







# Netherhall School: Careers Programme – Key Stage 5



CDI Framework Learning Area	Key Stage 5 Learning aims	Year 12	Year 13
<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>actively seeking out help, support and feedback</li> <li>taking responsibility for their learning and aiming high seeking out challenges and opportunities for development</li> <li>reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>planning their next steps in learning and work</li> <li>discussing and reflecting on the impact of heritage, identity and values</li> </ul>	<p>UCAS support sessions and application writing.</p> <p>University visit – raising aspirations.</p> <p>National Tutoring programme.</p> <p>Future Fridays during registration.</p> <p>Termly assessment data and effort scores – reflection from students and actions from Head of Sixth Form for key students.</p> <p>Unifrog – personality quiz – career roles matching personality results.</p> <p>PHSE curriculum.</p>	<p>UCAS personal statements.</p> <p>Future Fridays during registration.</p> <p>Half-termly assessment data and effort scores – reflection from students and actions from Head of Sixth Form for key students.</p> <p>Unifrog – interest profile – career roles matching your interests and skills sets.</p> <p>PHSE curriculum.</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>having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>analysing and preparing for recruitment and selection processes</li> </ul>	<p>Enrichment opportunities across the curriculum – including employers visiting lessons, visits out to workplaces and project working.</p> <p>GEN2 information sessions – higher and degree apprenticeship routes.</p> <p>Unifrog – ‘universities’, ‘apprenticeships’ searches and filtering.</p> <p>Mock interviews.</p> <p>Hello Future tutoring programme for CCOP students.</p> <p>GameJam session – ICT.</p> <p>Work Experience week.</p> <p>Speakers for School – individual work experience opportunities.</p> <p>Hello Future mentoring – CCOP students.</p> <p>Key stage 5 destinations.</p> <p>Alumni presentations.</p> <p>Speakers for Schools Discovery sessions within lessons e.g. HSC – Living for Care.</p>	<p>Enrichment opportunities across the curriculum – including employers visiting lessons, visits out to workplaces and project working.</p> <p>Assemblies with qualification levels, the difference in post-18 routes and where these can lead.</p> <p>GEN2 workshops and application advice – higher and degree apprenticeship routes.</p> <p>Unifrog – ‘universities’, ‘apprenticeships’ searches and filtering.</p> <p>Hello Future mentoring and application support – CCOP students.</p> <p>Key stage 5 destinations.</p> <p>Speakers for School – individual work experience opportunities.</p> <p>Alumni presentations.</p> <p>Speakers for Schools Discovery sessions within lessons e.g. HSC – Living for Care.</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>being able to describe the concept of career and say what it means to them</li> <li>building their confidence and optimism about their future and acting on it</li> <li>actively planning, prioritising and setting targets for their future</li> <li>considering the risks and rewards of different pathways and career and deciding between them</li> <li>managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>being proactive about being resilient and learning from setbacks</li> </ul>	<p>Work Experience week.</p> <p>Use of ‘locker’ within Unifrog to store experiences and applications of employability skills.</p> <p>Six-week reports of progress from subject teachers to check initial transition to KS5 and course suitability.</p> <p>Mentoring from Head of Sixth Form where applicable.</p> <p>Talks from employers and HE providers to provide insight into their career pathways, routes into their profession etc.</p> <p>School council opportunities.</p> <p>Development of employability skills throughout the curriculum and outside of school, as shown in LTPs.</p> <p>‘I went to Netherhall and now I’m...’ profiles from Alumni.</p> <p>Inspira pre-recorded sessions about changes to careers plans, diversions during careers etc.</p> <p>1-1 careers guidance (Inspira).</p> <p>Careers section of the website contains parent and student areas with events, resources, useful websites and more information about post-16 and post-18.</p>	<p>Use of ‘locker’ within Unifrog to store experiences and applications of employability skills.</p> <p>Mentoring from Head of Sixth Form where applicable.</p> <p>Development of employability skills throughout the curriculum and outside of school, as shown in LTPs.</p> <p>‘I went to Netherhall and now I’m...’ profiles from Alumni.</p> <p>Inspira pre-recorded sessions about changes to careers plans, diversions during careers etc.</p> <p>Talks from employers and HE providers to provide insight into their career pathways, routes into their profession etc.</p> <p>UCAS application process.</p> <p>Unifrog – Apprenticeship searches and application process.</p> <p>Careers section of the website contains parent and student areas with events, resources, useful websites and more information about post-16 and post-18.</p>

<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>• building and maintaining relationships and networks within and beyond the school</li> <li>• being proactive about their life, learning and career</li> <li>• being creative and agile as they develop their career pathway</li> <li>• representing themselves and others acting as a leader, role model or as an example to others</li> <li>• considering entrepreneurialism and self-employment as a career pathway</li> </ul>	<p>Local and national competitions e.g. UKMT Maths Challenge, Physics and Biology Olympiad.</p> <p>Work experience week.</p> <p>UCAS Fair, Carlisle.</p> <p>Blue Light Event – opportunity to speak to emergency service, healthcare and related careers sectors.</p> <p>Higher &amp; Further Education Fair – opportunity to speak to various post-18 providers.</p> <p>Whole school council opportunities.</p> <p>Paired reading with younger students.</p> <p>Prefect duties including library supervision and support.</p> <p>iDEA Award.</p> <p>EPQ and Core Maths additional qualifications.</p> <p>Enrichment opportunities such as Sports Leader.</p>	<p>Inspira Virtual Careers Fair.</p> <p>UCAS Fair, Carlisle.</p> <p>iDEA Award.</p> <p>Whole school council opportunities.</p> <p>Paired reading with younger students.</p> <p>Prefect duties including library supervision and support.</p> <p>Sessions from Nigel Thomason – Enterprise Advisor – entrepreneurialism, public speaking.</p> <p>Tycoon – extracurricular.</p> <p>Higher &amp; Further Education Fair – opportunity to speak to various post-18 providers.</p> <p>Enrichment opportunities such as Sports Leader.</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>• planning for the kind of balance of work and life that they want</li> <li>• taking action to improve their physical and mental wellbeing</li> <li>• beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> <li>• actively shaping their involvement in their family and community as part of their career planning</li> <li>• planning for different life stages and considering the different life roles that they want to play</li> <li>• being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>• taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul>	<p>Health and safety rules within subjects such as science, PE and technology</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>Apprenticeship v University debate – pros and cons of both routes, where they can lead, financial impacts long and short term etc.</p> <p>Work Experience week – reflection on the impact of businesses and their structures.</p> <p>Sixth Form Council – election of roles of responsibility.</p> <p>Organisation of charity events including Bake Sales, Christmas Jumper Day and others.</p> <p>Duke of Edinburgh – volunteering opportunities.</p>	<p>Health and safety rules within subjects such as science, PE and technology</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>Student Finance workshop – exploring the financial implications of university, funding and bursaries available.</p> <p>Head Boy and Head Girl application process and interviews.</p> <p>Duke of Edinburgh – volunteering opportunities.</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 and reflecting on the best way to get information for their career</li> <li>• exploring and responding to local and national labour market trends exploring and responding to trends in technology and science</li> <li>• exploring and responding to the relationship between career and the environment</li> <li>• exploring and responding to the relationship between career, community and society</li> <li>• exploring and responding to the relationship between career, politics and the economy</li> </ul>	<p>Whole school council opportunities.</p> <p>Future Fridays – local and national LMI.</p> <p>Future Fridays – Jobs of the Future.</p> <p>NCS programme.</p> <p>Prefect duties – including library supervision.</p> <p>Paired reading with younger students struggling with literacy.</p> <p>Eco-Schools extra-curricular club.</p> <p>Work Experience week – reflection on the impact of businesses and their structures.</p> <p>Careers in the Curriculum – departments focus upon careers more prevalent in the local area e.g. engineering, health and social care, nuclear and construction.</p> <p>Cumbria Youth Alliance – Social Action Project.</p>	<p>Careers in the Curriculum – departments focus upon careers more prevalent in the local area e.g. engineering, health and social care, nuclear and construction.</p> <p>Whole school council opportunities.</p> <p>Future Fridays – local and national LMI.</p> <p>Future Fridays – Jobs of the Future.</p> <p>Prefect duties – including library supervision.</p> <p>Paired reading with younger students struggling with literacy.</p> <p>Eco-Schools extra-curricular club.</p> <p>Cumbria Youth Alliance – Social Action Project.</p>