



Flight Path: Careers Development



Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Manage careers

Manage your career actively, make the most of opportunities and learn from setbacks.



Create opportunities

Create opportunities by being proactive and building positive relationships with others.



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

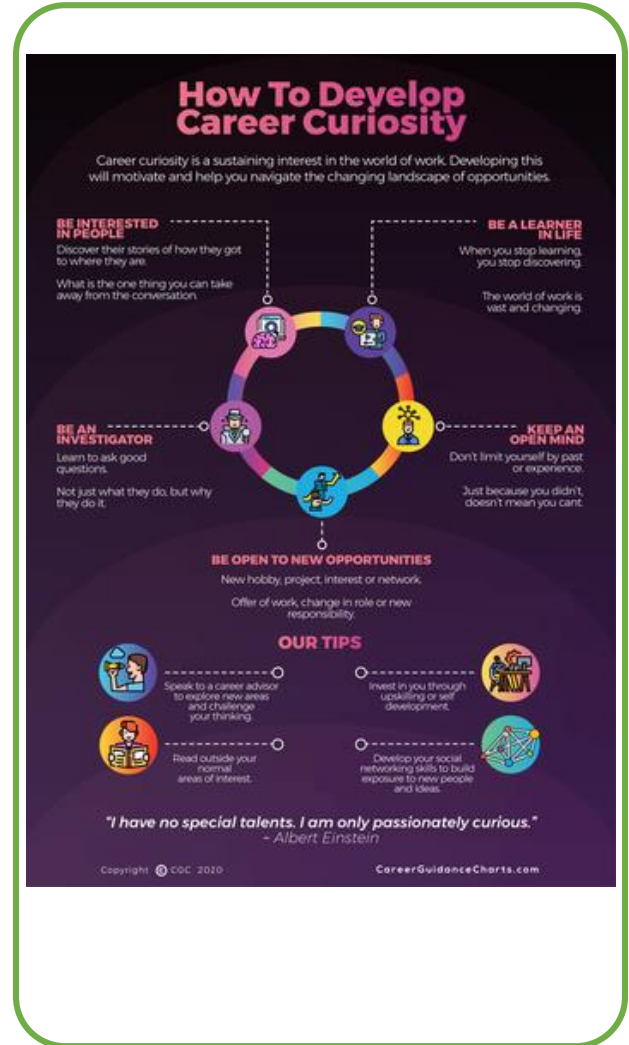
Careers Development Flight Path: Explanation

The Aims Of Career Development

If individuals understand themselves and their opportunities, and have developed the right skill set, they will be able to take their next steps; but real life is rarely as simple as this. So the framework is also rooted in learning theory emphasising the development of autonomy, personal agency, self efficacy beliefs and cognitive understanding through constructed experiences and social interactions. It recognises the importance of enabling children and young people to create a personal narrative that locates their career wellbeing in the wider context of their personal, social, political, economic and environmental wellbeing. The framework is also strongly influenced by our contemporary understanding of issues such as chaos, change and unpredictability in future working lives, the need for adaptability and resilience, the urgency of sustainable living and the importance of cultivating hope, optimism and happiness so that individuals and communities can flourish.

Delivery

Careers Development starts in KS2 through the areas for learning and throughout Key Stages 3-4 following our own long term and medium-term plans. Depending on the Pathway of the Pupil, it will be identified differently in each curriculum pathway. Planning guidance will be given by the Careers Lead as appropriate in each school and coverage will be monitored by them. Teachers delivering Careers Development will use their discretion to ascertain which learning objectives apply to the individual students in their class and make adaptations to their planning accordingly. Assessment will be made through Evidence for Learning using the Flight Path below



The six learning areas





Grow throughout life by learning and reflecting on yourself, your background and your strengths

At the **primary stage**, this is very much about fostering personal agency and self-regulation. We can help learners to take the initiative for what they do, to believe in themselves and to be increasingly responsible for their own progress.

We can also help them to be the authors of their own story. Constructing a positive narrative about themselves boosts their confidence and self-understanding. Lifelong learning is one of the keys to lifetime career development so helping to motivate learners and keep them engaged in learning is another priority.

Reflection helps learners to develop their thinking and reasoning. Staff can support this by asking suitable prompts and writing down what learners say. Much of this skill development is implicit in everything schools do for their learners and the benefits are felt across all areas of the curriculum; but some elements of career-related learning cannot be left to chance and have to be made explicit in the school's curriculum planning.

Primary school leaders and teachers are in the best position to identify the collective and individual needs of the learners in their school so that they enter secondary education with a positive outlook relating to who they are and who they could possibly become.

Secondary stage

Grow throughout life People need to grow throughout life by learning and reflecting on themselves, their background, and their strengths.

We need to address this by engaging learners in:

- Making use of help, support and feedback
- Recognising how learning, skills and experience contribute to career
- Reflecting on and recording achievements, experiences and learning
- Committing to lifelong learning and development
- Challenging themselves and trying new things
- Considering the impact of heritage, identity and values



Careers development – Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.

Growth for life skills				
Early Years	KS1	KS2	KS3	KS4
<p>Early Years being aware of people who can help them</p> <p>being aware how they feel when they have learnt something new</p> <p>being willing to try something new</p> <p>recalling what they have experienced and achieved feeling positive about who they are</p>	<p>being confident to request help</p> <p>recognising their successes in learning</p> <p>being willing to challenge themselves</p> <p>exploring what they have experienced and achieved</p> <p>feeling positive about people whose identities and backgrounds are different to theirs</p>	<p>being able to explain how they acted on help</p> <p>recognising what they want to learn next and when they are successful</p> <p>being willing to take on challenges that help them to grow</p> <p>recording and commenting on what they have experienced and achieved</p> <p>relating to people whose identities and backgrounds are different to theirs</p>	<p>being aware of the sources of help and support available and responding positively to feedback</p> <p>being aware that learning, skills and qualifications are important for career</p> <p>being willing to challenge themselves and try new things</p> <p>recording achievements being aware of heritage, identity and values</p>	<p>responding positively to help, support and feedback</p> <p>positively engaging in learning and taking action to achieve good outcomes</p> <p>recognising the value of challenging themselves and trying new things</p> <p>reflecting on and recording achievements, experiences and learning</p> <p>considering what learning pathway they should pursue next</p> <p>reflecting on their heritage, identity and values</p>



Explore possibilities, Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

Primary Stage

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces Very young learners use their vivid imaginations to explore the roles that appeal to them.

Those in their circle often have a strong effect, thus a girl who has a mother, aunt or some other close relation who is a scientist will see science as an attainable aspiration whereas those who do not have access to those role models may rule out the idea albeit unconsciously. Widening learners' horizons beyond the jobs that their family members do or that are portrayed in the media and social media is a key task of primary schools.

Jobs that run in families is an interesting investigation as is exploring the jobs featured in shows and documentaries; but learners sometimes latch on to just one or two features of these jobs without considering them in the round. This can lead to the premature elimination of possible opportunities. It is important to feed the imagination of learners in the early years. They will be attracted to imagined roles as well as those which they categorise as big and powerful. During Key Stage One, it is essential to help learners recognise stereotyping and to challenge any assumptions they make about jobs for boys and jobs for girls. During Key Stage Two, children develop an awareness of differences in status between jobs. Teachers need to recognise that this is a sensitive issue and learners may no longer want to disclose in front of others what their aspirations are. At the same time, teachers can help children to begin to think about how they want to deal with status differentials.

Secondary Stage

People need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.

Careers practitioners should address this by engaging learners in:

- Thinking about what jobs and roles to pursue
- Finding and making use of labour market information and information about the education system
- Understanding learning pathways and how to access and succeed in them
- Recognising the relationship between learning, qualifications and work
- Building awareness about workplaces, workplace culture and expectations
- Analysing and preparing for recruitment and selection processes



Careers development – Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

Growth for life skills				
Early Years	KS1	KS2	KS3	KS4
describing tasks that they have carried out	being aware that jobs are made up of tasks	being able to explain what tasks they would like and like least about particular jobs	being aware of the range of possible jobs	considering what jobs and roles are interesting
discovering the jobs that help the school to run	exploring what people do whose jobs involve caring for children and keeping them safe	finding out about the qualities and skills needed to do a caring job	identifying common sources of information about the labour market education system	researching the labour market and the education system
recognising jobs that involve harvesting, making, providing a service or finding out	being able to give examples of jobs in different sectors	being able to design a scheme for classifying a set of jobs	being aware of the main learning pathways (e.g. university, college and apprenticeships)	recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it
being able to identify jobs that they think are similar	being able to explain their views about similarities and differences between jobs	being able to explain what interests them about particular jobs	being aware that many jobs require learning, skills and minimum qualifications	researching the learning and qualification requirements for jobs and careers that they are interested in
identifying what the clothes and equipment that people use in their jobs are for	investigating similarities and differences between men's and women's work clothes	exploring the connection between uniforms and status recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers	being aware of the range of different sectors and organisations where they can work	researching the range of workplaces and what it is like to work there
being able to identify the subjects and topics they are learning about	being able to explain what they are gaining from the subjects and topics they are learning about		being aware of the range of ways that organisations undertake recruitment and selection	researching how recruitment and selection processes work and what they need to do to succeed in them



Manage career, Manage your career actively, make the most of opportunities and learn from setback

Primary Stage

Active career management is probably not something that many people associate with childhood but learners' experiences in primary schools of planning and reflection lay the foundations of later career management behaviours. When learners apply for jobs in school such as class representative on the school council or house captain, they have the opportunity, to practice, self-presentation skills and experience success or disappointment.

They will make transitions such as the move from primary to secondary school for which they will need transition skills and confidence. These skills and attitudes can be explicitly taught and will prepare learners for possible future transitions such as starting their first job, gaining promotion or being made redundant.

Some learners, especially in performance fields such as music, drama and sport, will already be making a considerable commitment to training, goal setting and handling success and disappointment.

Primary schools can do much to design collective learning activities that will lay the foundations of the skills that learners will need to manage their careers such as recruitment simulations, cooperative learning and teamwork activities and circle time reflections

Secondary Stage

People need to manage their career actively, make the most of opportunities and learn from setbacks.

Careers practitioners should address this by engaging learners in:

- Understanding the concept of career
- Being confident and optimistic
- Planning, prioritising and setting targets
- Assessing risk and reward and making decisions
- Managing opportunities, changes and transitions
- Being resilient and learning from setbacks



Careers development – Manage career,

Manage your career actively, make the most of opportunities and learn from setback

Growth for life skills				
Early Years	KS1	KS2	KS3	KS4
<p>being aware that they and other people like to enjoy the work they do</p> <p>enjoying work-based role-plays</p> <p>imagining different possibilities about who they could possibly become</p> <p>being willing to keep going and not give up</p> <p>exploring whether characters in stories made decisions in a good way</p>	<p>recognising that they and other people like to choose the work they do</p> <p>looking forward to what they are going to learn next</p> <p>describing a goal or target they are working towards</p> <p>being proactive about trying different approaches to solving challenges</p> <p>recognising that decisions can have unexpected consequences</p>	<p>being aware that choice and opportunity make careers possible</p> <p>recognising their achievement when they have learnt something new even if they found it difficult initially</p> <p>making a step-by-step plan to enable them to achieve something they would like to be able to do</p> <p>being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out</p> <p>being able to weigh up the pros and cons of a choice they are thinking of making</p>	<p>being aware that career describes their journey through life,</p> <p>learning and work looking forward to the future</p> <p>imagining a range of possibilities for themselves in their career</p> <p>being aware that different jobs and careers bring different challenges and rewards</p> <p>managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>learning from setbacks and challenges</p>	<p>recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>building their confidence and optimism about their future</p> <p>making plans and developing a pathway into their future</p> <p>considering the risks and rewards associated with different pathways and careers ta</p> <p>king steps to achieve in their GCSEs and make a decision about their post-16 pathway</p> <p>thinking about how they deal with and learn from challenges and setbacks</p>



Create Opportunities, Create opportunities by being proactive and building positive relationships with others

Primary Stage

Staff often help learners to develop friendships and relationships in the classroom. All learners benefit from surrounding themselves with friends who want them to be successful. Sometimes, the pairing of learners is so that one can be a leader and a role model for the other. What is happening in these situations is a vital part of career development.

We can help learners to identify and build their personal networks of support. Such networks help learners to create opportunities for themselves.

Career building involves making things happen, putting oneself forward and spotting opportunities. Primary schools can lay the foundations of initiative and enterprise by encouraging learners to show initiative, take the lead and suggest what they would like to learn and do. It could involve anything from leading an assembly, holding a pet show to raise money for charity or running a mini enterprise.

Parents/careers and local employers are a valuable resource for encouraging entrepreneurial activities.

Secondary Stage

People need to create opportunities by being proactive and building positive relationships with others.

Careers practitioners should address this by engaging learners in:

- Building and maintaining relationships and networks
- Being proactive
- Being creative and agile
- Representing themselves and others
- Acting as a leader, role model or example to others
- Considering entrepreneurialism



Careers development – Create Opportunities,

Create opportunities by being proactive and building positive relationships with others

Growth for life skills				
Early Years	KS1	KS2	KS3	KS4
<p>Inventing imaginary jobs</p> <p>being aware that other people can help them meet their needs</p> <p>recognising when they have achieved something for themselves</p> <p>developing the ability to participate in social play involving imagined workplaces</p> <p>being able to carry out a delegated task</p> <p>being able to explain what a visitor told them about their job</p>	<p>Identifying new jobs that are just coming into being</p> <p>being able to describe what their needs are</p> <p>choosing what they want to achieve and the way they go about it</p> <p>being aware of how to communicate with co-workers and customers in work settings</p> <p>being able to make a positive contribution in group play or teamwork based on a business activity</p> <p>thinking about questions they would like to ask a visitor about their job</p>	<p>Identifying possible new jobs that might be needed in the future</p> <p>responding to trusted adults who can help them identify their needs#</p> <p>reflecting on what they achieved and what they would do differently or better next time</p> <p>exploring how people relate to each other in work settings</p> <p>being able to take on different work-related roles in group play or teamwork, including as leader when required</p> <p>explaining what they found out from a visitor about setting up their own businesses</p>	<p>developing friendships and relationships with others</p> <p>being aware that it is important to take initiative in their learning and life</p> <p>being aware that building a career will require them to be imaginative and flexible</p> <p>developing the ability to communicate their needs and wants</p> <p>being able to identify a role model and being aware of the value of leadership</p> <p>being aware of the concept of entrepreneurialism and self-employment</p>	<p>developing friendships and relationships and reflecting on their relationship to their career</p> <p>starting to take responsibility for making things happen in their career</p> <p>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>being willing to speak up for themselves and others</p> <p>being able to discuss roles models and reflect on leadership</p> <p>researching entrepreneurialism and self employment</p>



Balance life and work, Balance your life as a worker and/ or entrepreneur with your wellbeing, other interests and your involvement with your family and community

Primary Stage

A career, in its widest sense, is made up of all the roles that people have in their lives that involve different kinds of effort or work such as being a child, a learner, a leisure 'user', a parent, a friend, a worker and a citizen.

These different roles interact with each other and wax and wane across the life-span. Holding these roles in balance is an important dimension in achieving personal health and wellbeing.

Primary schools may be helping some learners to cope with stresses in their families caused by life-work imbalance. Giving learners insights into the rewards, risks and effects of doing different kinds of work helps them to anticipate future choices and decisions.

Knowing about the rights and responsibilities of employers and employees, how to manage personal finances and how to challenge stereotyping and discrimination gives learners tools to manage life-work balance.

Secondary Stage

People need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community.

Careers practitioners should address this by engaging learners in:

- Considering work-life balance
- Attending to physical and mental wellbeing
- Planning and managing personal finances
- Considering how to be involved in family and community
- Understanding different life stages and life roles
- Being aware of rights and responsibilities in the workplace and in society
- Dealing with prejudice, stereotypes and discrimination



Careers development – Balance life and work, Balance your life as a worker and/ or entrepreneur with your wellbeing, other interests and your involvement with your family and community

Growth for life skills				
Early Years	KS1	KS2	KS3	KS4
being aware of the different kinds of work that need doing in the home	recognising the contribution they make to the work that is done in the home	being able to explain the idea of division of labour with reference to the work that is done in the home	being aware of the concept of work-life balance	reflecting on the different ways in which people balance their work and life
recognising when they have done something to help others	being aware of what volunteers do and how they can be a volunteer	being aware of what charities do and how they can be a charity worker	being aware that physical and mental wellbeing are important	reflecting on their physical and mental wellbeing and considering how they can improve these
being aware that people do paid work for financial and other rewards	exploring the rewards they would like to get from paid work	recognising that people seek different rewards when considering paid work that they'd like to do	being aware of money and that individuals and families have to actively manage their finances	recognising the role that money and finances will play, in the decisions that they make and, in their life and career
being able to distinguish between work and rest	being aware that overwork is harmful to people's health	being aware that imbalances between people's life and work affects their wellbeing	being aware of the ways that they can be involved in their family and community	recognising the role that they play in their family and community and considering how that might shape their career
being aware of health and safety rules at school	recognising how they can help keep themselves safe at school	recognising what they can do to help keep themselves and others safe at school	being aware of different life stages and life roles	considering how they want to move through different life stages and manage different life roles
exploring going to work and coming home again	exploring what happens in the first few days when people start work	being aware that people's work needs change during their lives	being aware of rights and responsibilities in the workplace and in society	developing knowledge of rights and responsibilities in the workplace and in society
recognising when someone is being given work to do which is unfair on them	being aware that they and others can play a part in helping to ensure that people are treated well at work	recognising unfair barriers to opportunity and being willing to challenge them	recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces
being aware of how to use money	being aware of how money can be earned	being able to make decisions about saving, spending and budgeting		



See the big picture, See the big picture by paying attention to how the economy, politics and society connect with your own life and career

Primary Stage

The explosion of the media and social media exposes learners to a bewildering array of sources of information. Navigating information overload, misinformation, out-of-date information and conflicting viewpoints presents many challenges.

Primary schools can help learners to begin to develop the information processing skills they need to manage their careers. Seeing the big picture goes beyond conventional types of careers information about occupations, qualifications and labour market trends to raise important issues about career patterns and structures and the forces that shape them.

Learners can appreciate the right to decent work by investigating issues such as the prevalence of child labour and slavery in this country and around the world.

They can explore the changing nature and future of work by enquiring into the relevance of issues such as how work has changed in the past, the impact of Artificial Intelligence and robotics, the challenges of climate change to their own careers and the careers available to others in

Secondary Stage

People need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career.

Careers practitioners should address this by engaging learners in:

- Evaluating different media, information sources and viewpoints
- Exploring and responding to local and national labour market trends
- Exploring and responding to trends in technology and science
- Exploring and responding to the relationship between career and the environment
- Exploring and responding to the relationship between career, community and society
- Exploring and responding to the relationship between career, politics and the economy



Careers development – See the big picture, See the big picture by paying attention to how the economy, politics and society connect with your own life and career

Growth for life skills				
Early Years	KS1	KS2	KS3	KS4
recognising when work is depicted in a story	being aware of how work is portrayed differently in different stories	being aware of what the author is encouraging them to think about when work is a theme in a story	being aware of a range of different media, information sources and viewpoints	evaluating different media, information sources and viewpoints
recognising the difference between stories about work and factual information about work	recognising that the way that work is shown is not always accurate/ reliable	being able to consider if the information they have found is accurate/reliable	being aware that there are trends in local and national labour markets	exploring local and national labour market trends
being aware that working life was different in the past	exploring how working life is changing for people now	being aware of trends that hint at how working life may change for them by the time they embark on their careers	being aware that trends in technology and science have implications for career	exploring trends in technology and science
recognising scientific and technological aids that people use in their work	being aware of how scientific and technological aids help people do their work	exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work	being aware of the relationship between career and the natural environment	exploring the relationship between career and the environment
exploring jobs that people do outdoors	exploring work practices in the school environment that promote sustainability	exploring jobs and ways of working that help to protect the environment	being aware of the relationship between career, community and society	exploring the relationship between career, community and society
exploring the jobs that people do to help them	exploring the jobs that people do to help each other	exploring what they and others can do to prevent people having to do harmful work	being aware of the relationship between career, politics and the economy	exploring the relationship between career, politics and the economy

Developing yourself through careers, employability and enterprise education

Target	Broken down <i>I can...</i>	Learning opportunity suggestions		
		KS2	KS3	KS4
1. Self awareness	<p><i>I can recognise what I like</i></p> <p><i>I can list my strengths and weaknesses</i></p> <p><i>I can understand how I change</i></p>	<p>describe what you are like, what you are good at and what you enjoy doing Children describe themselves to their e-pen pals, keep learning diaries and do card sorts to identify personal attributes (e.g. 'that's like me', 'that's not much like me')</p>	<p>describe yourself, your strengths and preferences Pupils complete a range of self-assessment exercises and record the results in an (e-) portfolio..</p>	<p>recognise how you are changing, what you have to offer and what's important to you Pupils complete an interests questionnaire and discuss the job and course suggestions with a trusted adult.</p>
2. Self determination	<p><i>I can speak positively about yourself and what you have done so far to make things happen</i></p>	<p>explain how to get what you want Children draw up a list of rules that they would like everyone to follow when holding class discussions.</p>	<p>be able to focus on the positive aspects of your wellbeing, progress and achievements Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had</p>	<p>explain how you manage your wellbeing, progress and achievements through telling your story in a positive way Pupils bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths</p>
3. Self improvement as a learner	<p><i>I can reflect on my learning with support</i></p>	<p>identify what you are learning from careers, employability and enterprise activities and experiences Children talk and write about what they have gained from going on a visit or engaging with a visitor.</p>	<p>Con explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions.</p>	<p>review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'</p>

Learning about careers and the world of work

Target	Broken down <i>I can...</i>	Learning opportunity suggestions		
		KS2	KS3	KS4
4. Exploring careers and career development	<p><i>I can give examples of what it means to have a career</i></p> <p><i>I can see how famous people tried different careers</i></p>	<p>give examples of what it means to have a career 'Who am I?' quiz. The teacher reveals ten clues, one at a time, about the career of someone known to the children. They discuss different career patterns and structures</p>	<p>describe different explanations of what careers are and how they can be developed Pupils discuss different metaphors for career such as career as a journey and career as a race. Pupils find out how the careers of different members of staff have developed and then reflect on the diversity of career patterns and structures.</p>	<p>discuss the skills involved in managing your own career Pupils investigate career development in organisations by interviewing HR managers. Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers. This could be through a series of careers talks presented in a 'speed dating' exercise.</p>
5. Investigating work and working life	<p><i>I can say what I like and dislike about different things</i></p> <p><i>I can learn about good points and bad points of different jobs</i></p>	<p>give examples of what people like and dislike about the work they do Children draw pictures and write about the things they would use or wear in a job they would like to do. Children interview visitors about what they like most and what they like least about their jobs. A themed set of careers talks is arranged for them e.g. a series of talks given by members of the medical profession</p>	<p>give examples of different kinds of work and why people's satisfaction with their working lives can change Pupils explore the similarities and differences between paid work, gift work and work in the home. Pupils explore the purpose of work clothes/uniforms/'business attire' and whether people like or dislike wearing them (linked to non-uniform day). Pupils use comprehensive website video clips to support a teacher/employer led discussion</p>	<p>explain how work and working life is changing and how this may impact on your own and other people's career satisfaction Pupils debate the pros and cons of introducing a universal basic income. Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years. Employers are invited into a humanities lesson and support the teacher when discussing local changes to work and the impact on society</p>

Learning about careers and the world of work

Target	Broken down <i>I can...</i>	Learning opportunity suggestions		
		KS2	KS3	KS4
6. Understanding business and industry	<p><i>I can talk about how local businesses run their company</i></p> <p><i>I can learn about different business structures</i></p>	describe a local business, how it is run and the products and/or services it provides Pupils complete a project on shops and businesses in the high street with inputs from owners and staff who work in them. Pupils explore businesses that exist in the local area – for example on the journey to school	give examples of different business organisational structures Pupils investigate different types of organisational structure and consider their fitness for purpose. Pupils create a visual aid that shows the contractors and suppliers linked to their own school. Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.	explain different types of business organisational structures, how they operate and how they measure success Pupils compare and contrast their experience in two different enterprise simulations - one based on a shareholder model and the other on a co-operative model. An employee from both models prepares and delivers a talk and question session with the teacher. Pupils reflect on what organisational structure appeals most to them and why
7. Investigating jobs and labour market information (LMI)	<i>I can find out about local companies and what they do</i>	describe the main types of employment in your area: past, present and emerging Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live.	be aware of what labour market information (LMI) is and how it can be useful to you Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources. Pupils use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPS, NCS and data from LMI for All	be able to find relevant labour market information (LMI) and know how to use it in your career planning Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans. Pupils use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data

Learning about careers and the world of work

Target	Broken down <i>I can...</i>	Learning opportunity suggestions		
		KS2	KS3	KS4
8. Valuing equality, diversity and inclusion	<p><i>I can talk about how to treat people fairly</i></p> <p><i>I can learn about equality at work and stereotypes</i></p>	<p>recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly Children write their own accounts of news stories about discrimination and exploitation at work</p>	<p>identify how to stand up to stereotyping and discrimination that is damaging to you and those around you Pupils role play incidents at work involving bullying and discrimination Pupils work with their alumni mentors for advice on how to combat stereotyping and discrimination</p>	<p>recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 ‘to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people’</p>
9. Learning about safe working practices and environments	<p><i>I can keep myself safe</i></p> <p><i>I can learn about rules for work to protect employees</i></p>	<p>be aware of how to keep yourself safe and well when you are learning and playing Children run a ‘safety in the classroom’ or ‘safe travel to school’ campaign.</p>	<p>be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you Pupils use the information from the local authority to write a true or false quiz to test other pupils’ knowledge of the laws and bye-laws relating to employment of schoolage children. A local employer talks about the importance of the laws and as an employer what their responsibilities to their employees are.</p>	<p>be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop. An HR consultant provides a talk on rights and responsibilities at work</p>

Developing your career management, employability and enterprise skills

Target	Broken down <i>I can...</i>	Learning opportunity suggestions		
		KS2	KS3	KS4
10. Making the most of careers information, advice and guidance	<p><i>I can be shown how to make sure information is true</i></p> <p><i>I can be taught ways to check information is accurate</i></p>	<p>be aware of where to get impartial information and support when you need it and how to make good use of it</p> <p>Children compare different sources of information about the same subject (e.g. a local secondary school) and identify strategies for critiquing them. Year 7 pupils tell Year 6 children in a class blog about life in secondary school</p>	<p>identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services Pupils create a visual diagram to show their personal networks of support. Pupils provide a guide to ‘making the most of information, advice and guidance’ in their school to support their thinking and decision making especially at key transition points.</p>	<p>build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received. Pupils use their careers plan to record their thinking</p>
11. Preparing for employability	<p><i>I can list the good skills I have</i></p> <p><i>I can write a list of skills I have used and how</i></p>	<p>identify key qualities and skills that employers are looking for</p> <p>Children write a job description for a babysitter and hold mock interviews.</p>	<p>recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p>Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability. Employers provide an introduction to employability skills</p>	<p>show how you are developing the qualities and skills which will help you to improve your employability Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated. Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Employers are involved with the work experience programme, preparation, placement and debrief. Pupils who have part-time jobs talk about the skills they need.</p>

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Target	Broken down <i>I can...</i>	Learning opportunity suggestions		
		KS2	KS3	KS4
12. Showing initiative and enterprise	<p><i>I can use my imagination</i></p> <p><i>I can develop skills to support me in employment</i></p>	<p>show that you can use your initiative and be enterprising</p> <p>Children take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions</p>	<p>recognise when you are using qualities and skills that entrepreneurs demonstrate</p> <p>Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign. Short-term enterprise activities are delivered and supported by local employers.</p>	<p>show that you can be enterprising in the way you learn, work and manage your career Working with local employers, pupils attend a session on techniques of successful marketing. Pupils are set a marketing challenge such as how to promote a healthy lifestyle. Local employers provide longer-term business competitions to develop enterprise and entrepreneurial skills</p>
13. Developing personal financial capability	<p><i>I can decide between saving or spending my money</i></p> <p><i>I can learn how to manage my money by learning how to budget</i></p>	<p>show that you can make considered decisions about saving, spending and giving Children compare terms and conditions on a range of children's savings products</p>	<p>show that you can manage your own budget and contribute to household and school budgets Pupils take part in a simulation that challenges them to manage a household budget. Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. A mentor from the charity supports them in the planning stages</p>	<p>show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you Pupils calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. Pupils attend careers fairs to research the implications of choosing one pathway over another</p>

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Target	Broken down <i>I can...</i>	Learning opportunity suggestions		
		KS2	KS3	KS4
14. Identifying choices and opportunities	<p><i>I can look at different choices I have</i></p> <p><i>I can be shown how to explore my choices</i></p>	<p>know how to make a good impression on other people</p> <p>Children write a personal manifesto as a candidate in a mock election.</p>	<p>know how to identify and systematically explore the options open to you at a decision point Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects.</p>	<p>be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals Pupils draw up a list of questions that they want to ask ‘stallholders’ who they can meet at a forthcoming careers fair/skills show</p>
15. Planning and deciding	<p><i>I can make a plan</i></p> <p><i>I can use choices I have to make my plan</i></p>	<p>know how to make plans and decisions carefully Children make a T-chart listing pros and cons of a choice they are considering</p>	<p>know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need Pupils engage in target-setting and review activities with their tutors and subject teachers</p>	<p>know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). They discuss how to handle the consequences of their decisionmaking</p>

Developing your career management, employability and enterprise skills

Target	Broken down <i>I can...</i>	Learning opportunity suggestions		
		KS2	KS3	KS4
16. Handling applications and selection	<p><i>I can talk about what I would need to do to impress someone in a given situation</i></p> <p><i>I can use my skills with support to identify skills needed for jobs and how to make a good first impression</i></p>	<p>know how to make a good impression on other people</p> <p>Children write a personal manifesto as a candidate in a mock election</p>	<p>know how to prepare and present yourself well when going through a selection process Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors.</p> <p>Employers co-deliver a curriculum learning activity on presentation skills that includes the use of social media and platforms such as Linked In</p>	<p>know your rights and responsibilities in a selection process and strategies to use to improve your chances of success Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates. Pupils discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves. Pupils take part in a mock interview in preparation for their forthcoming work experience interview and placement</p>
17. Managing changes and transitions	<p><i>I can set realistic goals to help me plan my next steps</i></p>	<p>identify ways of making successful transitions such as the move from primary to secondary school</p> <p>Children use 'Google maps – street view' to trace their journey from home to their new school</p>	<p>show that you can be positive, flexible and well-prepared at transition points in your life Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school</p>	<p>review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment Pupils say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>