



CAREERS STRATEGY FRAMEWORK

CAREERS EDUCATION

PAL

PERSONAL GUIDANCE

WORK EXPERIENCE

EMPLOYER ENCOUNTERS

ASSEMBLIES

To access the Gatsby Benchmark Framework please click here <https://www.goodcareerguidance.org.uk/benchmarks-and-background>

To access the CDI Framework please click here <https://www.thecdi.net/New-Career-Development-Framework>

KEY STAGE 3

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
Year 7					
CEIAG Launch	An Introduction to CEIAG (Careers, Information, Advice & Guidance)	An Assembly delivered by Careers	Knowing how to access Labour Market Information Being in control of their own learning, exploration and identifying and logging their career journey within school on their own Personal Development Plans.	1, 2, 3	Grow Manage Create
Form Time Career Activities	An introduction to CEIAG in school.	Within FT delivered by Form Tutors	Understanding transferable skills and what they mean. Understanding employability key terms and what they mean.	1, 2, 3, 4	Grow Manage Create

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
	<p>Recognising and learning to identify strengths and weaknesses</p> <p>Building awareness of the wider community outside of students own social groups and families.</p>		<p>Identifying various kinds of work people do.</p> <p>Understanding how to access advice and information within school and beginning to understand different industries of work and pathways into work.</p> <p>Setting own goals and targets.</p>		
STEM (Science, Technology, Engineering and Maths) Assembly	<p>Exploration of careers within STEM and employability pathways</p> <p>Exploring and responding to trends in science and technology</p>	Assembly delivered by External Providers	<p>Awareness of the range of jobs within STEM and the different sectors and organisations. How curriculum subjects feed into employment (Science, Technology, Engineering & Maths).</p> <p>Becoming aware that many jobs require different learning pathways, skills, and minimum qualifications</p> <p>Imagining a range of possibilities for themselves in a STEM career and becoming aware of trends in technology and science that may have implications on career choices.</p>	1, 3, 4, 5	Grow Manage See

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
Move It Trip - Dance & Performing Arts Careers Fair	<p>Encounters with employers, colleges and universities</p> <p>Exploration of careers within Performing Arts and employability pathways</p>	1 day off timetable.	<p>Awareness of the range of jobs within Performing Arts and the different sectors and organisations. How curriculum subjects feed into employment (Science, Technology, Engineering & Maths).</p> <p>Becoming aware that many jobs require different learning pathways, skills, and minimum qualifications</p> <p>Imagining a range of possibilities for themselves in a Performing Arts career and becoming aware of trends in technology and science that may have implications on career choices.</p> <p>Knowledge of Performing Arts and how Post 14 choices can affect their learning journey and career choices within these subjects.</p>	1, 3, 4, 5, 7	<p>Grow</p> <p>Manage</p> <p>See</p>
Year 8					
What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
Form Time Career Activities	Continuing to recognise their own strengths and weaknesses.	Within FT delivered by Form Tutors	Continued awareness of strengths, confidence, and recognition of achievements in and out of school.	1, 2, 3	<p>Grow</p> <p>Explore</p> <p>Manage</p> <p>Balance</p> <p>See</p>

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
	<p>Being able to use and identify different types of LMI (Labour Market Information).</p> <p>Understanding different pathways that can be accessed after school.</p> <p>Identifying and understanding transferable skills within education and employment</p>		<p>Developing knowledge of and being able to access LMI to help make informed choices</p> <p>Able to research the skills, qualifications and experience needed for certain jobs</p> <p>Identifying how they are making progress and what is needed to raise achievement</p>		
STEM Assembly	<p>Exploration of careers within STEM and employability pathways</p> <p>Exploring and responding to trends in science and technology</p>	Assembly delivered by External Providers	<p>Awareness of the range of jobs within STEM and the different sectors and organisations. How curriculum subjects feed into employment (Science, Technology, Engineering & Maths).</p> <p>Becoming aware that many jobs require different learning pathways, skills, and minimum qualifications</p> <p>Imagining a range of possibilities for themselves in a STEM career and becoming aware of trends in technology and science that may have implications on career choices.</p>	1, 3, 4, 5	Grow Manage See

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
Move It Trip - Dance & Performing Arts Careers Fair	<p>Encounters with employers, colleges and universities</p> <p>Exploration of careers within Performing Arts and employability pathways</p>	1 day off timetable.	<p>Awareness of the range of jobs within Performing Arts and the different sectors and organisations. How curriculum subjects feed into employment (Science, Technology, Engineering & Maths).</p> <p>Becoming aware that many jobs require different learning pathways, skills, and minimum qualifications</p> <p>Imagining a range of possibilities for themselves in a Performing Arts career and becoming aware of trends in technology and science that may have implications on career choices.</p> <p>Knowledge of Performing Arts and how Post 14 choices can affect their learning journey and career choices within these subjects.</p>	1, 3, 4, 5, 7	<p>Grow</p> <p>Manage</p> <p>See</p>
Year 9					
What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
Form Time Career Activities	Continuing to strengthen and recognise skills and strengths and linking these to transferable skills in the workplace.	Within FT delivered by Form Tutors	Being proactive and owning their decisions and choices towards their GCSE option choices.	1, 2, 3, 4	<p>Grow</p> <p>Explore</p> <p>See the Big Picture</p>

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
	<p>Securing skills for the future</p> <p>Continuing to access LMI on a regular basis to help support upcoming GCSE option choices</p>		<p>Continued awareness of strengths, confidence, and recognition of achievements in and out of school.</p> <p>Able to research the skills, qualifications and experience needed for certain jobs independently and how this may affect their GCSE choices.</p> <p>Being able to show that students can be positive, flexible, and well prepared for their move into Key Stage 4.</p>		
Options Evening	<p>Outlining Key Stage 4 options</p> <p>Offering the chance for parents to raise questions for SLT (School Leadership Team) and Careers.</p>	Assembly / Evening Event	Encouraging parental engagement and working closely with parents during pivotal points.	1, 3, 4	Manage See
One 2 One Guidance	Providing impartial careers advice to SEND (Special Educational Needs or Disabilities) and Priority Students with parents if requested	One 2 One Meeting during school with a Level 6 Qualified Advisor	<p>Providing CEIAG to priority and SEND students facing significant study or career choices conducted by a Level 6 qualified Careers Advisor.</p> <p>Providing additional support and guidance to those students who are disadvantaged or who are recognised as needing additional support to avoid risk of becoming NEET (Not in Education, Employment or Training) at that moment in time.</p>	1, 2, 3, 8	Grow Explore Manage Create Balance See

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
Vocational Profile	<p>A written record of questions relating to strengthening and recognising individual skills.</p> <p>To be used into Key Stage 4 to help review and reflect upon themselves and their learning journey</p>		<p>Recognising how you change and what you have to offer and what is important to you.</p> <p>Understanding how to manage wellbeing, progress, and achievements through telling stories in a positive way.</p> <p>Reviewing and reflecting upon how their learning has benefits when thinking about careers, employability through enterprise activities and experiences.</p>	1, 3	<p>Grow</p> <p>Explore</p> <p>Manage</p> <p>Create</p> <p>See</p>
Move It Trip - Dance & Performing Arts Careers Fair	<p>Encounters with employers, colleges and universities</p> <p>Exploration of careers within Performing Arts and employability pathways</p>	1 day off timetable.	<p>Awareness of the range of jobs within Performing Arts and the different sectors and organisations. How curriculum subjects feed into employment (Science, Technology, Engineering & Maths).</p> <p>Becoming aware that many jobs require different learning pathways, skills, and minimum qualifications</p> <p>Imagining a range of possibilities for themselves in a Performing Arts career and becoming aware of trends in technology and science that may have implications on career choices.</p> <p>Knowledge of Performing Arts and how Post 14 choices can affect their learning journey and career choices within these subjects.</p>	1, 3, 4, 5, 7	<p>Grow</p> <p>Manage</p> <p>See</p>

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework

KEY STAGE 4

What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
Year 10					
Form Time Career Activities	<p>Recognising how you are changing, your strengths and what is important to you.</p> <p>Continue to use LMI and accessing and researching alternative pathways that may be open to you.</p>	Within FT delivered by Form Tutors	<p>Continued awareness of strengths, confidence, and recognition of achievements in and out of school.</p> <p>Being able to write confidently about their achievements and recognising their strengths and skills and drafting their personal statement to help with their CV which is needed for their Year 11 mock interviews.</p> <p>Understanding the different pathways, they can access at Post 16 – vocational, academic and technical pathways.</p>	1, 2, 3, 4	Grow Explore See the Big Picture
Health & Safety in the workplace	Raising awareness of Health and Safety in the workplace environment.	Assembly	<p>Becoming aware of their responsibilities and rights as a student, trainee, or employee for staying healthy and following safe working practices.</p> <p>Identifying discrimination and knowing their rights.</p>	1, 3	Balance See

Work Experience Week	Experience of a workplace	Visit to Workplace	<p>An opportunity for students to encounter a workplace and learn to recognise transferable skills. Building confidence in preparation for their Y11 mock employer interview. Completing a work experience booklet and gaining an employer reference.</p> <p>Understanding the business structure and industry. Being willing to challenge themselves and try new things. Learning from setbacks and challenges.</p>	1, 3, 4, 5, 6	Grow Explore Manage Create Balance
FE Outreach	<p>Taster day at a local college provider</p> <p>Introducing students to vocational and technical qualifications.</p>	Visit to College	<p>Allowing students to explore Post 16 options at college. Becoming aware of alternative learning pathways open to them.</p> <p>Recognising and encouraging attitude to learning. Looking forward to the future outside of a school environment.</p>	1, 3, 4, 7	Grow Explore Manage Create See
One 2 One Guidance	Providing impartial careers advice to all students.	One 2 One Meeting during school with a Level 6 Qualified Advisor	<p>Providing guidance to all students, conducted by a Level 6 qualified Careers Advisor.</p> <p>Providing support and guidance to all students facing their Post 16 choices. Parents can request to be at meetings or request an additional meeting to discuss supporting at home.</p>	1, 2, 3, 8	Grow Explore Manage Create Balance See
Move It Trip - Dance & Performing Arts Careers Fair	<p>Encounters with employers, colleges and universities</p> <p>Exploration of careers within Performing Arts</p>	1 day off timetable.	Awareness of the range of jobs within Performing Arts and the different sectors and organisations. How curriculum subjects feed into employment (Science, Technology, Engineering & Maths).	1, 3, 4, 5, 7	Grow Manage See

	and employability pathways		<p>Becoming aware that many jobs require different learning pathways, skills, and minimum qualifications</p> <p>Imagining a range of possibilities for themselves in a Performing Arts career and becoming aware of trends in technology and science that may have implications on career choices.</p> <p>Knowledge of Performing Arts and how Post 14 choices can affect their learning journey and career choices within these subjects.</p>		
Year 11					
What	Intent	Implementation	Impact (Learning Outcomes)	Gatsby Benchmarks	CDI Framework
<p>WEX (work experience)</p> <p>Reward Assembly</p>	<p>Recognising and reflecting on achievements and skills gained during work experience week in Y10</p>	<p>Assembly</p>	<p>Recognition and reward for those students who impressed employers / gained jobs from placements or the opportunity to return Post 16 for an apprenticeship.</p> <p>Recording achievements and reflecting on skills gained and strengthened.</p> <p>Linked education to employment with a focus on transferable skills.</p> <p>Raising aspirations and exploring self as well as understanding networks</p>	<p>1, 3, 5, 6</p>	<p>Grow</p> <p>Manage</p>

Post 16 Pathways Assembly	Identifying all pathways available after Post 16	Assembly	<p>Reminding students of their pathway choices Post 16.</p> <p>Supporting students with information on all open evenings for FE institutions. Next Steps brochure from Kent Messenger handed out for parents and students with impartial information on next steps.</p> <p>Preparing students to visit next destinations. Identifying and owning choices and opportunities and information on how to apply using Kent Choices.</p>	1, 2, 3, 7	Manage Grow See
Kent Choices	Providing access to students and parents on different pathways and the application process to apply to Post 16 choices.	Assembly and FT	<p>Information given to students at assembly, parents by email on applying to Post 16 destinations.</p> <p>Identifying choices and opportunities.</p>	1, 2, 3	Manage Explore See
One 2 One Guidance	Providing impartial careers advice to SEND and Priority Students with parents if requested	One 2 One Meeting during school with a Level 6 Qualified Advisor	<p>Providing guidance to priority and SEND students facing significant study or career choices conducted by a Level 6 qualified Careers Advisor.</p> <p>Providing additional support and guidance to those students who are disadvantaged or who are recognised as needing additional support to avoid risk of becoming NEET (Not in Education, Employment or Training) at that moment in time.</p>	1, 2, 3, 8	Grow Explore Manage Create Balance See
Move It Trip - Dance & Performing Arts Careers Fair	Encounters with employers, colleges and universities	1 day off timetable.	Awareness of the range of jobs within Performing Arts and the different sectors and organisations. How curriculum subjects	1, 3, 4, 5, 7	Grow Manage See

	<p>Exploration of careers within Performing Arts and employability pathways</p>		<p>feed into employment (Science, Technology, Engineering & Maths).</p> <p>Becoming aware that many jobs require different learning pathways, skills, and minimum qualifications</p> <p>Imagining a range of possibilities for themselves in a Performing Arts career and becoming aware of trends in technology and science that may have implications on career choices.</p> <p>Knowledge of Performing Arts and how Post 14 choices can affect their learning journey and career choices within these subjects.</p>		
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