

Career Development Institute Framework Learning aims:	The eight Gatsby benchmarks of good career guidance are:
<p>Growth throughout life</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>d. recording achievements</p> <p>e. being aware of heritage, identity and values</p> <p><i>(can cross reference to others, however these are most suited to primary)</i></p>	<ol style="list-style-type: none"> 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

Primary Phase 1 and 2 (highlighted code shows the differentiation for Phase 2 and more able Phase 1)

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
1, 4 a	People who help us	Throughout the year and in PSHE/Our World over 1 term	SCP Curriculum time In and out of school learning opportunities	SE/ HG Class teachers and Teaching Assistants	Pupils can identify who people are in and out of school, their jobs and a simple explanation of what they do to help	Teacher/s and teaching assistant
3 a, c	New and unfamiliar experiences in and out of school	Our world topics(pathway 1 My community/My world), termly Regular visits/ residential PE, Outdoor Ed and swimming weekly lessons	Curriculum time In and out of school learning opportunities Bug hotel and tram stop projects	Class teachers and Teaching Assistants Outdoor ED, PE and swimming staff. Careers lead.	Pupils try new things and can demonstrate skills of how to keep safe, respond to new situations and explore places where people may have a job e.g supermarket, pet shop. Challenge themselves to try something new.	Teacher/s and teaching assistant
3 a, d	Rewards, systems and practice	Reward system Daily and leads to whole class termly reward Praise assemblies	All classes Within school Communication with parents	Class teachers and Teaching Assistants	Systems in place to be individual to each student and pathway. Consistent approach and recording across all phases.	Teacher/s and teaching assistant
e	Awareness of self, others, values and heritage Identify likes and dislikes	Morning assemblies – Phase assembly PSHE/Our World/Ind Lives Termly	Classrooms Hall PLaces of Worship SCP Curriculum time	Class teachers and Teaching Assistants SLT / visitors Class teachers and Teaching assistants	Assembly programme and tutor time programme for whole school in place. Daily register activities Pupils can identify who people are in their family (can explain what family members do for a job/ if they don't work what life skills they have to use e.g cooking, cleaning).	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
e 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
2, 5, 6 b	Employer encounters / visits	Termly opportunities- e.g Visits and visitors to school, nurse, dentist, Sp&La Our world topics PSHE/Ind Lives/ RE	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?
3, 8 a, c	Individual learning needs of pupils	Every lesson, every day.	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 Behaviour plans
7	Encounters with further and higher education	annually	EHCP annual reviews with pupil and parent Westval Assemblies Transition Periodically – Lessons/ projects	SENCO's Class teacher Careers lead	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 Pictures of some past students at their college/training or workplace	Teacher/s discussion with pupil, parent and third parties

					with a quote explaining what they are doing now.	
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Employer encounter Links and contacts

Firefighter –MR

New Cross HG

Army – HR

Paramedic – SE

Security -CR