



Careers, Employability and Enterprise Audit against the CDI Framework KS2, KS3, KS4 & Post 16

(Please enlarge to A3 when looking to complete and highlight the key stage)

KEY STAGE 2

| Developing yourself through careers, employability and enterprise education | | | | | | |
|---|---|------------------|--|--|---|---|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Pastoral activities which meet the outcomes | Enrichment days which meet the outcomes |
| Self-awareness (1) | Describe what you are like, what you are good at and what you enjoy doing | 3 | | | | |
| Self-determination (2) | Explain how to get what you want | 3 | | | | |
| Self-improvement as a learner (3) | Identify what you like about learning from careers, employability and enterprise activities and experiences | 3 | | | | |

| Learning about careers and the world of work | | | | | | |
|--|---|-------------------------|---|---|--|--|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Pastoral activities which meet the outcomes | Enrichment days which meet the outcomes |
| Exploring careers and career development (4) | Give examples of what it means to have a career | 2 | | | | |
| Investigating work and working life (5) | Give examples of what people like and dislike about the work they do | 2 | | | | |
| Understanding business and industry (6) | Describe a local business, how it is run and the products and/or services it provides | 5 | | | | |
| Investigating jobs and labour market information (LMI) (7) | Describe the main types of employment in your area: past, present and emerging | 5 | | | | |
| Valuing equality, diversity and inclusion (8) | Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly | 3 | | | | |
| Learning about safe working practices and environments (9) | Be aware of how to keep yourself safe and well when you are learning and playing | 4 | | | | |

Developing your career management and employability skills

| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Pastoral activities which meet the outcomes | Enrichment days which meet the outcomes |
|--|--|-------------------------|---|---|--|--|
| Making the most of careers information, advice and guidance (CEIAG) (10) | Be aware of where to get impartial information and support when you need it and how to make good use of it | 2 | | | | |
| Preparing for employability (11) | Identify key qualities and skills that employers are looking for | 4,5,6 | | | | |
| Showing initiative and enterprise (12) | Show that you can use your initiative and be enterprising | 4,5,6 | | | | |
| Developing personal financial capability (13) | Show that you can make considered decisions about saving, spending and giving | 3 | | | | |
| Identifying choices and opportunities (14) | Be able to compare information about the secondary education choices open to you | 2 | | | | |
| Planning and deciding (15) | Know how to make plans and decisions carefully | 3 | | | | |

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| Handling applications and interviews (16) | Know how to make a good impression on other people | 3 | | | | |
| Managing changes and transitions (17) | Identify ways of making successful transitions such as the move from primary to secondary school | 7 | | | | |



Careers, Employability and Enterprise Audit against the CDI Framework

(Please enlarge to A3 when looking to complete and highlight the key stage) **KEY STAGE 3**

| Developing yourself through careers, employability and enterprise education | | | | | | |
|---|--|------------------|--|--|---|---|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
| Self-awareness (1) | Describe yourself, your strengths and preferences | 3 | | | | |
| Self-determination (2) | Be able to focus on the positive aspects of your wellbeing, progress and achievements | 3 | | | | |
| Self-improvement as a learner (3) | Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences | 3 | | | | |

Learning about careers and the world of work

| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
|--|--|-------------------------|---|---|--|--|
| Exploring careers and career development (4) | Describe different explanations of what careers are and how they can be developed | 2 | | | | |
| Investigating work and working life (5) | Give examples of different kinds of work and why people’s satisfaction with their working lives can change | 2 | | | | |
| Understanding business and industry (6) | Give examples of different business organisational structure | 5 | | | | |
| Investigating jobs and labour market information (LMI) (7) | Be aware of what labour market information (LMI) is and how it can be useful to you | 5 | | | | |
| Valuing equality, diversity and inclusion (8) | Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you | 3 | | | | |

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| Learning about safe working practices and environments (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 | 4 | | | | |
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| Developing your career management and employability skills | | | | | | |
|--|--|-------------------------|---|---|--|--|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
| Making the most of careers information, advice and guidance (CEIAG) (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 service | 2 | | | | |
| Preparing for employability (11) | Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable | 4,5,6 | | | | |
| Showing initiative and enterprise (12) | Recognise when you are using qualities and skills that entrepreneurs demonstrate | 4,5,6 | | | | |
| Developing personal financial capability (13) | Show that you can manage a personal budget and contribute to household and school budgets | 3 | | | | |

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| Identifying choices and opportunities (14) | Know how to identify and systematically explore the options open to you at a decision point | 2 | | | | |
| Planning and deciding (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 | 3 | | | | |
| Handling applications and interviews (16) | Know how to prepare and present yourself well when going through a selection process | 3 | | | | |
| Managing changes and transitions (17) | Show that you can be positive, flexible and well-prepared at transition points in your life | 7 | | | | |



Careers, Employability and Enterprise Audit against the CDI Framework

(Please enlarge to A3 when looking to complete and highlight the key stage) **KEY STAGE 4**

| Developing yourself through careers, employability and enterprise education | | | | | | |
|---|--|------------------|--|--|---|---|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
| Self-awareness (1) | Recognise how you are changing, what you have to offer and what's important to you | 3 | | | | |
| Self-determination (2) | Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way | 3 | | | | |
| Self-improvement as a learner (3) | Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences | 3 | | | | |

| Learning about careers and the world of work | | | | | | |
|--|---|-------------------------|---|---|--|--|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
| Exploring careers and career development (4) | Discuss the skills involved in managing your own career | 2 | | | | |
| Investigating work and working life (5) | Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction | 2 | | | | |
| Understanding business and industry (6) | Explain different types of business organisational structures, how they operate and how they measure success | 5 | | | | |
| Investigating jobs and labour market information (LMI) (7) | Be able to find relevant labour market information (LMI) and know how to use it in your career planning | 5 | | | | |
| Valuing equality, diversity and inclusion (8) | Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issue | 3 | | | | |
| Learning about safe working practices and environments | Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices | 4 | | | | |

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| Developing your career management and employability skills | | | | | | |
|--|---|-------------------------|---|---|--|--|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
| Making the most of careers information, advice and guidance (CEIAG) (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 | 2 | | | | |
| Preparing for employability (11) | Show how you are developing the qualities and skills which will help you to improve your employability | 4,5,6 | | | | |
| Showing initiative and enterprise (12) | Show that you can be enterprising in the way you learn, work and manage your career | 4,5,6 | | | | |
| Developing personal financial capability (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 | 3 | | | | |

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| Identifying choices and opportunities (14) | Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal | 2 | | | | |
| Planning and deciding (15) | Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you | 3 | | | | |
| Handling applications and interviews (16) | Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success | 3 | | | | |
| Managing changes and transitions (17) | Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment | 5,7 | | | | |



Careers, Employability and Enterprise Audit against the CDI Framework

(Please enlarge to A3 when looking to complete and highlight the key stage) **16-19** □

| Developing yourself through careers, employability and enterprise education | | | | | | |
|---|---|------------------|--|--|---|---|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
| Self-awareness (1) | Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work | 3 | | | | |
| Self-determination (2) | Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement | 3 | | | | |
| Self-improvement as a learner (3) | Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences | 3 | | | | |

| Learning about careers and the world of work | | | | | | |
|--|--|-------------------------|---|---|--|--|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
| Exploring careers and career development (4) | Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development | 2 | | | | |
| Investigating work and working life (5) | Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction | 2 | | | | |
| Understanding business and industry (6) | Explain the main reasons why business organisations change their structures | 5 | | | | |
| Investigating jobs and labour market information (LMI) (7) | Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans | 5 | | | | |
| Valuing equality, diversity and inclusion (8) | Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others | 3 | | | | |
| Learning about safe working practices and environments | Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee | 4 | | | | |

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| (9) | for staying healthy and observing safe working practices | | | | | |
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| Developing your career management and employability skills | | | | | | |
|--|--|-------------------------|---|---|--|--|
| Outcome | Element of learning | Gatsby reference | Activities which meet outcomes across the curriculum | Activities which meet outcomes through careers / PSHE time | Tutor time activities which meet the outcomes | Enrichment days which meet the outcomes |
| Making the most of careers information, advice and guidance (CEIAG) (10) | Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services | 2 | | | | |
| Preparing for employability (11) | Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers | 4,5,6 | | | | |
| Showing initiative and enterprise (12) | Develop and apply enterprise qualities and skills in your approach to learning, work and career planning | 4,5,6 | | | | |
| Developing personal financial capability (13) | Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work | 3 | | | | |
| Identifying choices and opportunities | Be able to research and evaluate progression pathways and return on investment for the higher and further | 2 | | | | |

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| (14) | education, training, apprenticeship, 3employment and volunteering options o3pen to you | | | | | |
| Planning and deciding (15) | Kn7ow how to make career enhancing plans and decisions including developing the resilience required to sustain them | 3 | | | | |
| Handling applications and interviews (16) | Know how to prepare for, perform well and learn from participating in selection processes | 3 | | | | |
| Managing changes and transitions (17) | Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions | 7 | | | | |