

All Saints' Catholic Voluntary Academy

Policy Document

'And we know that for those who love God all things work together for good, for those who are called according to his purpose'. Romans 8:28

Policy: Careers and Work Experience Policy including Provider Access Policy Statement

Prepared for: All Saints' Catholic Voluntary Academy

Approval

Approved by	Approval date	Review Date
Governors	January 2022	January 2024
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1. Introduction

All Saints' Catholic Voluntary Academy has high quality careers advice and guidance, to support our high achieving and ambitious students, always being supportive of their aspirations, strengths and skills. The focus of the support is linked to the Gatsby benchmarks and ensuring students have high aspirations. Within this policy, information is included regarding arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section Part VII of the 1997 Act encompassing Sections 43-46.

Aims and purpose

- Prepare students for the transition to life beyond secondary school (higher education and the world of work).
- Support students in making informed decisions which are suitable and ambitious for them.
- Provide students with well-rounded experiences.
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers.
- Inspire and motivate students to develop their aspirations.

2. Student entitlement

The careers provision at All Saints' Catholic Voluntary Academy is in line with the statutory guidance developed by the Department for Education: [Careers guidance and access for education and training providers - GOV.UK](#) and from the following document released in January 2023 and Updated in May 2025. : [Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges.](#)

Students in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

The following range of activities are currently being provided to help All Saints' meet student entitlement:

- Impartial Careers Advice and Guidance through progress Careers ([Home | All Saints \(progress-education.org.uk\)](#))
- Work Experience Placements
- Visitors from Industry and Business
- STEM opportunities
- Mock Interviews with local business employers
- Individual Unifrog login details and directed activities
- CEIAG (Careers Education, Information, Advice and Guidance) is delivered through Personal Development lessons (a minimum of 5 dedicated hours per year group)
- Careers Fair and café events – external providers are invited into school to share information. Students are given the opportunity to ask questions and explore the key elements to a range of careers sectors.

3. Careers Provision at All Saints' Catholic Voluntary Academy

All students in Years 7-13 have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website.
- Assemblies are delivered to all years about further and higher education to help student make informed decision about the next stage of their education.
- All students have access to the Unifrog ([Sign In - Unifrog](#)) - **Unifrog** will give you all the information you need to make important decisions about future careers and what subjects, courses and training you can do to reach your career destination) and careers section on the schools website.
- All students receive 1 x 5-week block through the Personal Development programme, covering CEIAG (Careers Education, information advice and guidance). Guidance on content has been taken from **The KS3 and KS4 learning outcomes from CDI (Career Development Institute) framework (appendix 3)**.
- We use a range of resources and interactive lessons through Unifrog. The specific lesson content is evaluated, adapted annually and summarised below:

Year 7

- Who am I?
- Exploring possibility dream jobs
- What is a career?
- What is an entrepreneur?
- What is a work-life balance?
- Careers and the future

Year 8

- What are my interests?
- Job applications: superhero CVs.
- Challenges and rewards of work.
- Creating the life you want: making a vision board.
- What does success mean to me?
- What does success mean to me?

Year 9

- What are my skills?
- What comes after school: the main learning pathways.
- Taking control of your career journey.
- Working and earning: managing your money.
- What is the labour market and why is it important?

Year 10

- Reflecting on my career journey: past, present and future.
- Exploring employer profiles.
- What type of career is best for me? Preparing to go on work experience. Wellbeing in the workplace.
- In person, hybrid, and remote: what works best?

Year 11

- What are my employability skills?
- Post 16 – Choices, Choices.
- Decision making: choosing your post-16 pathway.
- Researching volunteering and paid work. Money talks: apprenticeships vs. higher education.
- Is AI a threat to our jobs?

4. **Students with Special Educational Needs or Disabilities (SEND):**

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.

5. **Students in receipt of Pupil Premium funding**

- Students in Year 7 to 11 attend sessions with Nottingham Trent University, as a part of their outreach programme, covering, your skills – your future and your future – your choice.
- Personalised support from the careers’ advisor where appropriate.

6. **Progress Careers (Progress careers microsite: ([Home](#) | [All Saints \(progress-education.org.uk\)](#))**

- All Saints’ Catholic Voluntary Academy work in partnership with Progress Careers, who work alongside the Year Progress Leader (YPL) with responsibility for careers. Progress Careers work with thousands of young people in the UK and deliver independent, impartial careers guidance.
- The advisers are Level 6 Registered Career Development Professionals and regularly update their training and knowledge with continuous professional development and training. The Careers Advisor will work with the YPL to develop a Careers Development Plan annually for the school.
- Every Year 11 student will receive at least 1 session. For students with Special Educational Needs or Disabilities (SEND) and/or are in receipt of Pupil Premium funding, where deemed necessary, they will receive additional meetings with the careers advisor through Year 9-11.

7. **Work Experience and Mock Interview Provision at All Saints’ Catholic Voluntary Academy**

At All Saints’ we believe that Work Related Learning is defined as a planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work, and learning the skills for work. Both the work experience and mock interviews support with students overall Careers education, information, advice and guidance package.

- The aim of work experience is to provide an opportunity for all students to learn in the work place; an experience that cannot be replicated in school.
- All students in Year 10 and 12 are offered the opportunity to undertake a Work Experience placement for a minimum of 1 week.
- This is not a compulsory part of the curriculum, but is undertaken by the majority of students. The students receive extensive application support with key opportunities advertised and CV and covering letter writing workshops.
- Parents/carers are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.
- Unifrog is set up to allow for all stakeholders to make checks to ensure that the placement meets with the school requirements, the students will be treated fairly and they will undertake meaningful work.
- All students on placement are covered by the employers’ insurance and places of work are asked to complete the appropriate documentation through Unifrog.
- Students in Year 10 undertake a mock interview with an external provider. The students receive extensive application support through a variety of tutor time activities.

Specific work-related learning links to Updated Gatsby benchmark 6 ([Updates to Gatsby Benchmark 6 Explained](#) | [Gatsby Benchmarks](#)) – Experience in the workplaces advocates: Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. The criteria for schools:

- a. By the age of 16, every pupil should have had the meaningful experiences of workplaces.
- b. By the age of 18, every pupil should have had at least one further meaningful encounter

A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate.

Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

8. Process of review and evaluation

The process of review and evaluation will take place termly, through the compass plus report, with recommendations being made to SLT (Senior Leadership Team) so that key areas for development can be incorporated into the School Development Plan with amendments being made to the policy as appropriate.

9. Partnerships

We work in partnership with the following:

- Enterprise advisor, Stacy Denton-Beaumont, Boneham Precision Engineer Solutions.
- Progress Careers
- East Midlands Combined County Authority (EMCCA) – Careers
- Local industry and businesses
- Further and Higher Education Institutions – exchange up to date information and advice.

10. Designated person's

- Assistant Head Teacher responsible for Careers: Helen Flint
- Careers Lead: Jenn Webley and Gemma Case
- The school's nominated person responsible for work related learning: Assistant Head of Sixth Form
- The Governor responsible for careers is Christopher Dwan. TBC.

11. Equal Opportunities

All Careers education, advice and guidance will help to promote the school's policy on equal inclusion and equality by providing a range of resources, which match individual needs, helping students recognise the importance of inclusion and equality in working life.

Policy statement on provider access

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

As a minimum, schools must offer:

- 2 encounters that are mandatory for all pupils to attend that take place any time during year 8 or between 1 September and 28 February during year 9
- 2 encounters that are mandatory for all pupils to attend that take place any time during year 10 or between 1 September and 28 February during year 11
- 2 encounters that are mandatory for the school to put on, but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Nottingham Trent University, DWP (Department for Work and Pensions), Mansfield District Council

See appendix 2 for the current Careers programme.

The last official data listed on the DfE Performance tables is for 2022-23.

Pupils in:

- Further education college – 41%
- School sixth form – 42%
- Sixth form college – 1%
- Other education – 1%
- Apprenticeships – 6%
- Employment – 3%
- NEET - 6%

Management of provider access requests

Procedure

A provider wishing to request access should contact:

Helen Flint, Assistant Head Teacher, flint.h@allsaints.notts.sch.uk

Jenn Webley, Year Progress Leader, Webley.j@allsaints.notts.sch.uk

Gemma Case, Student Support Manager, case.g@allsaints.notts.sch.uk

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

See appendix 2 for Careers programme

Premises and facilities:

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the careers lead. The Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

The provider will be asked to complete – “PROTOCOL FOR EXTERNAL SPEAKERS “as set out by the Nottingham Roman Catholic Diocesan Education service (appendix 1).

Grounds for granting and refusing request for access:

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

Appendix 1 sets out a checklist to be completed by the appropriate officer in your school prior to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents/carers.

All Saints Catholic Voluntary Academy’s policy on safeguarding sets out the school’s approach to allowing providers into school as visitors to talk to our students.

PROTOCOL FOR EXTERNAL SPEAKERS

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers. This is a checklist to be completed by the appropriate officer in your school prior to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents/carers:

Name of Speaker		
Question	Answer	Actions needed/comment
Will the Speaker be supervised at all times during their visit?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	Click or tap here to enter text.
Have you carried out safeguarding checks (if appropriate) for the Speaker? Please refer to CES guidance on: 1) DBS checks and 2) Disqualification	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	Click or tap here to enter text.

<p>Has the Speaker understood and confirmed that their communications in the school will:</p> <ul style="list-style-type: none"> ▪ Be respectful towards Catholic teachings and ▪ Not be prejudicial or detrimental to the Catholic character of the school 	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>
<p>Have you reviewed the resources/training materials that will be used by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>
<p>Are there any other outstanding issues or concerns with the Speaker and/or their suitability?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>

If you have any concerns regarding the suitability of this Speaker, you should contact the Diocesan Education Service to seek further clarification.

Signed _____

Position _____

Date _____

Appendix 2 – Careers Programme - [Careers - All Saints' Catholic Voluntary Academy - Mansfield](#)

	Personal Development Lessons	Curriculum * Refer to subject personal development audit.	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
YEAR 7								
YEAR 7	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
	Unifrog: Who am I? Exploring possibilities: dream jobs. What is a career? What is an entrepreneur? What is a work-life balance? Careers and the future.	Refer to subject personal development audit and Careers in the Curriculum plan.	Nottingham Trent University – Moving on Up. This assembly introduces the journey through secondary school to Higher Education. It will go through key aspects of higher education through an interactive quiz. All Saints’ 6 th form ‘aspirations’ assembly.	National careers (incorporating Apprenticeship week)	Careers Fair – November 2025 (TBC).	Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students. Careers Fair – November 2025	NA	NA
YEAR 8								
	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1

YEAR 8 i	Unifrog: What are my interests? Job applications: superhero CVs. Challenges and rewards of work. Creating the life you want: making a vision board. What does success mean to me? Careers and the climate.	Refer to subject personal development audit and Careers in the Curriculum plan.	Year 8 options evening. Nottingham Trent University – Myths about Higher Education: This assembly focuses on some of the common myths that surround higher education and goes into more depth about the societies that we have on offer at NTU for students. All Saints’ 6 th form ‘aspirations’ assembly.	National careers (incorporating Apprenticeship week)	Careers Fair – November 2025 Department for Work and Pensions	Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students. Careers Fair – November 2025	Nottingham Trent University campus tour (up to 6 students).	Options parents evening with progress careers advisor – 15 minute optional meeting.
YEAR 9								
YEAR 9	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
	Unifrog: What are my skills? What comes after school: the main learning pathways. Taking control of your career journey. Working and earning: managing your money. What is the labour market and why is it important?	Refer to subject personal development audit and Careers in the Curriculum plan.	Nottingham Trent University assembly – ‘Your skills, your future’ - This assembly focuses on exploring educational choices post GCSEs. We introduce pupils to the skills needed for their future such as employment and higher education. All Saints’ 6 th form ‘aspirations’ assembly.	National careers (incorporating Apprenticeship week)	Careers Fair – November 2025	Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students. Careers Fair – November 2025		LAC students. Options parents evening with progress careers – date TBC.
YEAR 10								
	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1

YEAR 10	<p>Mock interviews and work experience.</p> <p>Unifrog: Reflecting on my career journey: past, present and future. Exploring employer profiles. What type of career is best for me? Preparing to go on work experience. Wellbeing in the workplace. In person, hybrid, and remote: what works best?</p>	Refer to subject personal development audit and Careers in the Curriculum plan.	<p>Nottingham Trent University assembly – ‘Your future, your choice’ - This assembly discusses further education options that are available to pupils. There will be added input from student case studies and reflective questions to support pupil decision making.</p> <p>All Saints’ 6th form open evening. (June 2025)</p> <p>Tutor time: Options / pathways – linked to destinations.</p>	National careers (incorporating Apprenticeship week)	<p>Mock Interview (March 2025) and 1-week Work Experience placement (July 2025).</p> <p>Careers Fair – November 2025</p> <p>Think Big (apprenticeships)– 15.1.2026</p> <p>Department for work and pensions (DWP), Mock Interview preparation work shops</p>	Destinations survey. Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students. Careers Fair – November 2025	1 x hour session with Progress Careers.	<p>LAC students.</p> <p>1 x hour session with Progress Careers.</p> <p>Options parents evening with progress careers advisor – 15 minute optional meeting.</p>
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YEAR 11

	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
YEAR 11	<p>Post-16 options Apprenticeships Career matches</p> <p>Unifrog: What are my employability skills? Post 16 – Choices, Choices. Decision making: choosing your post-16 pathway. Researching volunteering and paid work. Money talks: apprenticeships vs. higher education.</p>	Refer to subject personal development audit and Careers in the Curriculum plan.	<p>Nottingham Trent University assembly – Looking ahead: This assembly focuses on how GCSEs are the first step towards the future. We ask the pupils to reflect on their commitment to succeeding and offer tips to maximise their GCSE attainment. Content supports school</p>	National careers (incorporating Apprenticeship week)	Careers Fair – November 2025	<p>Nottingham Trent University Outreach programme. Assembly for all.</p> <p>Careers Fair – November 2025</p>		<p>1 x hour session with Progress Careers.</p> <p>Options parents evening with progress careers advisor – 15 minute</p>

	<p>Is AI a threat to our jobs?</p> <p>121 session and review with careers advisor/tutor</p> <p>Talk to parents/guardian about plans</p>		<p>messaging about the importance of GCSEs and encourages pupils to access support.</p>					<p>optional meeting.</p>
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YEAR 12/13

	Personal Development Lessons	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
Year 12/13	<p>Unifrog for Y12: Preparing for a personal guidance one-to-one. Post 18 – Choices, Choices. Setting career goals. How to network and be enterprising. Wellbeing: balancing life, learning and work. What makes an employer 'good' to work for?</p> <p>Unifrog for Y13: Personal branding: your CV and online profile. The basics of interviews: in person and online. Confidently managing transitions. Preparing for an employer assessment day. Being self-employed and working freelance. Should all employers adopt a four-day week?</p>		<p>EXTERNAL VISITORS DELIVER TALKS (e.g. DANOP or universities)</p>	<p>Higher education PP every week</p>	<p>HE+ University of Cambridge. (see below*)</p> <p>Y12 Work experience</p>	<p>Y13 OPEN DAYS</p> <p>Y12 University/Open day trip</p> <p>Careers Fair – November 2025</p>	<p>Y13 attend taster lectures (book themselves).</p> <p>Y12 students attend summer residentials</p>	<p>Sessions With assistant head of 6th form</p>

CDI learning aims Age 11-14 (KS3)

Learning area	KS3 learning aim (11-14)
Grow throughout life	being aware of the sources of help and support available and responding positively to feedback
	being aware that learning, skills and qualifications are important for career
	being willing to challenge themselves and try new things
	recording achievements
	being aware of heritage, identity and values
Explore Possibilities	being aware of the range of possible jobs
	identifying common sources of information about the labour market education system
	being aware of the main learning pathways (e.g. university, college and apprenticeships)
	being aware that many jobs require learning, skills and minimum qualifications
	being aware of the range of different sectors and organisations where they can work
	being aware of the range of ways that organisations undertake recruitment and selection
Manage Career	being aware that career describes their journey through life, learning and work
	looking forward to the future

	imagining a range of possibilities for themselves in their career
	being aware that different jobs and careers bring different challenges and rewards
	managing the transition into secondary school and preparing for choosing their GCSEs
	learning from setbacks and challenges
Create opportunities	developing friendships and relationships with others
	being aware that it is important to take initiative in their learning and life
	being aware that building a career will require them to be imaginative and flexible
	developing the ability to communicate their needs and wants
	being able to identify a role model and being aware of the value of leadership
	being aware of the concept of entrepreneurialism and self-employment
Balance life and work	being aware of the concept of work-life balance
	being aware that physical and mental wellbeing are important
	being aware of money and that individuals and families have to actively manage their finances
	being aware of the ways that they can be involved in their family and community
	being aware of different life stages and life roles

	being aware of rights and responsibilities in the workplace and in society
	recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces
See the big picture	being aware of a range of different media, information sources and viewpoints
	being aware that there are trends in local and national labour markets
	being aware that trends in technology and science have implications for career
	being aware of the relationship between career and the natural environment
	being aware of the relationship between career, community and society
	being aware of the relationship between career, politics and the economy

CDI learning aims Age 14-16 (KS4)

Learning area	KS4 learning aim (14-16)
Grow throughout life	responding positively to help, support and feedback
	positively engaging in learning and taking action to achieve good outcomes
	recognising the value of challenging themselves and trying new things
	reflecting on and recording achievements, experiences and learning
	considering what learning pathway they should pursue next

	reflecting on their heritage, identity and values
Explore Possibilities	which one they want to follow and how they will access and succeed in it
	researching the learning and qualification requirements for jobs and careers that they are interested in
	researching the range of workplaces and what it is like to work there
	researching how recruitment and selection processes work and what they need to do to succeed in them
Manage Career	recognising the different ways in which people talk about career and reflecting on its meaning to them
	building their confidence and optimism about their future
	making plans and developing a pathway into their future
	considering the risks and rewards associated with different pathways and careers
	taking steps to achieve in their GCSEs and make a decision about their post-16 pathway
	thinking about how they deal with and learn from challenges and setbacks
Create opportunities	developing friendships and relationships and reflecting on their relationship to their career
	starting to take responsibility for making things happen in their career
	being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them
	being willing to speak up for themselves and others
	being able to discuss roles models and reflect on leadership
	researching entrepreneurialism and self-employment
	reflecting on the different ways in which people balance their work and life

Balance life and work	reflecting on their physical and mental wellbeing and considering how they can improve these
	recognising the role that money and finances will play, in the decisions that they make and, in their life and career
	recognising the role that they play in their family and community and considering how that might shape their career
	considering how they want to move through different life stages and manage different life roles
	developing knowledge of rights and responsibilities in the workplace and in society
	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces
See the big picture	evaluating different media, information sources and viewpoints
	exploring local and national labour market trends
	exploring trends in technology and science
	exploring the relationship between career and the environment
	exploring the relationship between career, community and society
	exploring the relationship between career, politics and the economy

CDI learning aims Age 16-18 (KS5)

Learning area	KS5 learning aim (16-18)
Grow throughout life	actively seeking out help, support and feedback

	taking responsibility for their learning and aiming high
	seeking out challenges and opportunities for development
	reflecting on and recording achievements, experiences and learning and communicating them to others
	planning their next steps in learning and work
	discussing and reflecting on the impact of heritage, identity and values
Explore Possibilities	having a clear understanding of the learning pathways and qualifications that they will need to pursue their career
	actively researching and reflecting on workplaces, workplace culture and expectations
	analysing and preparing for recruitment and selection processes
Manage Career	being able to describe the concept of career and say what it means to them
	building their confidence and optimism about their future and acting on it
	actively planning, prioritising and setting targets for their future
	considering the risks and rewards of different pathways and career and deciding between them
	managing the transition into the post-16 learning context and preparing for post-18 transitions
	being proactive about being resilient and learning from setbacks
Create opportunities	building and maintaining relationships and networks within and beyond the school
	being proactive about their life, learning and career
	being creative and agile as they develop their career pathway
	representing themselves and others
	acting as a leader, role model or example to others
	considering entrepreneurialism and self employment as a career pathway

Balance life and work	planning for the kind of balance of work and life that they want
	taking action to improve their physical and mental wellbeing
	beginning to manage their own money and plan their finances (e.g. thinking about student loans)
	actively shaping their involvement in their family and community as part of their career planning
	planning for different life stages and considering the different life roles that they want to play
	being aware of their role in ensuring rights and responsibilities in the workplace and in society
	taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
See the big picture	evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career
	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