

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 4 (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	Vocation rotation Activities (6 weeks) Taster sessions Teacher profiles around school Pathway 1 – role play careers Pathway 2/3 jobs- interests, future ideas, research, skills and career journey. Job safety. This is me/ All bout me/ EHCP annual review PSHE	Weekly, for 6 wk rotation. All pathways, all abilities Within careers lessons Social communication Pathway (SCP) (units to follow) September-July 1-1 meeting with Connexions	Class teachers and Teaching Assistants SCP staff Connexions	Research task about jobs and responsibilities by staff 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 Pupil profile pg1	Teacher/s and teaching assistant Connexions
GB 3 1c	Talk positively about how you look after yourself and make things happen	PSHE /PE/DofE/Volunteering (units to follow) Visits/ Residentials (Bug and tram stop)	PSHE SCP Lessons – Yearly competition	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

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		Ind lives – cooking and self independence	Every week and in vocation rotation			
GB 3 1e	Be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly	<p>PSHE – British values</p> <p>SCP - (units to follow)</p> <p>R.E</p> <p>PE values</p> <p>Tutor time e.g Black History Month / National womens day</p> <p>Mental Health Lead activities – Across school activities</p> <p>School council Bhevaioir system</p>	<p>PSHE</p> <p>SCP Lessons</p> <p>Weekly tutor time</p> <p>Curriculum lessons</p> <p>½ termly question</p>	<p>Class teachers and Teaching Assistants</p> <p>SCP staff</p> <p>School council and staff</p>	<p>Communities and cultures</p> <p>Be aware of prejudice and discrimination</p> <p>Look at British values and what makes up different communities.</p> <p>Evidence from school council meetings</p>	<p>Teacher/s and teaching assistant</p> <p>Self/ peer</p>
GB 2 1a	Be aware of the help that is there for you and how to make good use of it	<p>Throughout the year</p> <p>PSHE /SCP</p> <p>People who help us</p> <p>Connexions interviews - annually</p> <p>Whole school topics – People who help us</p>	<p>Skills show , Careers events</p> <p>Curriculum lessons</p> <p>connexions interviews</p> <p>Recognise my needs</p> <p>CC and LE interventions and whole school work</p>	<p>Connexions</p> <p>Careers leader</p> <p>Class teachers and Teaching Assistants</p> <p>SCP staff</p> <p>CC and LE</p>	<p>Interviews to discuss possible future routes/jobs</p> <p>Recognise their own areas of strength with regard to their education.</p>	Teacher/s and teaching assistant

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1e cont...	School / class rules Safety Pupils to take ownership of their behaviour	Lunch times/ space time. Behaviour system PSHE/British values	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 to establishments and visitors to school Independent lives and PSHE lessons Work experience	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. IEP's	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	Annually WVTC Transitions Careers Fayres	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.	Teacher/s discussion with pupil, parent and third parties

	higher education	Leadership Programme			<p>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</p> <p>Could interview people in school cook, site manager, office staff to look at their skills and the route they followed to achieve their qualifications/ job role.</p>	
		Visit colleges, training providers and universities	Ad hoc and for transition sessions			

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
<p>GB7 2a, 2b , 2d, 2e</p>	<p>Describe the main types of employment in your area: past, present and future</p>	<p>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</p>	<p>rotation Sept/Oct Throughout the year</p>	<p>Class teachers and Teaching Assistants</p>	<p>Visit a local shops and businesses Identifying local business, e.g Northcote farm, Greggs, supermarkets, local factories</p>	<p>Teacher/s and teaching assistant peer</p>
<p>GB2 2b, 2c</p>	<p>Be aware of the help that is there for you and how to make good use of it</p>	<p>Throughout the year PSHE self awareness and confidence People who help us</p>	<p>Year 9 connexions interviews Skills show Careers events Recognise my needs ½ termly topic</p>	<p>Connexions Careers leader</p>	<p>Interviews to discuss possible future routes/jobs Recognise their own areas of strength with regard to their education.</p>	<p>Third party/self Self/discussion</p>
<p>GB3 2f</p>	<p>Know how to make a good impression when you want people to choose you</p>	<p>PSHE Role play in SCP Leadership in PE Independent lives</p>	<p>Summer 1 Throughout the year</p>	<p>SCP staff</p>	<p>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 Name a range of personal care products and can discuss appropriate use.</p>	<p>Self Teacher/s and teaching assistant</p>

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

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GB 2 3a, 3d	Be aware that people's careers are different and they develop in different ways	PSHE lessons SCP My Views Independent lives	Vocation rotation 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 English School council/classroom jobs	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 managing feeling and relationships	Termly problem solving team building skills Outdoor Ed enterprise – rotation Bug hotels and Tram stop designs	Class teachers and Teaching Assistants Careers lead	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. Show an awareness of the results of their own actions. - Make or be helped make choices and communicate these to others.	Self/ teacher/peer

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
<p>GB7 3e 3f</p>	<p>Know how to handle transitions including those that are challenging</p>	<p>SCP - Social stories PSHE Tutor time activities</p>	<p>Weekly Curriculum lessons weekly</p>	<p>Class teachers and Teaching Assistants SCP Connexions Careers lead</p>	<p>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/local colleges/visitors to school e.g Open door</p>	<p>Self/teacher/peer/ Discussion Teacher/s and teaching assistant Self/teacher/third Party</p>

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

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GB 4 5 6 4c, 4e, 4f	Show that you can use your initiative and be enterprising	Outdoor learning activities Enterprise activities – tuck shop, coffee mornings Sporting events Work experience	Weekly Ad hoc	HT (outdoor ED) Class teachers and Teaching Assistants	Gardening DofE 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-16 options for you	Transition days prior to starting Initial meeting with connexion advisors PSHE	Tutor time PSHE Connexions meetings Taster days in college settings. WVTC rotation? Employer encounters Careers Fayre	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/training.	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 Volunteering BRitish Values PE WVTC Employer visits/encounters	Throughout the year Health and safety in Science, Food and technology rooms Vocation 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 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

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<p>GB 2 6a, 6b, 6d, 6e</p>	<p>Be aware that people feel differently about the different kinds of work they do</p>	<p>Enterprise “people who help us” Jobs in school Teacher profiles Jobs in communities</p>	<p>Vocational rotation SCP Employer encounters: Police officer visits Fire fighter visits Visits out and visitors into school</p>	<p>Class teachers and Teaching Assistants Careers lead</p>	<p>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</p>	<p>Teacher/ discussion</p>
<p>GB5 6b,6c, 6e, 6f</p>	<p>Describe a local business, how it is run and the products and/or services it provides</p>	<p>Our world Visits to and from employer encounters</p>	<p>Weekly lessons Ad hoc</p>	<p>Class teachers and Teaching Assistants Careers lead</p>	<p>Trips to local businesses to become aware of the different local businesses and the products and services offered</p>	<p>Teacher/ discussion</p>