

Career Development Institute Framework Learning aims:	The eight Gatsby benchmarks of good career guidance are:
Growth throughout life 1a. being aware of the sources of help and support available and responding positively to feedback 1b. being aware that learning, skills and qualifications are important for career 1c. being willing to challenge themselves and try new things 1d. recording achievements 1e. being aware of heritage, identity and values	1. A stable careers programme 2. Learning from career and Labour market information 3. Addressing the needs of each young person 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance

Phase 3 (code shows the differentiation for Higher ability)

Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment-Teacher/peer/self/discussion/third party
GB 3 1b	Describe what you are like, what you are good at and what you enjoy doing	Foundation rotation (6 weeks on careers) Pathway 1 – role play careers Pathway 2/3 jobs- interests, future ideas, research, skills and career journey. Job safety. This is me Vocational Profile (yr9)	Weekly, for 6 wk rotation. All pathway, all abilities Social communication Pathway (SCP) (units to follow) September/ January 1-1 meeting with Connexions Teacher profiles around school	Class teachers and Teaching Assistants SCP staff Connexions	Graph about jobs in school Talk to pupil about what they like and enjoy doing. describe what you are good at and how you like to learn Likes and dislikes	Teacher/s and teaching assistant Connexions
GB 3 1c	Talk positively about how you look after yourself and make things happen	PSHE (units to follow) PE competitions Outdoor Ed Visits/ Residentials Enterprise (Bug and tram stop) Ind lives – cooking and self independence	PSHE SCP Lessons – Every other week	Class teachers and Teaching Assistants SCP staff	Talk about what they are good at and their own positive points	Teacher/s and teaching assistant Peers / discussion

Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment- Teacher/peer/ self/discussion/ third party
GB 3 1e	Be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly	PSHE – British values SCP - (units to follow) R.E Our World Tutor time e.g Black History Month / National womens day Mental Health Lead activities – Across school activities	PSHE SCP Lessons Weekly tutor time Curriculum lessons	Class teachers and Teaching Assistants SCP staff	Communities and cultures Be aware of prejudice and discrimination Look at British values and what makes up different communities.	Teacher/s and teaching assistant
GB 2 1a	Be aware of the help that is there for you and how to make good use of it	Throughout the year PSHE /SCP People who help us Year 9 connexions interviews - annually Whole school topics – People who help us Reward systems LE /CC interventions	Skills show , Careers events Curriculum lessons Year 9 connexions interviews Recognise my needs CC and LE interventions and whole school work	Connexions Careers leader Class teachers and Teaching Assistants SCP staff CC and LE	Interviews to discuss possible future routes/jobs Recognise their own areas of strength with regard to their education.	Teacher/s and teaching assistant

Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment-Teacher/peer/self/discussion/third party
1e cont...	School / class rules Safety Pupils to take ownership of their behaviour	Lunch times/ space time.	Dining hall and yard/space time	Class teachers and Teaching Assistants SLT	School expectations. Pupil code of conducts Classroom rules Dining room rules	Teacher/s and teaching assistant
GB 2, 5, 6 1b	Employer encounters / visits	Termly opportunities- e.g Visits and visitors to school Our world topics Careers fayres WVTC interactions	In and outside of the classroom Classroom settings	Class teachers and Teaching Assistants	Regular visits take place throughout the term to the school and on class visits to venues. Visitors come in e.g police, fire, nurse, dental care and regularly speak to the pupils. They have awareness of the visitors role. Role play in classrooms e.g bank/Doctors/Vet	Teacher/s and teaching assistant Q&A opportunities Who works here? What is their job? What is this place?
GB 3, 8 1a, 1c	Individual learning needs of pupils	Every lesson, every day. Cooking – trying new foods	Tailored curriculum and pathway for classes and pupils. Lower pathways have a big focus on communication needs SCP programme	Class teachers and Teaching Assistants SE / HG LE / CS/ LP	Learners are carefully planned for and extra support for those more vulnerable or needing extra sessions is timetabled out to specialised staff. Impact is measured by LE and CS to show progress being made by each pupil they work with in their intervention sessions.	Teacher/s and teaching assistant
GB 7	Encounters with further and higher education	Annually WVTC Connexions	EHCP annual reviews with pupil and parent	SENCO's Class teacher	In pupil views sometimes pupils will comment on what they might like to do as a career when they are older. More able pupils will see they may need to go to training or gain qualifications to enable them to develop their skills and experience to fulfil the role Could interview people in school cook, site manager, office staff to look at their skills and the route they	Teacher/s discussion with pupil, parent and third parties

					followed to achieve their qualifications/ job role.	
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Explore possibilities – Career Development Institute Framework Learning aims 2a. being aware of the range of possible jobs 2b. identifying common sources of information about the labour market education system 2c. being aware of the main learning pathways (e.g. university, college and apprenticeships) 2d. being aware that many jobs require learning, skills and minimum qualifications 2e. being aware of the range of different sectors and organisations where they can work 2f. being aware of the range of ways that organisations undertake recruitment and selection						
Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment-Teacher/peer/self/discussion/third party
GB7 2a, 2b , 2d, 2e	Describe the main types of employment in your area: past, present and future	PSHE – Workplace visit / employer encounters (This could be staff/parent) links Local walks with a specific purpose e.g write down names of jobs and workplaces	Spring 2 Year 3 of rolling programme Foundation rotation Sept/Oct Throughout the year	KS 3 staff	Visit a local shops and businesses Identifying local business, e.g Northycote farm, local factories	Teacher/s and teaching assistant peer
GB2 2b, 2c	Be aware of the help that is there for you and how to make good use of it	Throughout the year PSHE self awareness and confidence People who help us	Year 9 connexions interviews Careers events Recognise my needs ½ termly topic	Connexions Careers leader	Interviews to discuss possible future routes/jobs Recognise their own areas of strength with regard to their education.	Third party/self Self/discussion
GB3 2f	Know how to make a good impression when you want	PSHE Role play in SCP Careers	Summer 1 Throughout the year	Class teachers and Teaching Assistants SCP staff	Be capable of being helped to make choices about their personal hygiene Know why personal care is important Explain the physical and social benefits of good personal hygiene	Self Teacher/s and teaching assistant

	people to choose you				Name a range of personal care products and can discuss appropriate use.	
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Manage Career

- 3a. being aware that career describes their journey through life, learning and work
 3b. looking forward to the future
 3c. imagining a range of possibilities for themselves in their career
 3d. being aware that different jobs and careers bring
 3e. managing the transition into secondary school and preparing for choosing their GCSEs
 3f. learning from setbacks and challenges

Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment-Teacher/peer/self/discussion/third party
GB 2 3a, 3d	Be aware that people's careers are different and they develop in different ways	People who help us My world topic SCP My Views School personalities	Foundation rotation ½ Termly topic Foundation rotation ½ Termly topic Weekly SCP sessions Autumn Assemblies	Class teachers and Teaching Assistants SCP staff	Explore different jobs held in school, by famous people e.g. authors, sports people look at how their careers developed School staff talk about their careers ups and downs – teacher profiles	Peer feedback/ Discussion Teacher//self Group discussion
GB 4 5 6 3b, 3c	Children write a job description for a babysitter and hold mock interviews	People who help us thematic topics School council/classroom jobs My Views	Foundation rotation Tutor led activities	Class teachers and Teaching Assistants	Children write a job description for jobs. You can identify the skills and qualities needed for this job using personal experiences	Teacher/self
GB2 3e 3f	Know how to make plans and decisions carefully	Skills Development PSHE	Termly problem solving team building skills Outdoor Ed enterprise – foundation rotation	Class teachers and Teaching Assistants	Problem solving team-building skills identifying how they may take on new or different challenges. Make or be helped to make choices, communicate these to peers.	Self/ teacher/peer

		managing feeling and relationships Transition day	Year 3 autumn 2 Bug hotels and Tram stop designs	Careers lead	Show an awareness of the results of their own actions. - Make or be helped make choices and communicate these to others.	
Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment-Teacher/peer/self/discussion/third party
GB7 3e 3f	Know how to handle transitions including those that are challenging	SCP PSHE Tutor time activities	Weekly Curriculum lessons weekly	Class teachers and Teaching Assistants SCP Careers lead	EHCP transition review, pupils give views on what is important to them now and in the future. Meet new tutor, question older pupils, social stories. EHCP transition review, pupils give views on what is important to them now and in the future. Taster days in prospective options. Visits to WVTC	Self/teacher/peer/ Discussion Teacher/s and teaching assistant Self/teacher/third Party

Create Opportunities

- 4a. developing friendships and relationships with others
- 4b. being aware that it is important to take initiative in their learning and life
- 4c. being aware that building a career will require them to be imaginative and flexible
- 4d. developing the ability to communicate their needs and wants
- 4e. being able to identify a role model and being aware of the value of leadership
- 4f. being aware of the concept of entrepreneurialism and self-employment

Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment- Teacher/peer/ self/discussion/ third party
GB 4 5 6 4c, 4e, 4f	Show that you can use your initiative and be enterprising	Outdoor learning activities Enterprise activities Sporting events	Weekly Ad hoc	HT (outdoor ED) Class teachers and Teaching Assistants	Rotation lessons on outdoor ED. SOLAR progress updated reflects social skills Pop up shops	Self/peer Teacher/s and teaching assistant
GB 2 4a, 4b, 4d	Know how to make good use of information about post-14 options for you	Transition days prior to starting Yr 7 Initial meeting with Connexion advisors SCP	Tutor time PSHE Connexions meetings Taster days in Yr 9 Employer encounters	Class teachers and Teaching Assistants Connexions Careers lead	Meet new teacher class mates Student can tell you different options for the next phase of their education	Teacher/s and teaching assistant Self/peer

Balance work and life						
5a. being aware of the concept of work-life balance 5b. being aware that physical and mental wellbeing are important 5c. being aware of money and that individuals and families have to actively manage their finances 5d. being aware of the ways that they can be involved in their family and community 5e. being aware of different life stages and life roles 5f. being aware of rights and responsibilities in the workplace and in society 5g. recognising the injustices caused by prejudice, stereotypes and discrimination in learning and in learning/workplaces						
Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment- Teacher/peer/ self/discussion/ third party
GB4 5b, 5d, 5e, 5f, 5g	Know how to keep yourself safe when you are working and what the law says to protect workers from being exploited	E – safety – I.T Food tech Outdoor ED Independent lives Science PSHE Sun safety Water safety First aid My Community	Throughout the year Health and safety in Science, Food and technology rooms Foundation rotation Tutor time and tutor programme	HT (outdoor ED) Class teachers and Teaching Assistants	Identify people at home, school and in other settings who are responsible for helping us keep physically safe. Describe some simple ways we can help keep ourselves safe in school Interview staff – cook, cleaner, site manager to raise awareness and develop knowledge of safety in school.	Teacher/ discussion
GB3 5a, 5c,	Show that you can make considered decisions about saving, spending and giving	PSHE Our world Maths lessons	Throughout the year Foundation rotation	Class teachers and Teaching Assistants	Encounter activities which encourage spending money. -Role play -Handling money. Pupils make considered decisions about saving, spending and giving based on looking at a range of saving products	Teacher/ discussion

See the big picture

- 6a. being aware of a range of different media, information sources and viewpoints
- 6b. being aware that there are trends in local and national labour markets
- 6c. being aware that trends in technology and science have implications for career
- 6d. being aware of the relationship between career and the natural environment
- 6e. being aware of the relationship between career, community and society
- 6f. being aware of the relationship between career, politics and the economy

Outcome / Gatsby Benchmark	Element of learning	When does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment- Teacher/peer/self/discussion/ third party
GB 2 6a, 6b, 6d, 6e	Be aware that people feel differently about the different kinds of work they do	Enterprise Foundation rotation people who help us Famous faces Jobs in school Teacher profiles Jobs in communities	Foundation rotation ½ Termly topic Employer encounters: Police officer visits Fire fighter visits Visits out to workplaces and visitors into to school	Class teachers and Teaching Assistants Careers lead	Pictograms, mind maps and graphs made by students about their research on staff careers Interview different people who work in school. What do they do on a daily basis	Teacher/ discussion
GB5 6b,6c, 6e, 6f	Describe a local business, how it is run and the products and/or services it provides	Our world Visits to and from employer encounters	Weekly lessons Ad hoc	Class teachers and Teaching Assistants Careers lead	Trips to local businesses to become aware of the different local businesses and the products and services offered	Teacher/ discussion

Other links or opportunities

Reading buddies (CK) /Computing -Digital ambassadors (RS)