paid work and volunteering</p> <p>Pupils will have further developed their independence in relation to work at home and life skills</p> <p>Pupils will have engaged with local charities and identify work they do</p> <p>Pupils will participate in volunteering in and around school</p> <p>Pupils will develop their awareness of safety in different environments</p> <p>Pupils will identify different work 'needs' e.g. shift patterns, environments, salaries</p> <p>Pupils will have some awareness of prejudice and discrimination-</p>	<p>Opportunities to take part in fundraising events- planning activities to raise money for Sports Relief/Comic Relief/Children in Need</p> <p>Independent living lessons related to home management (PSHE)</p> <p>Assembly visits from local charities e.g. The Guide Dogs for the Blind Association, Stonebridge City Farm, Summerwood Community Gardens</p> <p>Zones of Regulation/PSHE lessons linked to wellbeing, prejudice and discrimination, friendship and bullying</p> <p>Visit Crumbs Café (upper school vocational café) and practice using money</p> <p>Opportunities to handle money in real life contexts e.g. out in the community, shopping</p> <p>Teachers to use Barclaycard Life Skills and NatWest Money Sense resources</p>	1, 3, 4	<p>Evidence captured on EFL- monitoring of activities/learning</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>Pupils and staff to complete evaluation forms following encounters and activities</p> <p>PLGs assessed termly- evaluate progress</p>

	<p>Be aware that overwork is harmful to people's health</p> <p>Be aware that imbalances between people's life and work affects their wellbeing</p> <p>Recognise how they can help keep themselves and others safe at school</p> <p>Explore what happens in the first few days when people start work</p> <p>Be aware that people's work needs change during their lives</p> <p>Be aware that they and others can play a part in helping to ensure that people are treated well at work</p> <p>Recognise unfair barriers to opportunity and be willing to challenge them</p>	<p>they will explore examples through stories and scenarios</p> <p>Pupils will recognise some rights and responsibilities related to themselves and others</p> <p>Pupils will recognise different ways we can earn money. They will be familiar with language related to money e.g. earning, budgeting, saving and spending</p>			
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	<p>Be aware of how money can be earned</p> <p>Be able to make decisions about saving, spending and budgeting</p>				
<p>See the big picture</p> 	<p>Be aware of how work is portrayed differently in different stories and what the author is encouraging them to think about</p> <p>Recognise that the way that work is shown is not always accurate/ reliable</p> <p>Consider if the information they have found is accurate/reliable</p> <p>Explore how working life is changing for people now and be aware of trends that hint at how working life may change for them by the time they</p>	<p>Pupils will recognise some similarities and differences between past, present and future work</p> <p>Pupils can identify jobs in technology, the environment and care</p> <p>Pupils and families will know where to find careers guidance and information on the website</p> <p>They will know who is in our careers team and where to get information re next steps</p>	<p>Focused careers lessons on the changing world of work</p> <p>History planning to include working life in the past</p> <p>Green Careers Week activities</p> <p>Visit from Severn Trent Water, Ideagen</p> <p>Careers information and links to be shared with families via newsletters, social media and group call</p> <p>Possible assembly/workshop with Futures</p>	3, 4, 5	<p>Evidence captured on Efl- monitoring of activities/learning</p> <p>Careers activities tracked via Efl and/or Compass+</p> <p>Pupils and staff to complete evaluation forms following encounters and activities</p> <p>Pupil and parent/carer survey- comments gathered via Microsoft form</p>


	<p>embark on their careers</p> <p>Be aware of how scientific and technological aids help people do their work- exploring the benefits and possible drawbacks</p> <p>Explore work practices in the school environment that promote sustainability</p> <p>Exploring jobs and ways of working that help to protect the environment</p> <p>Explore the jobs that people do to help each other</p> <p>Explore what they and others can do to prevent people having to do harmful work</p>				
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Key Stage 4 (2-year curriculum cycle- see curriculum sequences for specific pathway planning)

CDI Framework Learning Area	CDI Learning Aims (KS3/4)	Measurable Outcomes	Activities and Opportunities (Key Encounters/Experiences)	GB	Monitoring and Evaluation
<p>Growth throughout life</p> 	<p>Be aware of the sources of help and support available and responding positively to feedback</p> <p>Be aware that learning, skills and qualifications are important for career</p> <p>Engage in learning and taking action to achieve good outcomes</p> <p>Recognise the value and be willing to challenge themselves and try new things</p> <p>Reflect on and record achievements, experiences and learning</p> <p>Consider what learning pathway they should pursue next</p>	<p>Pupils will use their preferred communication systems to ask for help</p> <p>Pupils will recognise key people who can help them with transition</p> <p>Pupils will recognise the essential skills linked to later life and work and begin to link them to different jobs and work places</p> <p>Pupils will participate in opportunities for developing life skills</p> <p>Pupils will be able to communicate what they enjoy and what they find difficult.</p> <p>Pupils will recognise skills they need to develop</p> <p>Pupils will identify goals which link to their future aspirations</p> <p>All pupils will have a vocational profile which will be revisited/updated termly</p> <p>Pupils will understand the terms stereotyping, discrimination and equal opportunities.</p> <p>They will recognise examples in relation to careers</p>	<p>Pupils will revisit and reflect upon vocational profiles/set goals (1:1 tutor sessions)</p> <p>Careers information shared via assemblies, information leaflets and social media</p> <p>Pupils will use their preferred method of communication to share their feelings about activities</p> <p>Wider school experiences that support character building- residential, Christmas school production</p> <p>Enrichment activities- Noise Academy DJing, Arts Workshop, Creative Media, Outdoor Learning, dance</p> <p>EHCP person-centred reviews- pupils are supported to create an 'all about me' document which is shared with parents/carers and other professionals</p> <p>Learning Zone sessions (My Health, My Independence, My Future, My Community) focusing on developing life skills and independence</p> <p>OCR Life and Living Skills units around individual rights and responsibilities</p>	<p>1, 3, 4</p>	<p>Monitor to assess if vocational profiles are in place for all pupils (by end of Spring term)</p> <p>Careers activities tracked via Efl and/or Compass+</p> <p>PLGs assessed termly- evaluate progress</p> <p>EHCP minutes of meeting recorded and information shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p> <p>'All About Me' PowerPoints shared to Efl</p> <p>Learning walks and monitoring of curriculum planning</p> <p>Evidence captured on Efl- monitoring of activities/learning</p>

	Be aware of and reflect on their heritage, identity and values	<p>Pupils can communicate how they would stand up to prejudice and discrimination</p> <p>Pupils will identify how they are similar and different to other people, and recognise groups they belong to</p> <p>Pupils will recognise what is important to them</p>	Teachers use Skills Builder icons to reference essential skills used in lessons		
Explore possibilities 	<p>Be aware of the range of possible jobs</p> <p>Consider what jobs and roles are interesting</p> <p>Identify and research common sources of information about the labour market and education system</p> <p>Be aware of the main learning pathways and consider which ones they want to follow and how they will access it/succeed in it</p> <p>Be aware that many jobs require learning,</p>	<p>Pupils will explore a range of jobs or activities within identified sectors of interest</p> <p>Pupils will have identified at least 3 jobs or activities from a sector they are interested in</p> <p>Pupils will recall which essential skills they have used in lessons and activities, using their preferred method of communication</p> <p>All pupils will be exposed to a range of different jobs/employers (at least one encounter per year)</p> <p>Pupils and families will be informed of how subjects and qualifications taught in KS4 progress to qualifications in 6th form and/or college</p> <p>Pupils will explore application processes for work and education</p> <p>Pupils will be aware of some of the requirements when applying for a job or college course</p>	<p>Talentino Careers at Entry Level programme</p> <p>Careers 'Speed Dating' activity- pupils meet employees from a range of sectors</p> <p>Posters- career journeys of staff to be shared with pupils/displayed</p> <p>FUTURE FRIDAYS- pupils participate in vocational options including college links, horticulture (Allotment Education), Crumbs Café, DJing</p> <p>Visits to/from Morrisons, Capital One, Nottingham City Homes, Tennants, local construction company (Careers assemblies/workshops)</p> <p>Visits to school allotment, community café, Morrisons supermarket, Clifton library and the leisure centre</p> <p>Work Experience opportunities offsite- Ideagen, The Plane Tree</p>	1, 2, 3, 4, 5, 6	<p>Careers activities tracked via EFL and/or Compass+</p> <p>EHCP minutes of meeting recorded and information shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p> <p>'All About Me' PowerPoints shared to EFL</p> <p>Learning walks and monitoring of curriculum planning</p> <p>Pupils and staff to complete evaluation forms following encounters and activities</p>

	<p>skills and minimum qualifications</p> <p>Research the learning and qualification requirements for jobs and careers that they are interested in</p> <p>Be aware of the range of different sectors and organisations where they can work</p> <p>Research the range of workplaces and what it is like to work there</p> <p>Be aware of the range of ways that organisations undertake recruitment and selection</p> <p>Research what they need to do to succeed in selection processes</p>	<p>Pupils will experience different work-related opportunities relevant to their preferred sectors of interest * all pupils will have a work experience placement either in school or in the local community)</p>	<p>Work Experience opportunities onsite- kitchen, stationary supplies, admin and maintenance</p> <p>National Careers Week activities</p> <p>Linking subjects and topics to jobs- subject leaders to make links to job sectors in planning</p> <p>Teachers use Skills Builder icons to reference essential skills used in lessons</p> <p>Careers journey display prominent in school (Trent building foyer)</p> <p>KS4 careers assembly sharing information about 6th form and other FE destinations</p> <p>Information leaflet about KS5 pathways shared with pupils and families at EHCP reviews</p> <p>Think Big programme (with Nottingham Forest and Ideagen)</p> <p>Introduction to CV writing and job applications in careers lessons</p>	<p>Pupil and parent/carer surveys to evaluate how informed they are</p> <p>Learning walks and monitoring of curriculum planning</p>
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<p>Manage career</p>  <p>Be aware that career describes their journey through life, learning and work</p> <p>Recognise the different ways in which people talk about career and reflecting on its meaning to them</p> <p>Look forward to the future, building confidence and optimism</p> <p>Imagine a range of possibilities for themselves in their career</p> <p>Make plans and develop a pathway into their future</p> <p>Be aware that different jobs and careers bring different challenges and rewards</p> <p>Consider the risks and rewards associated with different pathways and careers</p>	<p>All pupils and families will have access to relevant LMI</p> <p>All pupils will have an EHCP Transition review, including a discussion about future aspirations, pathways and destinations</p> <p>Pupils will have an updated vocational profile which is shared with families and other professionals involved with transition</p> <p>Pupils will make expected or better than expected progress in their PLGs (related to our four curriculum drivers)</p> <p>All pupils will have had at least two further encounters with FE providers by the end of Year 11 (FE colleges, supported internships, day services) * <i>This is a mandatory requirement of PAL</i></p> <p>Pupils will have a 'Plan B' identified for post-16</p> <p>Pupils will be prepared for transitioning onto their next steps after KS4</p>	<p>Pupils and families will have access to careers resources on our school website and the careers team</p> <p>Year 10 and 11 pupils and families will be invited to an annual careers fair and will know who can offer support around transition/next steps</p> <p>Pupils will update their vocational profiles to share with others, communicating preferences, skills and qualities and hopes for the future</p> <p>KS4 careers assembly sharing information about KS5 and possible destinations</p> <p>Information leaflet about post-16 pathways shared with pupils and families at EHCP reviews</p> <p>Annual EHCP Reviews will include a transition review (Preparation for Adulthood) and pupils' and families' reviews will be recorded and shared re aspirations</p> <p>Pupils will share their 'All About Me' Powerpoint at their ECHP review</p> <p>Visits from local colleges and other local provisions offering supported internships and day services (talk to pupils through assemblies, workshops and/or careers fairs)</p> <p>Alumni coffee morning- pupils invited back to talk about their experiences</p>	<p>1, 2, 3, 7, 8</p> <p>Pupils to complete evaluation forms following workplace visits and FE encounters (uploaded to EfL)</p> <p>Staff and external providers to provide feedback of activities/encounters via surveys</p> <p>Pupil and parent/carer surveys to evaluate how informed they feel</p> <p>Monitor to assess if vocational profiles are in place for all pupils and have been shared with families (by end of Spring term)</p> <p>PLGs termly assessed</p> <p>EHCP minutes of meeting recorded and information shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p> <p>Careers activities tracked via EfL and/or Compass+</p>
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	<p>Think about how they learn from setbacks and challenge</p> <p>Take steps to achieve in their qualifications and make a decision about their post-16 pathway</p>				
<p>Create opportunities</p> 	<p>Develop friendships and relationships with others and reflect on their relationship to their career</p> <p>Be aware that it is important to take initiative in their learning and life</p> <p>Start to take responsibility for making things happen in their career</p> <p>Be aware that building a career will require them to be imaginative and flexible</p> <p>Be able to reflect on and change their career ideas and</p>	<p>Pupils will use their preferred method of communication to communicate their needs</p> <p>Pupils will be able to interact and socialise with others</p> <p>Pupils will be able to work cooperatively alongside others</p> <p>Pupils will engage in one Skills Builder Challenge day per year</p> <p>Pupils will have the opportunity to lead on activities</p> <p>All pupils will have participated in an enterprise activity</p> <p>Pupils will have a vocational profile which is updated termly</p> <p>All Year 11 pupils will have a careers interview and create an action plan linked to their vocational profiles and next steps</p>	<p>Enterprise- Christmas 'Tenner Challenge' resulting in coffee morning/stalls selling produce</p> <p>Key Stage Challenge Day arranged and timetabled (Skills Builder Hub)</p> <p>Cross-curricular opportunities for collaboration and team-building activities</p> <p>Celebration Assemblies- celebrating pupils' 'Wow' moments of the week (related to our 4 curriculum drivers)</p> <p>Year 11 Careers Interviews with Futures- action plans will be completed and shared/uploaded to evidence for learning</p> <p>Pupils will share their views during EHCP reviews</p>	<p>2, 3, 4, 5</p>	<p>Careers activities tracked via Efl and/or Compass+</p> <p>Monitor to assess if vocational profiles are in place for all pupils and have been shared with families</p> <p>Careers Interviews tracked using Compass+ and action plans uploaded to Efl</p> <p>Evidence captured on Efl- monitoring of activities/learning</p>


	<p>the strategies that they are pursuing to achieve them</p> <p>Develop the ability to communicate their needs and wants</p> <p>Be willing to speak up for themselves and others</p> <p>Be able to identify and discuss role models and be aware of the value of leadership</p> <p>Be aware of the concept of/research entrepreneurialism and self-employment</p>				
<p>Balance life and work</p> 	<p>Be aware of the concept of work-life balance</p> <p>Reflect on different ways people balance their work and life</p> <p>Be aware that physical and mental wellbeing are important</p> <p>Reflect on their own physical and mental</p>	<p>Pupils will have further developed their independence in relation to work at home and life skills</p> <p>Pupils will participate in a volunteering project in the local community</p> <p>Pupils will have increased independence when keeping safe in different environments</p> <p>Pupils will identify activities they like to do in their free time</p>	<p>Opportunities to take part in fundraising event- planning activities to raise money Macmillan Coffee morning</p> <p>Volunteering project- Clifton Food Bank, Summerwood Community Gardens, Clifton View Care Home</p> <p>Learning Zone lessons related to home management and personal development (My Independence, My Future, My Health))</p> <p>OCR Life and Living Skills 'Emotional Wellbeing' unit</p>	<p>1, 3, 4, 6</p>	<p>Evidence captured on EFL- monitoring of activities/learning</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>Learning walks and monitoring of book work</p>

	<p>wellbeing and consider how they can improve these</p> <p>Be aware of money and that individuals and families have to actively manage their finances</p> <p>Recognise the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>Be aware of the ways that they can be involved in their family and community</p> <p>Recognise the role that they play in their family and community and consider how that might shape their career</p> <p>Be aware of different life stages and life roles</p> <p>Consider how they want to move through different life stages and manage different life roles</p>	<p>Pupils will explore different leisure activities in the local community and know how to access them</p> <p>Pupils will have an awareness of how they can contribute to a healthy lifestyle and wellbeing</p> <p>Pupils will identify needs and wants in relation to money and finance</p> <p>Pupils will be aware of different life stages in relation to education and work</p> <p>Pupils will recognise some rights and responsibilities related to themselves and others</p> <p>Pupils will recognise examples of prejudice and discrimination in work and education</p> <p>Pupils will explore what they can do to challenge such injustices</p>	<p>Opportunities to visit leisure facilities- library, sports centre, cinema, park</p> <p>Opportunities to handle money in real life contexts e.g. out in the community, shopping</p> <p>Teachers to use Barclaycard Life Skills and NatWest Money Sense resources</p> <p>OCR Life and Living Skills units around individual rights and responsibilities</p>		
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	<p>Be aware of rights and responsibilities in the workplace and in society</p> <p>Develop knowledge of rights and responsibilities in the workplace and in society</p> <p>Recognise the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p> <p>Identify what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>				
<p>See the big picture</p> 	<p>Be aware of/evaluate a range of different media, information sources and viewpoints</p> <p>Be aware that there are trends in local and national labour markets</p> <p>Explore LMI trends</p>	<p>Pupils will know what LMI is and where to find it</p> <p>Pupils will explore current trends in LMI</p> <p>Pupils explore LMI trends in technology, environment and care sectors</p> <p>Pupils and families will know where to find careers guidance and information on the website</p>	<p>Careers assembly about LMI and current local trends</p> <p>Think Big programme (with Nottingham Forest and Ideagen)</p> <p>Careers Coffee morning- parents invited in to gain information about transition (possible external agencies to invite- DWP, Independent Travel Training, Futures</p>	2, 3, 5	<p>Pupil and parent/carer surveys to evaluate how informed they are</p> <p>Learning walks and monitoring of curriculum planning</p> <p>Evidence captured on EFL- monitoring of activities/learning</p>


	<p>Be aware that trends in technology and science have implications for career/explore these trends</p> <p>Be aware of the relationship between career and the natural environment/explore these trends</p> <p>Be aware of the relationship between career, community and society/explore trends</p> <p>Be aware of the relationship between career, politics and the economy/explore trends</p>				<p>Careers activities tracked via EFL and/or Compass+</p>
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6th Form (2-year curriculum cycle- see curriculum sequences for specific pathway planning)

CDI Framework Learning Area	CDI Learning Aims (KS3/4)	Measurable Outcomes	Activities and Opportunities (Key Encounters/Experiences)	GB	Monitoring and Evaluation
<p>Growth throughout life</p> 	<p>Be aware of the sources of help and support available and responding positively to feedback</p> <p>Be aware that learning, skills and qualifications are important for career</p> <p>Engage in learning and taking action to achieve good outcomes</p> <p>Recognise the value and be willing to challenge themselves and try new things</p> <p>Reflect on and record achievements, experiences and learning</p> <p>Consider what learning pathway they should pursue next</p>	<p>Pupils will use their preferred communication systems to ask for help</p> <p>Pupils will recognise key people who can help them with transition</p> <p>Pupils will recognise the essential skills linked to later life and work and begin to link them to different jobs and work places</p> <p>Pupils will participate in opportunities for developing life skills</p> <p>Pupils will be able to communicate what they enjoy and what they find difficult.</p> <p>Pupils will recognise skills they need to develop</p> <p>Pupils will identify goals which link to their future aspirations</p> <p>All pupils will have a vocational profile which will be revisited/updated termly</p> <p>Pupils will understand the terms stereotyping, discrimination and equal opportunities. They will recognise examples in relation to careers</p>	<p>Pupils will revisit and reflect upon vocational profiles/set goals (1:1 tutor sessions)</p> <p>Careers information shared via assemblies, information leaflets and social media</p> <p>Pupils will use their preferred method of communication to share their feelings about activities</p> <p>Wider school experiences that support character building- residential, Christmas school production</p> <p>Enrichment activities- Noise Academy DJing, Arts Workshop, Creative Media, Outdoor Learning, dance</p> <p>EHCP person-centred reviews- pupils are supported to create an 'all about me' document which is shared with parents/carers and other professionals</p> <p>Learning Zone sessions (My Health, My Independence, My Future, My Community) focusing on developing life skills and independence</p> <p>Teachers use Skills Builder icons to reference essential skills used in lessons</p> <p>Potential NCS programme (every two years)</p> <p>Catch 22 employability sessions</p>	<p>1, 3, 4</p>	<p>Monitor to assess if vocational profiles are in place for all pupils (by end of Spring term)</p> <p>Careers activities tracked via EfL and/or Compass+</p> <p>PLGs assessed termly- evaluate progress</p> <p>EHCP minutes of meeting recorded and information shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p> <p>'All About Me' PowerPoints shared to EfL</p> <p>Learning walks and monitoring</p>

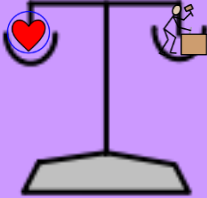
	Be aware of and reflect on their heritage, identity and values	<p>Pupils can communicate how they would stand up to prejudice and discrimination</p> <p>Pupils will identify how they are similar and different to other people, and recognise groups they belong to</p> <p>Pupils will recognise what is important to them</p>			<p>of curriculum planning</p> <p>Evidence captured on EFL-monitoring of activities/learning</p>
<p>Explore possibilities</p> 	<p>Be aware of the range of possible jobs</p> <p>Consider what jobs and roles are interesting</p> <p>Identify and research common sources of information about the labour market and education system</p> <p>Be aware of the main learning pathways and consider which ones they want to follow and how they will access it/succeed in it</p> <p>Be aware that many jobs require learning, skills and</p>	<p>Pupils will explore a range of jobs or activities within identified sectors of interest</p> <p>Pupils will have identified at least 3 jobs or activities from a sector they are interested in</p> <p>Pupils will recall which essential skills they have used in lessons and activities, using their preferred method of communication</p> <p>All pupils will be exposed to a range of different jobs/employers (at least one encounter per year)</p> <p>Pupils and families will be informed of how subjects and qualifications taught in 6th form lead to FE college courses</p> <p>Pupils will explore application processes for work and education</p>	<p>Talentino Careers at Entry Level programme</p> <p>Careers 'Speed Dating' activity- pupils meet employees from a range of sectors</p> <p>Posters- career journeys of staff to be shared with pupils/displayed</p> <p>FUTURE FRIDAYS- pupils participate in vocational options including college links, horticulture (Allotment Education), Crumbs Café, DJing</p> <p>Encounters with Ideagen (tour), Boots, Morrisons, William Davis, Coca Cola, Tennants and Nottingham City Homes</p> <p>Visits to school allotment, community café, Morrisons supermarket, Clifton library and the leisure centre</p> <p>Work Experience opportunities offsite- Ideagen, The Plane Tree, Avenue Farm, Morrisons</p> <p>Work Experience opportunities onsite- Crumbs Café, Allotment Education, Magic Breakfast Service</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Careers activities tracked via EFL and/or Compass+</p> <p>EHCP minutes of meeting recorded and information shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p> <p>'All About Me' PowerPoints shared to EFL</p> <p>Learning walks and monitoring of curriculum planning</p> <p>Pupils and staff to complete</p>

	<p>minimum qualifications</p> <p>Research the learning and qualification requirements for jobs and careers that they are interested in</p> <p>Be aware of the range of different sectors and organisations where they can work</p> <p>Research the range of workplaces and what it is like to work there</p> <p>Be aware of the range of ways that organisations undertake recruitment and selection</p> <p>Research what they need to do to succeed in selection processes</p>	<p>Pupils will be aware of some of the requirements when applying for a job or college course</p>	<p>National Careers Week activities</p> <p>Linking subjects and topics to jobs- subject leaders to make links to job sectors in planning</p> <p>Teachers use Skills Builder icons to reference essential skills used in lessons</p> <p>Careers journey display prominent in school (Trent building foyer)</p> <p>6th form careers assembly sharing information about FE destinations and other day services</p> <p>Information leaflet about FE pathways and destinations shared with pupils and families at EHCP reviews</p> <p>My Future sessions on CV writing and job applications in careers lessons</p> <p>Mock interviews with employers</p> <p>Taster session with The Adventure Service</p>	<p>evaluation forms following encounters and activities</p> <p>Pupil and parent/carer surveys to evaluate how informed they are</p> <p>Learning walks and monitoring of curriculum planning</p>
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<p>Manage career</p> 	<p>Be aware that career describes their journey through life, learning and work</p> <p>Recognise the different ways in which people talk about career and reflect on its meaning to them</p> <p>Look forward to the future, building confidence and optimism</p> <p>Imagine a range of possibilities for themselves in their career</p> <p>Make plans and develop a pathway into their future</p> <p>Be aware that different jobs and careers bring different challenges and rewards</p> <p>Consider the risks and rewards associated with different pathways and careers</p>	<p>All pupils and families will have access to relevant LMI</p> <p>All pupils will have an EHCP Transition review, including a discussion about future aspirations, pathways and destinations</p> <p>Pupils will have an updated vocational profile which is shared with families and other professionals involved with transition</p> <p>Pupils will make expected or better than expected progress in their PGLs (related to our four curriculum drivers)</p> <p>All pupils will have been invited to two further encounters with FE providers by the end of Year 13 (FE colleges, supported internships, day services) * This is a mandatory requirement of PAL</p> <p>Pupils will have a 'Plan B' identified for post-6th form</p> <p>Pupils will be prepared for transitioning onto their next steps after Nethergate</p>	<p>Pupils and families will have access to careers resources on our school website and the careers team</p> <p>6th form pupils and families will be invited to an annual careers fair and will know who can offer support around transition/next steps</p> <p>Pupils will update their vocational profiles to share with others, communicating preferences, skills and qualities and hopes for the future</p> <p>6th form careers assembly sharing information about FE destinations and other day services</p> <p>Information leaflet about post-18 pathways shared with pupils and families at EHCP reviews</p> <p>Annual EHCP Reviews will include a transition review (Preparation for Adulthood) and pupils' and families' reviews will be recorded and shared re aspirations</p> <p>Pupils will share their 'All About Me' Powerpoint at their ECHP review</p> <p>Visits from local colleges and other local provisions offering supported internships and day services (talk to pupils through assemblies, workshops and/or careers fairs)</p> <p>Alumni coffee morning- pupils invited back to talk about their experiences</p> <p>College applications, taster days and interviews- school to support</p>	<p>1, 2 3, 7, 8</p>	<p>Pupils to complete evaluation forms following workplace visits and FE encounters (uploaded to EFL)</p> <p>Staff and external providers to provide feedback of activities/encounters via surveys</p> <p>Pupil and parent/carer surveys to evaluate how informed they feel</p> <p>Monitor to assess if vocational profiles are in place for all pupils and have been shared with families (by end of Spring term)</p> <p>PLGs termly assessed</p> <p>EHCP minutes of meeting recorded and information</p>
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	<p>Think about how they learn from setbacks and challenge</p> <p>Take steps to achieve in their qualifications and make a decision about their post-18 pathway</p> <p>*Manage the transition into the post-16 learning context and preparing for post-18 transitions (CDI Post-16)</p>				<p>shared via updated EHCP but future aspirations also added to central pupil spreadsheet</p> <p>Careers activities tracked via EfL and/or Compass+</p>
<p>Create opportunities</p> 	<p>Develop friendships and relationships with others and reflect on their relationship to their career</p> <p>Be aware that it is important to take initiative in their learning and life</p> <p>Start to take responsibility for making things happen in their career</p>	<p>Pupils will use their preferred method of communication to communicate their needs</p> <p>Pupils will be able to interact and socialise with others</p> <p>Pupils will be able to work cooperatively alongside others</p> <p>Pupils will engage in one Skills Builder Challenge day per year</p> <p>Pupils will have the opportunity to lead on activities</p> <p>All pupils will have participated in an enterprise activity</p>	<p>Enterprise- Christmas 'Tenner Challenge' resulting in coffee morning/stalls selling produce</p> <p>Key Stage Challenge Day arranged and timetabled (Skills Builder Hub)</p> <p>Cross-curricular opportunities for collaboration and team-building activities</p> <p>Celebration Assemblies- celebrating pupils' 'Wow' moments of the week (related to our 4 curriculum drivers)</p> <p>Careers Interviews with Futures- action plans will be completed and shared/uploaded to evidence for learning</p>	2, 3 4, 5	<p>Careers activities tracked via EfL and/or Compass+</p> <p>Monitor to assess if vocational profiles are in place for all pupils and have been shared with families</p> <p>Careers Interviews tracked using Compass+ and</p>

	<p>Be aware that building a career will require them to be imaginative and flexible</p> <p>Be able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>Develop the ability to communicate their needs and wants</p> <p>Be willing to speak up for themselves and others</p> <p>Be able to identify and discuss role models and be aware of the value of leadership</p> <p>Be aware of the concept of/research entrepreneurialism and self-employment</p>	<p>Pupils will have a vocational profile which is updated termly</p> <p>All pupils transitioning from 6th form will have a careers interview and create an action plan linked to their vocational profiles and next steps</p>	<p>Pupils will share their views during EHCP reviews</p>		<p>action plans uploaded to EFL</p> <p>Evidence captured on EFL-monitoring of activities/learning</p>
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<p>Balance life and work</p> 	<p>Be aware of the concept of work-life balance</p> <p>Reflect on different ways people balance their work and life</p> <p>Be aware that physical and mental wellbeing are important</p> <p>Reflect on their own physical and mental wellbeing and consider how they can improve these</p> <p>Be aware of money and that individuals and families have to actively manage their finances</p> <p>Recognise the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>Be aware of the ways that they can be involved in their family and community</p>	<p>Pupils will have further developed their independence in relation to work at home and life skills</p> <p>Pupils will participate in a volunteering project in the local community</p> <p>Pupils will have increased independence when keeping safe in different environments</p> <p>Pupils will identify activities they like to do in their free time</p> <p>Pupils will explore different leisure activities in the local community and know how to access them</p> <p>Pupils will have an awareness of how they can contribute to a healthy lifestyle and wellbeing</p> <p>Pupils will identify needs and wants in relation to money and finance</p> <p>Pupils will be aware of different life stages in relation to education and work</p> <p>Pupils will recognise some rights and responsibilities related to themselves and others</p> <p>Pupils will recognise examples of prejudice and discrimination in work and education</p>	<p>Opportunities to take part in fundraising event-planning activities to raise money for Emmanuel House</p> <p>Visit to Emmanuel House Charity</p> <p>Volunteering project- Clifton Food Bank, Summerwood Community Gardens, Clifton View Care Home</p> <p>Learning Zone lessons related to home management and personal development (My Independence, My Future, My Health))</p> <p>OCR Life and Living Skills 'Healthy Living' and 'Managing own Money' units</p> <p>Opportunities to visit leisure facilities- library, sports centre, cinema, park</p> <p>Opportunities to handle money in real life contexts e.g. out in the community, shopping</p> <p>Teachers to use Barclaycard Life Skills and NatWest Money Sense resources</p> <p>Functional Skills lessons around money, spending and budgeting</p>	<p>1, 3, 4, 6</p>	<p>Evidence captured on EFL-monitoring of activities/learning</p> <p>Careers activities tracked via EFL and/or Compass+</p> <p>Learning walks and monitoring of book work</p>
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	<p>Recognise the role that they play in their family and community and consider how that might shape their career</p> <p>Be aware of different life stages and life roles</p> <p>Consider how they want to move through different life stages and manage different life roles</p> <p>Be aware of rights and responsibilities in the workplace and in society</p> <p>Develop knowledge of rights and responsibilities in the workplace and in society</p> <p>Recognise the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>Pupils will explore what they can do to challenge such injustices</p>			
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	<p>Identify what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p> <p>*Begin to manage their own money and plan their finances (CDI Post 16)</p>				
<p>See the big picture</p> 	<p>Be aware of/evaluate a range of different media, information sources and viewpoints</p> <p>Be aware that there are trends in local and national labour markets</p> <p>Explore LMI trends</p> <p>Be aware that trends in technology and science have implications for career/explore these trends</p> <p>Be aware of the relationship between career</p>	<p>Pupils will know what LMI is and where to find it</p> <p>Pupils will explore current trends in LMI</p> <p>Pupils explore LMI trends in technology, environment and care sectors</p> <p>Pupils and families will know where to find careers guidance and information on the website</p>	<p>Careers assembly about LMI and current local trends</p> <p>Visit to Ideagen offices</p> <p>Careers Coffee morning- parents invited in to gain information about transition (possible external agencies to invite- DWP, Independent Travel Training, Futures</p>	<p>2, 3, 5</p>	<p>Pupil and parent/carer surveys to evaluate how informed they are</p> <p>Learning walks and monitoring of curriculum planning</p> <p>Evidence captured on EFL-monitoring of activities/learning</p> <p>Careers activities tracked via EFL and/or Compass+</p>

	<p>and the natural environment/explore these trends</p> <p>Be aware of the relationship between career, community and society/explore trends</p> <p>Be aware of the relationship between career, politics and the economy/explore trends</p>				
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