

At the Maintained day special school for students aged 11-19 in the South of England they have developed an aspirational and inclusive careers programme to enrich their student's education in careers as well as meet all of their learning styles and needs. Personal development is an integral part of their careers programme and they aim to support their students to become as independent as possible and equip them with the skills they need for adulthood. Careers learning and personal development is incorporated into all lessons and programmes of study where appropriate and as a school they encourage enrichment activities to further develop and inform their students and prepare them for their future pathways.

The Careers leader has mapped the school's programme to the CDI Career Development Framework in preparation for the forthcoming academic year

NEW CDI Careers Learning Links

Growth Throughout Life			21-22		
Learning Aims	Outcome / Gatsby Benchmark reference	Element of learning	A Sky Full of Stars	Spring Watch	Underwater World
Grow throughout life (1,2,3,8,10) a. being aware of the sources of help and support available and responding positively to feedback b. being aware that learning, skills and qualifications are important for career c. being willing to challenge themselves and try new things d. recording achievements	Self-awareness (1) / GB3	>Describe what you are like, what you are good at and what you enjoy doing >Describe yourself, your strengths and preferences >Recognise how you are changing, what you have to offer and what's important to you	Expressing likes and dislikes.	Making choices.	
	Self-determination (2) / GB3	>Explain how to get what you want >Be able to focus on the positive aspects of your wellbeing, progress and achievements >Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way		Express the need for attention or help	
	Self-improvement as a learner (3) / GB3	>Identify what you like about learning from careers, employability and enterprise activities and experiences >Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Which experiences do I like? E.g. light and dark, temperature, texture, etc.	Experiencing different weather conditions and natural environments	Experiencing mini-enterprise, handling money, making choices about products, participating in making products, packaging and design
	Valuing equality, diversity and inclusion (8) / GB3	>Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly >Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Playing alongside a peer		Sharing with a peer or taking turns

e. being aware of heritage, identity and values	Making the most of careers information, advice and guidance (CEIAG) (10) / GB2	>Be aware of where to get impartial information and support when you need it and how to make good use of it >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	Express the need for attention or help	Identify staff members	Making choices
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Exploring Possibilities			Non Subject Specific		
Learning Aims	Outcome / Gatsby Benchmark reference	Element of learning	A Sky Full of Stars	Spring Watch	Underwater World
Explore possibilities (7,10,16) a. being aware of the range of possible jobs b. identifying common sources of information about the labour market education system c. being aware of the main learning pathways (e.g. university, college and apprenticeships) d. being aware that many jobs require learning, skills and minimum qualifications	Investigating jobs and labour market information (LMI) (7) / GB5	>Describe the main types of employment in your area: past, present and emerging >Be aware of what labour market information (LMI) is and how it can be useful to you			
	Making the most of careers information, advice and guidance (CEIAG) (10) / GB2	>Be aware of where to get impartial information and support when you need it and how to make good use of it >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	Express the need for attention or help	Identify staff members	Making choices
	Handling applications and interviews (16) / GB3	>Know how to make a good impression on other people >Know how to prepare and present yourself well when going through a selection process	Greet others in a socially acceptable fashion		Using a switch to indicate needing to go to the toilet

e. being aware of the range of different sectors and organisations where they can work					
f. being aware of the range of ways that organisations undertake recruitment and selection					

Manage Career			Non Subject Specific		
Learning Aims	Outcome / Gatsby Benchmark reference	Element of learning	A Sky Full of Stars	Spring Watch	Underwater World
Manage Career (4,11,15,17)	Exploring careers and career development (4) / GB2	>Give examples of what it means to have a career >Describe different explanations of what careers are and how they can be developed	Roleplay activities linked to astrology e.g. using a telescope, kaleidoscope, etc	Roleplay gardening activities	Roleplay activities linked to water e.g. fishing, sea captain
a. being aware that career describes their journey through life, learning and work					
b. looking forward to the future	Preparing for employability (11) / GB4,5,6	>Identify key qualities and skills that employers are looking for >Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	What do I like to do at home?		
c. imagining a range of possibilities for themselves in their career	Planning and deciding (15) / GB3	>Know how to make plans and decisions carefully >Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Cause and effect activities e.g. turning over lights to change colour	Planting seeds and observe flowers and plants growing and changing	Operating a switch for a desired effect
d. being aware that different jobs and careers bring					

different challenges and rewards	Managing changes and transitions (17) / GB 7	>Identify ways of making successful transitions >Show that you can be positive, flexible and well-prepared at transition points in your life	Identify / transition to different areas of the classroom	Transitioning to a new environment	Identify/Transition to different areas of the school
e. managing the transition into secondary school and preparing for choosing their GCSEs					
f. learning from setbacks and challenges					

Create Opportunities			Non Subject Specific		
Learning Aims	Outcome / Gatsby Benchmark reference	Element of learning	A Sky Full of Stars	Spring Watch	Underwater World
Create opportunities (12,14) a. developing friendships and relationships with others	Showing initiative and enterprise (12) / GB4,5,6	>Show that you can use your initiative and be enterprising >Recognise when you are using qualities and skills that entrepreneurs demonstrate >Develop and apply enterprise qualities and skills in your approach to learning, work and career planning			Enterprise Week- making choices about products, participating in making products, packaging and design
b. being aware that it is important to take initiative in their learning and life	Identifying choices and opportunities (14) / GB2	>Know how to identify and systematically explore the options open to you at a decision point	Y14 careers advice at annual review	Y11 / Y9 careers advice at annual review	Y13 Careers Guidance Interview
c. being aware that building a career will require them to be imaginative and flexible					

d. developing the ability to communicate their needs and wants					
e. being able to identify a role model and being aware of the value of leadership					
f. being aware of the concept of entrepreneurialism and self-employment					

Balance Life and Work			Non Subject Specific		
Learning Aims	Outcome / Gatsby Benchmark reference	Element of learning	A Sky Full of Stars	Spring Watch	Underwater World
Balance life and work (9,13) a. being aware of the concept of work-life balance	Learning about safe working practices and environments (9) / GB4	>Be aware of how to keep yourself safe and well when you are learning and playing >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			Expressing for something to stop or to be left alone
b. being aware that physical and mental wellbeing are important		>Show that you can make considered decisions about saving, spending and giving >Show that you can manage a personal budget and contribute to household and school budgets	Cause and effect activities e.g. turning over lights to change colour		Enterprise Week- handling money
c. being aware of money and that individuals and families have to actively manage their finances	Developing personal financial capability (13) / GB3				
d. being aware of the ways that they can be involved					

<p>in their family and community</p> <p>e. being aware of different life stages and life roles</p> <p>f. being aware of rights and responsibilities in the workplace and in society</p> <p>g. recognising the injustices caused by prejudice, stereotypes and discrimination in learning in learning and workplaces</p>					
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See the Big Picture			Non Subject Specific		
Learning Aims	Outcome / Gatsby Benchmark reference	Element of learning	A Sky Full of Stars	Spring Watch	Underwater World
<p>See the big picture (5,6)</p> <p>a. being aware of a range of different media, information sources and viewpoints</p> <p>b. being aware that there are trends in local and national labour markets</p> <p>c. being aware that trends in technology and science have implications for career</p>	<p>Investigating work and working life (5) / GB2</p>	<p>>Give examples of what people like and dislike about the work they do</p> <p>>Give examples of different kinds of work and why people’s satisfaction with their working lives can change</p>	<p>Virtual experiences – Greenwich Observatory</p>	<p>Making choices. Expressing likes and dislikes.</p> <p>Virtual experiences – bird watching</p>	<p>Virtual experiences – Sea Life Centre, Aquariums</p>
	<p>Understanding business and industry (6) / GB5</p>	<p>>Describe a local business, how it is run and the products and/or services it provides</p> <p>>Give examples of different business organisational structure</p>	<p>Experiencing the Café as a group</p>	<p>Experiencing the Café as a group</p>	<p>Experiencing the Café as a group</p>

d. being aware of the relationship between career and the natural environment					
e. being aware of the relationship between career, community and society					
f. being aware of the relationship between career, politics and the economy					