

Careers Education Information Advice and Guidance Policy



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1 INTRODUCTION

1.1 Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have had a statutory duty to provide careers education in Years 8-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance.

In its Skills for Jobs White Paper published in January 2021 the DfE stated its intention to lower the age range for the duty on schools to provide independent careers guidance to Year 7. The CDI (Career Development Institute) understands that, subject to legislation, this is likely to come into effect from September 2022. Sybil Andrews Academy already extends its CEIAG programme to Year 7 students.

High quality Careers Guidance provision should include the following elements (further detail is provided in Appendix 3, The Gatsby Benchmarks):

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of Workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified advisor

1.2 Statutory duties

We fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

1.3 Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:-

- Ensure all registered pupils of the school are provided with independent careers guidance from year 7 onwards,
- Ensure careers guidance is presented in an impartial manner,
- Ensure careers guidance includes information on the range of education or training options,
- Ensure careers guidance promotes the best interest of the pupils to whom it is given,
- Provide clear advice and guidance to the head teacher on which they can base a strategy,
- Ensure arrangements are in place to allow a range of education and training providers, including technical and vocation pathways to access all pupils from year 8 upwards (to be extended to Year7), to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people to enhance the education and career aspirations of pupils. Boards are encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards should engage with their Careers & Enterprise Company Enterprise Advisor, who can help the school to develop its careers programme and to broker relationships between employers and the school.

1.4 Commitment

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond. Sybil Andrews Academy is committed to providing a planned programme of careers education for all students in Years 7-11 and information, advice and guidance (IAG).

Sybil Andrews Academy endeavours to follow the Gatsby Framework for Careers and Work-Related Education (CDI, 2014) and other relevant guidance from the DfE, QCA, and Ofsted.

1.5 Development

This policy was developed and will be reviewed biennially through discussions with teaching staff, students, parents, governors, advisory staff and other external partners (e.g. Careers East,

New Anglia Local Enterprise Partnership, Enterprise Adviser and the Unity Schools Partnership CEIAG network).

1.6 Links with other policies

It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, personal development, citizenship, PSHE, SMSC (Spiritual, Moral, Social and Cultural) and Britishness, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented, and special needs, the Provider Access Policy as well as the School Improvement Plan. This policy should also link to new policies that are developed in relation to the new Sustainability and Climate Change Strategy, published by the DfE in April 2022.
<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy>

2 OBJECTIVES

2.1 Students' Needs

The careers programme is designed to meet the needs of students at Sybil Andrews Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

2.2 Entitlement

Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism. Our learners' entitlement is provided in further detail in Appendix 2.

3 IMPLEMENTATION

3.1 Management

A member of SLT is responsible for the co-ordination of the careers programme. This area is supported by a link governor. Work experience is planned and implemented by the Careers Leader, supported by a Level 6 Careers Adviser, and works with a designated member of the Senior Leadership Team.

3.2 Staffing

All staff contribute to careers education and guidance through their roles as tutors (a Careers Calendar runs alongside the TutorsTime Calendar), mentors and subject teachers. The careers programme is planned, monitored and evaluated by the Careers Leader (who is Level 6 trained.). Careers information is available in the Careers Room, which is maintained by the Careers Team.

Our commitment to IAG is demonstrated through the team structure that supports IAG:

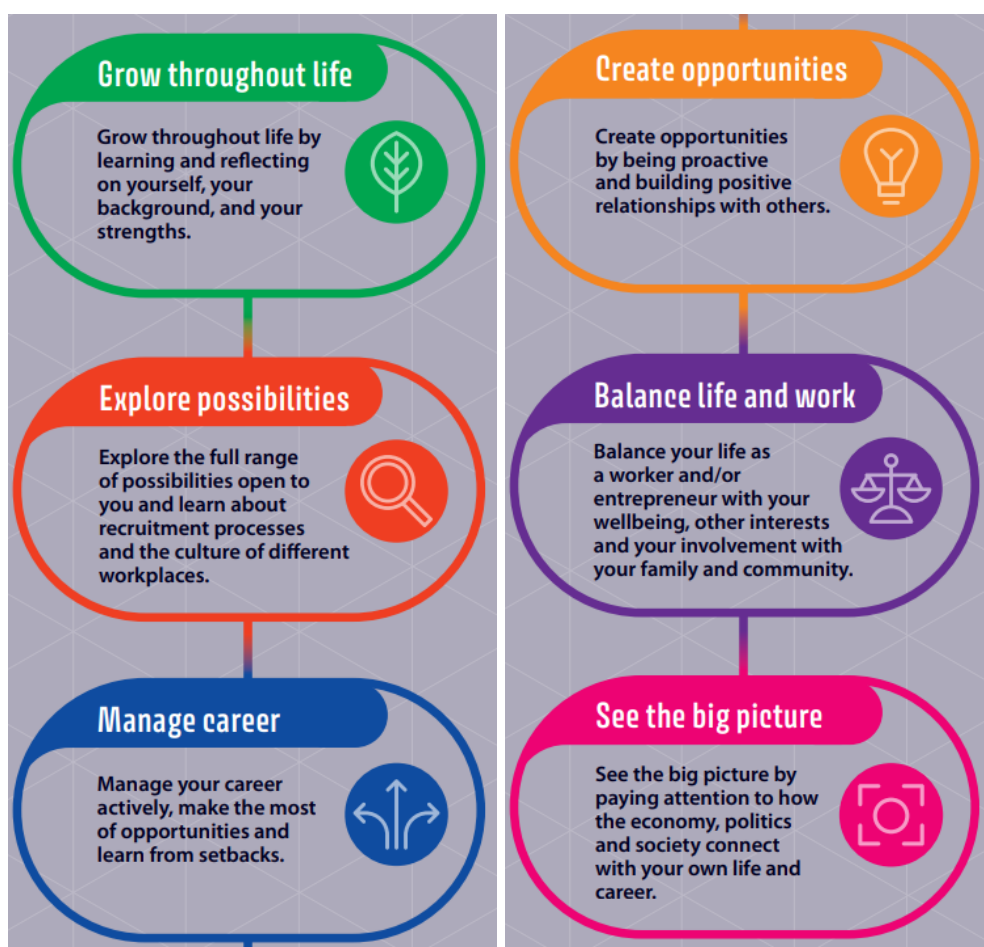
Headteacher; SLT Link representing careers; Link Governor for careers; Careers Leader; Careers Advisor; SLT link with responsibility for SEND & Inclusion; SLT link with responsibility for curriculum; SLT link with responsibility for personal development; SLT link with responsibility for safeguarding and behaviour; Welfare & Safeguarding Officer; our Inclusion team, Learning Support Assistants; SLT links with responsibility for KS3 & KS4; all Form Tutors; our PSHE lead, Heads of Department; and our Enterprise Advisors at Treatt Plc

3.3 Curriculum

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including one week voluntary work experience) and individual learning planning/portfolio activities. Careers lessons are part of the Academy's Personal Development programme Other focused events, e.g. a Careers and Post 16 events are provided from time to time. Work experience preparation and follow-up take place in tutor time periods and other appropriate parts of the curriculum.

The curriculum includes planned learning, which is undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -11.**
- **Employer Engagement and Work-Related Learning for Years 7 -11**
- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:



(Taken from the CDI Careers, Employability and Enterprise framework 2020)

Our careers education and information, advice and guidance services must now also take into account the applicable action areas that are outlined in the new Sustainability and Climate Change strategy, published by the DfE on 21 April 2022.

<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>

These specifically relate to Climate Education (Action Area 1) and Green Skills and Careers (Action Area 2),

3.4 Personalised Opportunities

Access to a qualified specialist source of impartial careers guidance. The guidance advisor should maintain their own CPD and ideally be a member of a professional body such as The Career Development Institute (CDI)

Access to individual information and advice for Years 7-11 at key transition points through internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, [National Careers Service](#), [icanbea](#), and [Amazing Apprenticeships](#).

3.5 Employer Engagement

Sybil Andrews Academy engages with local business and organisations to enable students to explore a wider range of careers. These include assemblies, a Careers Fair, Q&A opportunities with professionals, lunchtime network opportunities, workplace visits and mock interviews. Year 8 students have the opportunity to be in-house student helpers, which is a work experience day assisting the admin team. In Year 9, there is a work shadowing day where students can shadow their parents at work or attend with a nominated adult. Year 10 students visit the Suffolk Skills and Careers Festival and also have the opportunity to engage in experiences in the workplace through Work Experience.

3.6 Assessment and Accreditation

Career learning is assessed using outcomes based on the Gatsby Framework and assessment for learning techniques, which are measured using Compass Plus – a tool that is provided by the Careers & Enterprise Company. This is completed each term through a self-assessment process and in discussion with the New Anglia LEP Enterprise Advisor Coordinator and our Enterprise Advisors at Treatt Plc.

3.7 Partnerships and Stakeholders

Sybil Andrews Academy works in partnership with the Unity Schools Partnership Trust to develop careers education, advice and guidance. The Academy also works with local employers, the New Anglia Local Enterprise Partnership and the Careers & Enterprise Company's Enterprise Advisor Network, through which a significant partnership has been developed with local business Treatt plc. The academy also works closely with: Suffolk County Council - Careers East and Early Help teams; West Suffolk Council & West Suffolk College's One Step Closer team; the West Suffolk College Apprenticeship & School Liaison teams; The

AIM group's Amazing Apprenticeships; University of Suffolk Higher Education Outreach and local Sixth Forms in the Bury St Edmunds area.

3.8 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers Leader is responsible for the effective deployment of resources.

3.9 Staff Development, CPD and building networks

All staff need to be able to offer careers advice and guidance as part of their teaching role and therefore there is a need for a regular CPD session dedicated to careers advice and guidance.

Our Careers Advisor is qualified at Level 6 in Career Guidance and Development, a registered member of the CDI (Career Development Institute) and is the academy's representative at the West Area termly careers update briefing delivered by Suffolk County Council. Attendance of careers related events covering current areas of development such as Labour Market Information (LMI), apprenticeships and T-Levels.

Our Careers Leader is completing Level 6 training for Careers Leadership.

3.10 Outcomes: Monitoring, Review and Evaluation

The careers education, advice and guidance are monitored by the SLT member responsible for the co-ordination of the careers programme. Careers provision is monitored, reviewed and evaluated through surveys, event feedback and regular line-management meetings. Student career motivations are collected annually and feedback about events and service provision is encouraged from students, staff, parents and employers. Monitoring also includes Year 11 intended destinations; engagement with 1:1 careers interviews; Year 11 end of year evaluation survey and leavers destination data.

3.11 Engaging with Parents/Carers

The Careers Advisor is in attendance at key school events, including our annual open evening; GCSE Options evening and Post-16 evening. They are also available to parents and carers for discussions via email, telephone or face-to-face meetings.

Parents & Carers are also invited to attend key events such as our Careers Fair and are signposted towards open events at sixth forms and colleges as well as employer activities. We also update parents with relevant resources such as National Apprenticeship Week, which are shared via Facebook and our Community newsletter.

We encourage feedback from parents about our events and activities, which are used to evaluate our strategy.

3.12 Communication

The Sybil Andrews Academy website has a page dedicated to Careers Education, which includes links to key resources used in school and other useful resources that students might wish to use in their own time. Details of local careers events and Post-16 open evenings

are also shared here, on our Facebook page, by tutors and also emailed to students and parents. The academy's Careers Education webpage can be found at:
<https://www.sybilandrewsacademy.co.uk/careers/>

Education providers wishing to inform students about all pathways available to them are encouraged to contact us through the guidelines stated in our Provider Access Policy.

There is debate and confusion about the terminology in this area.

Government Definition

"Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services."

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools*: March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

A statement for students about what they can expect as part of the offer.

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

APPENDIX 3 | The Gatsby Benchmarks



The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.



1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.



APPENDIX 4 | The New CDI Framework for Careers, Employability and Enterprise Learning (2020). This replaces the 2018 Framework

The Careers Development Institute (CDI) has developed an updated framework to use for planning learning outcomes for developing careers provision.



The numbers shown in the left column represent the learning outcomes, for which more information follows below.



Learning Area	Learning Aims – Key Stage 3
 <p>Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths</p> <p>1,2,3,8,10</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</p> <p>being aware of heritage, identity and values</p>
 <p>Explore possibilities Explore the full range of possibilities open to you and learn about recruitment</p>	<p>being aware of the range of possible jobs</p> <p>identifying common sources of information about the labour market education system</p> <p>being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>being aware that many jobs require learning, skills and minimum qualifications</p>


Learning Area	Learning Aims – Key Stage 3
<p>processes and the culture of different workplaces</p> <p>7,10,16</p>	<p>being aware of the range of different sectors and organisations where they can work</p> <p>being aware of the range of ways that organisations undertake recruitment and selection</p>
 <p>Manage career</p> <p>Manage your career actively, make the most of opportunities and learn from setbacks</p> <p>4,11,15,17</p>	<p>being aware that career describes their journey through life, learning and work</p> <p>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>Create opportunities</p> <p>Create opportunities by being proactive and building positive</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>


Learning Area	Learning Aims – Key Stage 3
<p>relationships with others</p> <p>12,14</p>	<p>being aware of the concept of entrepreneurialism and self-employment</p>
 <p>Balance life and work</p> <p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</p> <p>9,13</p>	<p>being aware of the concept of work-life balance</p> <p>being aware that physical and mental wellbeing are important</p> <p>being aware of money and that individuals and families have to actively manage their finances</p> <p>being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles</p> <p>being aware of rights and responsibilities in the workplace and in society</p> <p>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>
 <p>See the big picture</p> <p>Explore the full range of</p>	<p>being aware of a range of different media, information sources and viewpoints</p> <p>being aware that there are trends in local and national labour markets</p> <p>being aware that trends in technology and science have implications for career</p>

Learning Area	Learning Aims – Key Stage 3
<p>possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> <p>5,6</p>	<p>being aware of the relationship between career and the natural environment</p> <p>being aware of the relationship between career, community and society</p> <p>being aware of the relationship between career, politics and the economy</p>

Learning Area	Learning Aims – Key Stage 4
 <p>Grow throughout life</p> <p>Grow throughout life by learning and reflecting on yourself, your background, and your strengths</p> <p>1,2,3,8,10</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>
 <p>Explore possibilities</p>	<p>considering what jobs and roles are interesting</p> <p>researching the labour market and the education system</p> <p>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p>

Learning Area	Learning Aims – Key Stage 4
<p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> <p>7,10,16</p>	<p>researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>researching the range of workplaces and what it is like to work there</p> <p>researching how recruitment and selection processes work and what they need to do to succeed in them</p>
 <p>Manage career</p> <p>Manage your career actively, make the most of opportunities and learn from setbacks</p> <p>4,11,15,17</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</p> <p>taking 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>
 <p>Create opportunities</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>

Learning Area	Learning Aims – Key Stage 4
<p>Create opportunities by being proactive and building positive relationships with others</p> <p>12,14</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>
 <p>Balance life and work</p> <p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</p> <p>9,13</p>	<p>reflecting on the different ways in which people balance their work and life</p> <p>reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>recognising the role that they play in their family and community and considering how that might shape their career</p> <p>considering how they want to move through different life stages and manage different life roles</p> <p>developing knowledge of rights and responsibilities in the workplace and in society</p> <p>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>

Learning Area	Learning Aims – Key Stage 4
 <p data-bbox="194 394 437 510">See the big picture</p> <p data-bbox="194 533 510 922">Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> <p data-bbox="194 1012 248 1057">5,6</p>	<p data-bbox="549 228 1449 264">evaluating different media, information sources and viewpoints</p> <p data-bbox="549 340 1251 376">exploring local and national labour market trends</p> <p data-bbox="549 461 1161 497">exploring trends in technology and science</p> <p data-bbox="549 573 1449 609">exploring the relationship between career and the environment</p> <p data-bbox="549 685 1490 721">exploring the relationship between career, community and society</p> <p data-bbox="549 797 1516 833">exploring the relationship between career, politics and the economy</p>

Key Stage 3 learning outcomes from the new CDI framework

		Learning outcome statement
Developing yourself through careers	1	describe yourself, your strengths and preferences
	2	be able to focus on the positive aspects of your wellbeing, progress and achievements
	3	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences
Learning about careers and the world of work	4	describe different explanations of what careers are and how they can be developed
	5	give examples of different kinds of work and why people's satisfaction with their working lives can change
	6	give examples of different business organisational structures
	7	be aware of what labour market information (LMI) is and how it can be useful to you
	8	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
	9	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
Developing your career management and employability skills	10	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
	11	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable
	12	recognise when you are using qualities and skills that entrepreneurs demonstrate
	13	show that you can manage your own budget and contribute to household and school budgets
	14	know how to identify and systematically explore the options open to you at a decision point
	15	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need
	16	know how to prepare and present yourself well when going through a selection process
	17	show that you can be positive, flexible and well-prepared at transition points in your life

Key Stage 3 Learning Outcomes – Suggested activities from the CDI that can be mapped to the framework

1. Self-assessment, peer assessment, using an ILP (e-portfolio)
2. Transition from primary/middle/secondary school, understand feelings and changes to learning styles

3. Inviting a visitor in to talk about themselves, curriculum 'drop down' days, work shadowing
4. Interview staff, using JED, Kudos, Start, iCould
5. Interview staff about their career pathway.
6. Look at businesses in a five mile radius and place into categories of small, medium and large, identify the differences
7. Understand the terminology of SIC and SOC, explain STEM subjects, do we need another hairdresser?
8. Understand issues of protected characteristics including race, religion, gender, age , disability
9. Personal safety, health and safety at work, roles and responsibilities, hours, impact on learning
10. Friendship groups, personal safety and social media, networking
11. Attendance, punctuality, communication, motivation and professional conduct
12. Personal profile, certificates of participation/achievement, citizenship, character and resilience
13. Pocket money or savings, Young Money (Pfeg now part of Young Enterprise) website, RBS money sense, account,
14. Options process, parent evenings, subject assemblies, using the careers resource centre, careers fairs, contact with local employers
15. Use of the Real Game, citizenship type scenarios, Barclays Lifeskills
16. Personal statement, basic CV knowledge, personal presentation tips
17. Action plan, complete ILP and set personal goals

Key Stage 3 Learning Outcomes from the new CDI Framework

Area of learning		Learning outcome statement
Developing yourself through careers, employability and enterprise education	1	recognise how you are changing, what you have to offer and what's important to you
	2	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
	3	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
Learning about careers	4	discuss the skills involved in managing your own career

	5	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
	6	explain different types of business organisational structures, how they operate and how they measure success
	7	be able to find relevant labour market information (LMI) and know how to use it in your career planning
	8	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
	9	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
Developing your career management and employability skills	10	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
	11	show how you are developing the qualities and skills which will help you to improve your employability
	12	show that you can be enterprising in the way you learn, work and manage your career
	13	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
	14	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
	15	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you
	16	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success
	17	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

Key Stage 3 Learning Outcomes – Suggested activities from the CDI that can be mapped to the framework

1. Attitude. Skills and experience. Money, value, travel time, career.
2. Improved behaviour, attendance. Work experience or academic achievement.
3. Skills, references, open evenings, events.
4. Career websites e.g. i-could, Start. Interviews, talking to family and employers.
5. Hours, mobile market. Changing careers, portfolio workers, zero-hour contracts
6. Bank, builders, fashion shop. Shareholders any current value, do they pay dividends? Goodwill.
7. ie how many bricklayers/ physios/ people working in the 'green' industry will be needed in 5 years' time good website Warwick University – 'LMI for All'
8. Race, religion, age, disabilities and any other barriers to equality and inclusion
9. Health and safety at work
10. Talking to employers, college interviews, part time jobs
11. Work experience, improved attendance, college course,
12. Do you have your own portfolio? Have you been a sports captain? Library monitor.
13. Pocket money or savings. Young Money (PFEG materials now part of) Young Enterprise website. Bank websites. Knowledge of ISA The cost of an Apprenticeship against attending an HEI
14. Open evenings, taster days, company websites.
15. How are you making decisions and plans? are family involved? Have you had to solve any problems?
16. Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing.
17. Update CV. Improve Personal Statement. Reference, include taster day visi

