

Key Stage 3

Pupil/Student 'I can' statements examples

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Talk about my strengths to others in my class</p> <p>Say what I like and enjoy doing and can give examples when discussing them with my tutor as part of a review</p> <p>Complete a range of self-assessment exercises and record the results in my career action plan (e-portfolio)</p> <p>Tell my own story, how I am making progress and what I need to do to raise my achievement and improve my wellbeing</p> <p>Explore the subjects being offered at KS4 and post-16 and give the facts about qualifications, skills and jobs you could gain by studying particular subjects</p> <p>Understand the issues of protected characteristics including, race, religion, gender, age, disability</p> <p>Say which employability skills I have used and how they have been used in some subjects</p>	<p>Say what is LMI (including SIC & SOC) and why you need to be aware of it for making future decisions</p> <p>Analyse local job vacancies using job vacancy websites/apps/newspapers and other sources</p> <p>Use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPs, National Careers Service</p> <p>Identify and plan for making the most of information, advice and guidance in our school to support my thinking and decision making especially at the end of key stage 3.</p> <p>Actively take part in employer led activities to develop my networking skills</p> <p>Prepare and present myself well when going through a selection process for roles in school e.g. School Council, peer mentor</p>	<p>Explain what the term 'career' means to me</p> <p>Recognise the skills and qualities needed for the world of work through activities/experiences</p> <p>Keep and maintain a skills log recording my best demonstrations of the qualities and skills needed for employability in my career action plan</p> <p>Identify the opportunities for developing employability qualities and skills in key stage 4 both in and out of school.</p> <p>Research for the skills, qualifications and experience I need to discuss and where necessary negotiate my plans for the future</p> <p>Engage in target-setting and review activities with my tutor and subject teachers</p> <p>Discuss my options with a Careers adviser as part of a careers interview</p> <p>Be positive, flexible and well prepared for my move into key stage 4 through completing and reflecting on my career action plan setting new personal goals if necessary</p>	<p>Create a visual diagram to show my personal networks of support – family and friends, the groups to which I belong, teachers and I can identify the role of impartiality and the sources of partiality from the network</p> <p>Use social media and platforms such as LinkedIn to prepare a personal profile</p> <p>State what are the qualities and skills needed to be an entrepreneur</p> <p>Use the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects etc</p> <p>Record and maintain my career action plan recording when I have demonstrated the qualities and skills of being enterprising</p>	<p>Identify what are the health & safety risks to me and others as we move around the school and use different subject rooms and know how to minimise the risks</p> <p>Show how to get the most from a personal budget, understand and use financial words</p> <p>Identify how to stand up to stereotyping and discrimination that is damaging to me and those around me</p>	<p>Select the relevant careers information and say which ones interest me</p> <p>Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change</p> <p>Consider my own and other people's ideas about learning, careers and the world of work to inform opinions and decisions</p>

Key Stage 4

Pupil 'I can' suggested statements

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Complete an 'interests'/'personality' questionnaire using an online programme such as Kudos, Morrisby, i-could and discuss the job and course suggestions with my peers/tutor/adviser/parents</p> <p>Describe what I like about how I have changed since Year 7</p> <p>Discuss my personal story so far and project it into the near future to show how I am building on my interests and strengths</p> <p>Set personal and learning targets to build upon these strengths rather than focus on my weaknesses</p> <p>Keep and maintain my career action plan highlighting experiences and achievements, reflecting on what I have learned</p> <p>Record the evidence of my best use of key employability skills</p> <p>Evidence how I apply and develop key employability skills through work-related activities</p> <p>Discuss the role of employers in 'making reasonable adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p>	<p>Analyse national and local data on the destinations of last year's leavers and consider possible implications for my own plans</p> <p>Use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p> <p>understand what impartiality means and how it is applied to my own personal circumstances</p> <p>Identify questions relating to equality of opportunity that interviewers are not allowed to ask candidates</p> <p>Discuss the use of social media, digital platforms and managing my digital footprint in relation to marketing myself</p>	<p>Weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers from an activity such as 'employer speed dating' and say which appeals to me and why</p> <p>Discuss with your tutor/mentor/adviser what I need to do and plan for in taking control of my own career over the next 4-5 years</p> <p>Complete a range of sections on sample application forms that ask me to provide evidence of the skills and qualities that I have demonstrated</p> <p>List the main sections/headings on a CV and the 'do's' and 'don'ts' on how to complete them following an employer-led workshop</p> <p>Practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) by taking part in role plays</p> <p>Discuss how to handle the consequences of my decision-making with peers and my tutor</p> <p>Draw on previous experiences that I and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to 16+</p> <p>Say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>	<p>List the techniques of successful marketing and apply them to a marketing challenge whilst working with employers</p> <p>Assess my skills in being enterprising, in and out of school, and discuss these with my tutor when completing my career action plan targets</p> <p>Draw up a list of questions that I want to ask 'stallholders' who I will meet at a forthcoming skills show, analyse the answers and record my thoughts/decisions in my career plan</p> <p>Research the opportunities for volunteering e.g. through the National Citizen Service, local websites and plan how I will participate</p>	<p>Carry out a risk assessment and consider the health and safety requirements of an indoor space at school e.g. laboratory, dining hall, D&T room</p> <p>Apply this information to ensuring I am following health and safety guidelines whilst on a work experience placement and record these in my work experience diary</p> <p>Calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed</p> <p>Reflect on attending a careers fair to research the implications of choosing one pathway over another</p>	<p>Analyse stories in the news about the factors that affect the mental health of workers</p> <p>Talk to alumni about how their jobs are likely to change in the next 5-10 years</p> <p>Compare and contrast my experience of two different enterprise simulations - one based on a shareholder model and the other on a co-operative model</p> <p>Reflect on what organisational structure appeals most to me and why</p>

Post 16

Student 'I can' suggested statements

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Complete a personal skills audit and review using one of the online tools e.g. Unifrog, YEUK</p> <p>Write a statement of my career values for my personal career (e-)portfolio to use in preparation for my personal statement for forthcoming applications</p> <p>Construct a personal statement for an application I am making (e.g. a UCAS or apprenticeship application)</p> <p>Use career 'dilemma' scenarios to discuss and consider what the impact of each dilemma could be on my future e.g. my results are better than expected</p> <p>Take part in a group activity and complete a questionnaire to assess my contribution to the work of the group and what I would do differently or better next time</p> <p>Access face-to-face and online help and can explain what I would do to prepare for and follow up a careers interview</p>	<p>Investigate trends in HE admissions and graduate employment and consider possible implications for my own plans</p> <p>Access HE/ Careers/ Skills Fairs to gather further information about the different pathways available and am able to draw conclusions about the personal benefits and discuss this in a careers interview</p> <p>Investigate how self-employed people use different strategies to market themselves safely online using network tools such as LinkedIn, Twitter and Facebook establishing what works well and why</p> <p>Tailor an application to specific roles/courses</p> <p>Perform well when taking part in an online interview and learn from the experience</p>	<p>Explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions</p> <p>Reflect and discuss on the different processes I have experienced in order to manage my own career development e.g. using my traits – interest, abilities and values to fit or match particular jobs or through social learning, family/ environment/events/ learning experiences</p> <p>Review and reflect what I have learned about the discipline and responsibilities of work and the skills gained from participating in work experience and/or voluntary work</p> <p>Evaluate my contributions to the work of a team</p> <p>Use a digital decision support system (DSS) to aid career choice and discuss its potential efficacy</p> <p>Review and reflect on my past and current goals/targets learning from the outcomes and complete my plans for the next 3 weeks, 3 months, 3 years using my career action plan</p> <p>Make plans for the post-results period in the event that my exam results are not what I expected</p> <p>Critique the personal transition curve model by seeing if its stages correspond to the feelings I experienced during a previous transition and can discuss its relevance to handling future transitions</p>	<p>Create two revision timetables with one taking 15% less time than the other and consider the risks of cutting down on the time available</p> <p>Develop my enterprise and employability skills through volunteering and recording when and how I use them</p> <p>Prepare and plan beforehand to get the most out of a careers and opportunities fair by talking with past students, careers adviser, tutor, parents</p> <p>Research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution through using comprehensive websites and attending careers/skills fairs to gather information from employers, FE, HE and the voluntary sector</p>	<p>Explain what the role of trade unions are past and present</p> <p>Investigate a range of health and safety issues such as working at height, use of VDU, lone working, working time</p> <p>Work out the cost of higher education and compare the likely return on investment for different subjects studied</p> <p>Understand the start up costs involved for me in working for myself e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans</p> <p>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for my behaviour and others</p>	<p>Interrogate the key ideas coming out of think tanks such as the Future Work Forum or research reports from UKCES, CBI/Pearson and consider how the findings and thoughts will have an impact on me and my career decisions</p> <p>Take part in a debate with Employers to discuss the topic 'life-work balance' as part of the Tutorial programme programme</p> <p>Complete a work experience assignment into changing organisational structures and follow this up by pooling information about emerging trends and explain why change has or is taking place</p> <p>Debate a range of topics such as Corporate Social Responsibility or the rise and impact of online retail businesses with my tutor in order to undertake an investigation for my EPQ</p>