







# Netherhall School: Careers Programme – Key Stage 4



CDI Framework Learning Area	Key Stage 4 Learning aims	Year 10	Year 11
<p><b>Grow throughout life</b></p>  <p>Grow throughout life by learning and reflecting on yourself, your background, and your strengths</p> <p><i>1,2,3,8,10</i></p>	<ul style="list-style-type: none"> <li>responding positively to help, support and feedback</li> <li>positively engaging in learning and taking action to achieve good outcomes</li> <li>recognising the value of challenging themselves and trying new things</li> <li>reflecting on and recording achievements, experiences and learning</li> <li>considering what learning pathway, they should pursue next</li> <li>reflecting on their heritage, identity and values</li> </ul>	<p>Attitude to learning scores each term.</p> <p>Subject effort scores termly.</p> <p>Whole-school marking and feedback – green pen corrections.</p> <p>Unifrog – Locker, to record achievements and experiences.</p> <p>PD lessons – Living in the wider world units.</p> <p>Work experience week.</p> <p>Careers Padlet – local FE and HE open events.</p> <p>SMSC and FBV within registration and PD lessons.</p> <p>Women in STEM Day.</p>	<p>Attitude to learning scores each term.</p> <p>Subject effort scores termly.</p> <p>Whole-school marking and feedback – green pen corrections.</p> <p>Unifrog – Locker, to record achievements and experiences.</p> <p>PD lessons lessons – Living in the wider world units.</p> <p>SMSC and FBV within registration and PD lessons.</p> <p>Netherhall Sixth Form subject assemblies.</p> <p>Careers Padlet – local FE and HE open events.</p> <p>Sixth Form Open Evening.</p> <p>GEN2 workshops.</p> <p>Apprenticeship workshops (Inspira).</p> <p>National Careers Service.</p>
<p><b>Explore possibilities</b></p>  <p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> <p><i>7,10,16</i></p>	<ul style="list-style-type: none"> <li>which one they want to follow and how they will access and succeed in it</li> <li>researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>researching the range of workplaces and what it is like to work there</li> <li>researching how recruitment and selection processes work and what they need to do to succeed in them</li> </ul>	<p>Local &amp; National Labour Market Information – Future Fridays, LMI for all and Career Pilot.</p> <p>Plays Your Cards Right – LMI game – Future Fridays.</p> <p>Key stage 4 destination data published on school website.</p> <p>Use of Unifrog ‘Careers Library’ sections to research the qualifications required for different pathways.</p> <p>Careers in the Curriculum – use of Unifrog Careers Library at least once per half term in each subject.</p> <p>Unifrog subject posters linking to careers in classrooms.</p> <p>Enrichment opportunities across the curriculum – including employers visiting lessons, visits out to workplaces and project working.</p> <p>Speakers for Schools Discovery sessions within lessons e.g. NDA in physics.</p> <p>Employer-led assemblies.</p> <p>Work experience week.</p> <p>Speakers for School – individual work experience opportunities.</p> <p>I CAN Too programme (React).</p>	<p>Local &amp; National Labour Market Information – Future Fridays, LMI for all and Career Pilot.</p> <p>Plays Your Cards Right – LMI game – Future Fridays.</p> <p>Key stage 4 destination data published on school website.</p> <p>Use of Unifrog ‘UK universities’, ‘Colleges and Sixth Forms’, ‘Careers Library’, and ‘Apprenticeship’ sections to research the qualifications required for different pathways.</p> <p>Careers in the Curriculum – use of Unifrog Careers Library at least once per half term in each subject.</p> <p>Unifrog subject posters linking to careers in classrooms.</p> <p>Enrichment opportunities across the curriculum – including employers visiting lessons, visits out to workplaces and project working.</p> <p>CV writing workshop (Kaefer).</p> <p>Mock interviews – including feedback to act upon (Inspira).</p> <p>Speakers for School – individual work experience opportunities.</p>
<p><b>Manage career</b></p>  <p>Manage your career actively, make the most of opportunities and learn from setbacks</p> <p><i>4,11,15,17</i></p>	<ul style="list-style-type: none"> <li>recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>building their confidence and optimism about their future</li> <li>making plans and developing a pathway into their future considering the risks and rewards associated with different pathways and careers</li> <li>taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>thinking about how they deal with and learn from challenges and setbacks</li> </ul>	<p>Employer-led assemblies sharing routes into employment and their career journeys.</p> <p>Development of employability skills throughout the curriculum and outside of school, as shown in LTPs.</p> <p>Inspira pre-recorded sessions about changes to careers plans, diversions during careers etc.</p> <p>Work experience week.</p> <p>Speakers for School – individual work experience opportunities.</p>	<p>Employer-led assemblies sharing routes into employment and their career journeys.</p> <p>Development of employability skills throughout the curriculum and outside of school, as shown in LTPs.</p> <p>Inspira pre-recorded sessions about changes to careers plans, diversions during careers etc.</p> <p>Application advice sessions.</p> <p>CV writing workshop (Kaefer).</p> <p>Speakers for School – individual work experience opportunities.</p> <p>1-1 careers guidance (Inspira).</p> <p>Careers section of the website contains parent and student areas with events, resources, useful</p>

			websites and more information about post-16 and post-18.  Assemblies with qualification levels, the difference in post-16 routes and where these can lead.  Sixth Form Taster Week.
<p><b>Create opportunities</b></p>  <p>Create opportunities by being proactive and building positive relationships with others</p> <p>12,14</p>	<ul style="list-style-type: none"> <li>developing friendships and relationships and reflecting on their relationship to their career</li> <li>starting to take responsibility for making things happen in their career</li> <li>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>being willing to speak up for themselves and others</li> <li>being able to discuss roles models and reflect on leadership</li> <li>researching entrepreneurialism and self-employment</li> </ul>	<p>Responsible use of the internet and social media – ICT and PD lessons.</p> <p>I Can Too programme (React).</p> <p>Local and national competitions e.g. UKMT Maths Challenge, Rotary Club Technology competitions, Junior Bake Off.</p> <p>Work experience week.</p> <p>Festival of Work at Lakes College – opportunity to speak to various post-16 and post-18 providers.</p>	<p>Responsible use of the internet and social media – ICT and PD lessons.</p> <p>Local and national competitions e.g. UKMT Maths Challenge, Rotary Club Technology competitions, Junior Bake Off.</p> <p>Festival of Work at Lakes College – opportunity to speak to various post-16 and post-18 providers. Inspira Post-16 Virtual Careers Fair.</p> <p>Open day/evening opportunities.</p>
<p><b>Balance life and work</b></p>  <p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</p> <p>9,13</p>	<ul style="list-style-type: none"> <li>reflecting on the different ways in which people balance their work and life</li> <li>reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>recognising the role that they play in their family and community and considering how that might shape their career</li> <li>considering how they want to move through different life stages and manage different life roles</li> <li>developing knowledge of rights and responsibilities in the workplace and in society</li> <li>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</li> </ul>	<p>PD lessons – health and wellbeing unit.</p> <p>Student questionnaires from the pastoral team regarding mental health and wellbeing.</p> <p>Charity events such as Christmas Food Bank within registration.</p> <p>Fundamental British Values activities during registration and assemblies.</p> <p>English - poems and texts from other cultures.</p> <p>Health and safety rules within subjects such as science, PE and technology</p> <p>Duke of Edinburgh.</p> <p>University of Cumbria visits – including student union and halls, discuss costing etc.</p> <p>Challenging stereotypes in the workplace – Women in STEM activities, resources from Cumbria Careers Hub, men in nursing/social care etc.</p>	<p>PD lessons – health and wellbeing unit.</p> <p>Student questionnaires from the pastoral team regarding mental health and wellbeing.</p> <p>Charity events such as Christmas Food Bank within registration.</p> <p>Fundamental British Values activities during registration and assemblies.</p> <p>English - poems and texts from other cultures.</p> <p>Challenging stereotypes in the workplace – Women in STEM activities, resources from Cumbria Careers Hub, men in nursing/social care etc.</p> <p>Health and safety rules within subjects such as science, PE and technology.</p> <p>University and finances assembly.</p> <p>Duke of Edinburgh.</p>
<p><b>See the big picture</b></p>  <p>See the big picture by paying attention to how the economy, politics and society connect with your own life and career</p> <p>5,6</p>	<ul style="list-style-type: none"> <li>evaluating different media, information sources and viewpoints</li> <li>exploring local and national labour market trends</li> <li>exploring trends in technology and science</li> <li>exploring the relationship between career and the environment</li> <li>exploring the relationship between career, community and society</li> <li>exploring the relationship between career, politics and the economy</li> </ul>	<p>PD lessons – Living in the wider world unit.</p> <p>PD lessons – LMI data comparing salaries, working hours, changes to employment within the sector etc.</p> <p>I CAN Too (React) – Engineering.</p> <p>DEC Awards.</p> <p>Careers in the Curriculum – departments focus upon careers more prevalent in the local area e.g. engineering, hospitality, health and social care, nuclear and construction.</p> <p>iDEA Award.</p>	<p>PD lessons – Living in the wider world unit.</p> <p>PD lessons – LMI data comparing salaries, working hours, changes to employment within the sector etc.</p> <p>National Careers Service.</p> <p>iDEA Award.</p>