



Huntington School Aspirations Department



Careers Provision Overview



Huntington School Careers Overview



The Huntington School Aspirations (careers) curriculum is planned and delivered in line with the 8 Gatsby Benchmarks of Good Career Guidance. It also uses the suggested framework of the Career Development Institute (CDI) which sets out what learners should be able to know and do by the time they leave education, with respect to careers.

The Gatsby Benchmarks, first set out in the 2017 Government Careers Strategy, define what excellent career guidance should look like. The benchmarks are shown below:

1. Stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The CDI Framework describes six main career development skills that lead to positive careers. These are shown below:

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

Each of these areas are subdivided into more specific objectives. All of these objectives are covered by our careers programme.

The following slides show our careers programme, and how that programme conforms to the Gatsby Benchmarks and CDI framework. The presence of this stable careers programme evidences Huntington School's achievement of **Gatsby 1**.

In addition to the information provided in the PDF, the school is also committed to the explicit teaching of careers through all curriculum subjects (Gatsby 4). For more information on how this looks at Huntington, click [here](#).

Aspirations



Year 7 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Introduction to Aspirations PSHE module in HT4 including remote Aspirations Fair visit	2,3,4	<ul style="list-style-type: none">• being aware of the sources of help and support available and responding positively to feedback• being aware of the range of different sectors and organisations where they can work• being aware that career describes their journey through life, learning and work• imagining a range of possibilities for themselves in their career• being aware of the concept of work-life balance• being aware that physical and mental wellbeing are important• being aware of different life stages and life roles• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces• being aware that there are trends in local and national labour markets• being aware of the relationship between career, politics and the economy

Aspirations



Year 7 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
STEM enrichment and work experience drop down day in HT4	4,5,6	<ul style="list-style-type: none">• learning from setbacks and challenges• being aware that trends in technology and science have implications for career• being aware of the relationship between career and the natural environment
National Careers Week activities in form, assembly and curriculum subjects	2,4,5	<ul style="list-style-type: none">• being aware of heritage, identity and values• learning from setbacks and challenges• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces
Introduction to Unifrog platform to track careers activities and interventions throughout school	2,3,8	<ul style="list-style-type: none">• recording achievements• learning from setbacks and challenges• being aware of a range of different media, information sources and viewpoints

Aspirations



Year 7 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Weekly world of work videos shown in registrations	2,3,4,5,7,8	<ul style="list-style-type: none">• being aware of heritage, identity and values• learning from setbacks and challenges• imagining a range of possibilities for themselves in their career• being aware of different life stages and life roles• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces• being aware of the range of possible jobs

Aspirations



Year 8 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Employer and education drop down day in HT2	2,4,5,7	<ul style="list-style-type: none">• being aware that learning, skills and qualifications are important for career• being aware of the main learning pathways (e.g. university, college and apprenticeships)• being aware of the range of ways that organisations undertake recruitment and selection• developing friendships and relationships with others• 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• being aware of the ways that they can be involved in their family and community• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces• being aware that trends in technology and science have implications for career• being aware of the relationship between career, community and society

Aspirations



Year 8 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Introduction to Unifrog platform to track careers activities and interventions throughout school	2,3,8	<ul style="list-style-type: none"> recording achievements learning from setbacks and challenges being aware of a range of different media, information sources and viewpoints
National Careers Week activities in form, assembly and curriculum subjects	2,4,5	<ul style="list-style-type: none"> being aware of heritage, identity and values learning from setbacks and challenges recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces
Weekly world of work videos shown in registrations	2,3,4,5,7,8	<ul style="list-style-type: none"> being aware of heritage, identity and values learning from setbacks and challenges imagining a range of possibilities for themselves in their career being aware of different life stages and life roles recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces being aware of the range of possible jobs

Aspirations



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Careers research lessons delivered through ICT curriculum in HT2	2,3,4,7,8	<ul style="list-style-type: none">• identifying common sources of information about the labour market and the education system• imagining a range of possibilities for themselves in their career• being aware that different jobs and careers bring different challenges and rewards• being aware that it is important to take initiative in their learning and life• being aware of different life stages and life roles• being aware of a range of different media, information sources and viewpoints• being aware that there are trends in local and national labour markets

Aspirations



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Introduction to Unifrog platform to track careers activities and interventions throughout school	2,3,8	<ul style="list-style-type: none">• recording achievements• learning from setbacks and challenges• being aware of a range of different media, information sources and viewpoints
Supported KS4 Progression (options) process including progression evening and presentations in lessons	3,4,8	<ul style="list-style-type: none">• being aware that many jobs require learning, skills and minimum qualifications• looking forward to the future• managing the transition into secondary school and preparing for choosing their GCSEs• being aware of money and that individuals and families have to actively manage their finances• being aware of different life stages and life roles

Aspirations



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 9 guidance discussion (careers interview) allocated to every student	2,3,4,8	<ul style="list-style-type: none">• being aware that many jobs require learning, skills and minimum qualifications• 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• developing the ability to communicate their needs and wants• being aware of different life stages and life roles• being aware that there are trends in local and national labour markets

Aspirations



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Compulsory attendance at Aspirations Fair in HT5	2,3,4,5,6,7,8	<ul style="list-style-type: none">• being aware of the range of different sectors and organisations where they can work• imagining a range of possibilities for themselves in their career• being aware of different life stages and life roles• being aware of the relationship between career, politics and the economy
University engagement drop down day in HT5	5,6,7	<ul style="list-style-type: none">• being willing to challenge themselves and try new things• learning from setbacks and challenges• being aware of the relationship between career, politics and the economy

Aspirations



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations PSHE module in HT6 based on developing employability skills for a changing world	2,4,8	<ul style="list-style-type: none">• being aware of the range of ways that organisations undertake recruitment and selection• being aware that building a career will require them to be imaginative and flexible• being aware of money and that individuals and families have to actively manage their finances• being aware of rights and responsibilities in the workplace and in society• being aware of a range of different media, information sources and viewpoints• being aware of the relationship between career, politics and the economy
National Careers Week activities in form, assembly and curriculum subjects	2,4,5	<ul style="list-style-type: none">• being aware of heritage, identity and values• learning from setbacks and challenges• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces

Aspirations



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Weekly world of work videos shown in registrations	2,3,4,5,7,8	<ul style="list-style-type: none">• being aware of heritage, identity and values• learning from setbacks and challenges• imagining a range of possibilities for themselves in their career• being aware of different life stages and life roles• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces• being aware of the range of possible jobs

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Preparing for the world of work drop down day in HT4	2,3,4,5,7,8	<ul style="list-style-type: none">• reflecting positively engaging in learning and taking action to achieve good outcomes• considering what jobs and roles are interesting• researching the labour market and the education system• 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• recognising the different ways in which people talk about career and reflecting on its meaning to them• making plans and developing a pathway into their future• thinking about how they deal with and learn from challenges and setbacks

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Preparing for the world of work drop down day in HT4		<ul style="list-style-type: none">• developing friendships and relationships and reflecting on their relationship to 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• reflecting on the different ways in which people balance their work and life• 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• developing knowledge of rights and responsibilities in the workplace and in society

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Preparing for the world of work drop down day in HT4		<ul style="list-style-type: none">• identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces• 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

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations Fair (optional) in HT5 – also available in Year 11	2,3,4,5,6,7,8	<ul style="list-style-type: none">positively engaging in learning and taking action to achieve good outcomesreflecting on and recording achievements, experiences and learningconsidering what jobs and roles are interestingresearching the labour market and the education systemresearching the learning and qualification requirements for jobs and careers that they are interested inresearching the range of workplaces and what it is like to work thereresearching how recruitment and selection processes work and what they need to do to succeed in thembuilding their confidence and optimism about their futureconsidering the risks and rewards associated with different pathways and careers

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations Fair (optional) in HT5 – also available in Year 11		<ul style="list-style-type: none">• developing friendships and relationships and reflecting on their relationship to their career• starting to take responsibility for making things happen in their career• being willing to speak up for themselves and others• researching entrepreneurialism and self-employment• recognising the role that they play in their family and community and considering how that might shape their career• exploring local and national labour market trends• exploring the relationship between career and the environment

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
<p>Post 16 choices drop down day in HT6 with physical input from Huntington Sixth Form, York College, Askham Bryan College and ASK apprenticeships</p>	<p>3,5,7,8</p>	<ul style="list-style-type: none">• considering what learning pathway they should pursue next• positively engaging in learning and taking action to achieve good outcomes• researching the labour market and the education system• recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it• making plans and developing a pathway into their future• taking steps to achieve in their GCSEs and make a decision about their post-16 pathway• evaluating different media, information sources and viewpoints• exploring local and national labour market trends• exploring trends in technology and science

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
<p>Post 16 choices drop down day in HT6 with physical input from Huntington Sixth Form, York College, Askham Bryan College and ASK apprenticeships</p>		<ul style="list-style-type: none">• 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• 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• exploring the relationship between career and the environment

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Work Experience Week in HT6	2,3,5,6	<ul style="list-style-type: none">• responding positively to help, support and feedback• considering what jobs and roles are interesting• researching the labour market and the education system• 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• building their confidence and optimism about their future• thinking about how they deal with and learn from challenges and setbacks• developing friendships and relationships and reflecting on their relationship to their career• starting to take responsibility for making things happen in their career• being willing to speak up for themselves and others• researching entrepreneurialism and self-employment

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Work Experience Week in HT6		<ul style="list-style-type: none">• 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• exploring local and national labour market trends• exploring the relationship between career, community and society

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
National Careers Week activities in form, assembly and curriculum subjects	2,4,5	<ul style="list-style-type: none">• reflecting on their heritage, identity and values• recognising the different ways in which people talk about career and reflecting on its meaning to them• being able to discuss roles models and reflect on leadership• reflecting on their physical and mental wellbeing and considering how they can improve these• 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• exploring the relationship between career and the environment• exploring the relationship between career, community and society

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Introduction to Unifrog platform to track careers activities and interventions throughout school	2,3,8	<ul style="list-style-type: none">• reflecting on and recording achievements, experiences and learning• researching the learning and qualification requirements for jobs and careers that they are interested in• making plans and developing a pathway into their future• recognising the role that money and finances will play, in the decisions that they make and, in their life and career• evaluating different media, information sources and viewpoints• exploring local and national labour market trends• exploring trends in technology and science

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Weekly world of work videos shown in registrations (continues into Year 11)	2,3,4,5,7,8	<ul style="list-style-type: none">• considering what jobs and roles are interesting• 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• building their confidence and optimism about their future• being able to discuss roles models and reflect on leadership• researching entrepreneurialism and self-employment• reflecting on their physical and mental wellbeing and considering how they can improve these• identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces• exploring trends in technology and science• exploring the relationship between career and the environment

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Post-16 choices re-cap PSHE session in HT1	3,5,7,8	<ul style="list-style-type: none">• considering what learning pathway they should pursue next• recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it• making plans and developing a pathway into their future• starting to take responsibility for making things happen in their career• evaluating different media, information sources and viewpoints

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 11 career guidance discussions (interviews) with optional 1-1 follow up meetings as required	2,3,4,7,8	<ul style="list-style-type: none">• positively engaging in learning and taking action to achieve good outcomes• researching the labour market and the education system• 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• thinking about how they deal with and learn from challenges and setbacks

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 11 career guidance discussions (interviews) with optional 1-1 follow up meetings as required		<ul style="list-style-type: none">• 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• researching entrepreneurialism and self-employment• 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

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 11 career guidance discussions (interviews) with optional 1-1 follow up meetings as required		<ul style="list-style-type: none">• considering how they want to move through different life stages and manage different life roles• identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces• evaluating different media, information sources and viewpoints• exploring trends in technology and science

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
City wide post-16 open events (optional)	3,5,7	<ul style="list-style-type: none">• responding positively to help, support and feedback• researching the labour market and the education system• researching the learning and qualification requirements for jobs and careers that they are interested in• developing friendships and relationships and reflecting on their relationship to their career• starting to take responsibility for making things happen in their career• being willing to speak up for themselves and others

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Post-16 taster day application support in HT1 and Post-16 taster days in HT3	3,7,8	<ul style="list-style-type: none">• considering what learning pathway they should pursue next• starting to take responsibility for making things happen in their career
Post-16 application support from HT3 onwards	3,7,8	<ul style="list-style-type: none">• responding positively to help, support and feedback• making plans and developing a pathway into their future• considering the risks and rewards associated with different pathways and careers• 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

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Apprenticeships support session in HT3 with optional follow up 1-1 sessions as required	3,5,7,8	<ul style="list-style-type: none">• responding positively to help, support and feedback• researching the range of workplaces and what it is like to work there• considering the risks and rewards associated with different pathways and careers• exploring the relationship between career, community and society

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations Fair (optional) in HT5	2,3,4,5,6,7	<ul style="list-style-type: none">actively seeking out help, support and feedbacktaking responsibility for their learning and aiming highactively seeking out information on the labour market and education system to support their careerhaving a clear understanding of the learning pathways and qualifications that they will need to pursue their careeranalysing and preparing for recruitment and selection processesbuilding their confidence and optimism about their future and acting on itbeing proactive about their life, learning and careerconsidering entrepreneurialism and self-employment as a career pathwayplanning for the kind of balance of work and life that they want

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations Fair (optional) in HT5		<ul style="list-style-type: none">• 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 the relationship between career and the environment

Aspirations



Year 12 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Mock interview/assessment centre (optional) drop down day in Year 12 (HT5)	2,5,6,8	<ul style="list-style-type: none">• analysing and preparing for recruitment and selection processes• representing themselves and others• acting as a leader, role model or example to others

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Preparing for the world of work drop down day in Year 12 (HT5)	2,5	<ul style="list-style-type: none">• reflecting on and recording achievements, experiences and learning and communicating them to others• developing a clear direction of travel in their career and actively pursuing this• analysing and preparing for recruitment and selection processes• building their confidence and optimism about their future and acting on it• representing themselves and others• acting as a leader, role model or example to others• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE employability and apprenticeship presentation in Year 12 (HT5)	2,3,4,8	<ul style="list-style-type: none">• developing a clear direction of travel in their career and actively pursuing this• actively seeking out information on the labour market and education system to support their career• developing a clear direction of travel in their career and actively pursuing this• considering the risks and rewards of different pathways and career and deciding between them• 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

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE going to university presentation in Year 12 (HT5)	2,3,4,8	<ul style="list-style-type: none">• developing a clear direction of travel in their career and actively pursuing this• considering the risks and rewards of different pathways and career and deciding between them• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
National Careers Week activities in form, assembly and curriculum subjects	2,4,5	<ul style="list-style-type: none">• discussing and reflecting on the impact of heritage, identity and values• being able to describe the concept of career and say what it means to them• considering entrepreneurialism and self-employment as a career pathway• planning for the kind of balance of work and life that they want• planning for different life stages and considering the different life roles that they want to play• exploring and responding to trends in technology and science• exploring and responding to the relationship between career and the environment

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
<p>Explicit lessons/time dedicated to Unifrog platform to track careers and to support CV building, support university applications and develop employability skills (including apprenticeship applications)</p>	<p>2,3,7,8</p>	<ul style="list-style-type: none">• actively seeking out help, support and feedback• reflecting on and recording achievements, experiences and learning and communicating them to others• planning their next steps in learning and work• developing a clear direction of travel in their career and actively pursuing this• actively seeking out information on the labour market and education system to support their career• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career• actively planning, prioritising and setting targets for their future• being proactive about their life, learning and career• being creative and agile as they develop their career pathway• planning for the kind of balance of work and life that they want

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
<p>Explicit lessons/time dedicated to Unifrog platform to track careers to support CV building, support university applications and develop employability skills (including apprenticeship applications)</p>		<ul style="list-style-type: none">• 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

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Visit to UCAS fair in Y12 (HT6)	3,4,7,8	<ul style="list-style-type: none">• taking responsibility for their learning and aiming high• being proactive about their life, learning and career• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career
Compulsory 'experience of a workplace' activity undertaken as part of PDP with option of taking the PDP placement/volunteering module for extended placements	2,3,5,6	<ul style="list-style-type: none">• taking responsibility for their learning and aiming high• actively researching and reflecting on workplaces, workplace culture and expectations• considering entrepreneurialism and self-employment as a career pathway

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Opportunity to access careers guidance discussion (and required follow up meetings) with a qualified careers adviser - at any time	2,3,4,8	<ul style="list-style-type: none">• actively seeking out help, support and feedback• taking responsibility for their learning and aiming high• developing a clear direction of travel in their career and actively pursuing this• actively seeking out information on the labour market and education system to support their career• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career• being proactive about their life, learning and career• planning for the kind of balance of work and life that they want• planning for different life stages and considering the different life roles that they want to play

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
<p>Opportunity to access careers guidance discussion (and required follow up meetings) with a qualified careers adviser - at any time</p>		<ul style="list-style-type: none">• 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

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE citizenship lessons covering morality, politics, fraud, banking and saving, poverty, equality and social media	3,4,8	<ul style="list-style-type: none">• discussing and reflecting on the impact of heritage, identity and values• building and maintaining relationships and networks within and beyond the school• representing themselves and others• acting as a leader, role model or example to others• 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

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
<p>PSHE citizenship lessons covering morality, politics, fraud, banking and saving, poverty, equality and social media</p>		<ul style="list-style-type: none">• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career• exploring and responding to the relationship between career, community and society• exploring and responding to the relationship between career, politics and the economy• building their confidence and optimism about their future and acting on it

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE health lessons on healthy body, health mind and mental wellbeing	3,4,8	<ul style="list-style-type: none">• being proactive about being resilient and learning from setbacks• being creative and agile as they develop their career pathway• planning for the kind of balance of work and life that they want• taking action to improve their physical and mental wellbeing• actively shaping their involvement in their family and community as part of their career planning

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
UCAS application support in PSHE and registration time	3,7,8	<ul style="list-style-type: none">• taking responsibility for their learning and aiming high• reflecting on and recording achievements, experiences and learning and communicating them to others• planning their next steps in learning and work planning their next steps in learning and work• developing a clear direction of travel in their career and actively pursuing this• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career• actively planning, prioritising and setting targets for their future

Aspirations



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Application support for apprenticeships, employability and other routes in conjunction with UCAS lessons and with careers adviser	3,5,7,8	<ul style="list-style-type: none">• taking responsibility for their learning and aiming high• reflecting on and recording achievements, experiences and learning and communicating them to others• discussing and reflecting on the impact of heritage, identity and values• developing a clear direction of travel in their career and actively pursuing this• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career• actively planning, prioritising and setting targets for their future