







Netherhall School: Careers Programme – Key Stage 4



CDI Framework Learning Area	Key Stage 4 Learning aims	Year 10	Year 11
<p>Grow throughout life</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"> responding positively to help, support and feedback positively engaging in learning and taking action to achieve good outcomes recognising the value of challenging themselves and trying new things reflecting on and recording achievements, experiences and learning considering what learning pathway, they should pursue next reflecting on their heritage, identity and values 	<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>Guidance 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 guidance 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>Guidance lessons – Living in the wider world units.</p> <p>SMSC and FBV within registration and guidance 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>Explore possibilities</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"> which one they want to follow and how they will access and succeed in it 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 	<p>Local & 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>Social Media Savvy assembly – expectations of employers.</p> <p>Employer-led assemblies.</p> <p>Virtual work experience week.</p> <p>Physical work experience week.</p> <p>Speakers for School – individual work experience opportunities.</p> <p>I CAN Too programme (React).</p>	<p>Local & 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>Social Media Savvy assembly – expectations of employers.</p> <p>Speakers for School – individual work experience opportunities.</p>
<p>Manage career</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"> recognising the different ways in which people talk about career and reflecting on its meaning to them 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 taking steps to achieve in their GCSEs and make a decision about their post-16 pathway 	<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>‘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>Virtual work experience week.</p> <p>Physical work experience week.</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>‘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>Application advice sessions.</p> <p>CV writing workshop (Kaefer).</p>

	<ul style="list-style-type: none"> • thinking about how they deal with and learn from challenges and setbacks 	<p>Speakers for School – individual work experience opportunities.</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 websites and more information about post-16 and post-18.</p> <p>Assemblies with qualification levels, the difference in post-16 routes and where these can lead.</p> <p>Sixth Form Taster Week.</p>
<p>Create opportunities</p>  <p>Create opportunities by being proactive and building positive relationships with others</p> <p>12,14</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 • being able to discuss roles models and reflect on leadership • researching entrepreneurialism and self-employment 	<p>Social Media Savvy assembly.</p> <p>Responsible use of the internet and social media – ICT and Guidance 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>Virtual work experience week – project-based tasks from employers with final presentation to a panel.</p> <p>Physical work experience week.</p> <p>Blue Light Event – opportunity to speak to emergency service, healthcare and related careers sectors.</p> <p>Higher & Further Education Fair – opportunity to speak to various post-16 and post-18 providers.</p>	<p>Social Media Savvy assembly.</p> <p>Responsible use of the internet and social media – ICT and Guidance lessons.</p> <p>Local and national competitions e.g. UKMT Maths Challenge, Rotary Club Technology competitions, Junior Bake Off.</p> <p>Blue Light Event – opportunity to speak to emergency service, healthcare and related careers sectors.</p> <p>Higher & Further Education Fair – opportunity to speak to various post-16 and post-18 providers.</p> <p>Inspira Post-16 Virtual Careers Fair.</p> <p>Open day/evening opportunities.</p>
<p>Balance life and work</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"> • 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 • considering how they want to move through different life stages and manage different life roles • developing knowledge of rights and responsibilities in the workplace and in society • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 	<p>Guidance 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>Guidance 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>Future Fridays – LMI data comparing pros and cons of roles.</p> <p>Duke of Edinburgh.</p>
<p>See the big picture</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"> • 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 • exploring the relationship between career, community and society • exploring the relationship between career, politics and the economy 	<p>Guidance lessons – Living in the wider world unit.</p> <p>Future Fridays – LMI data comparing salaries, working hours, changes to employment within the sector etc.</p> <p>I CAN Too (React) – Engineering.</p> <p>Eco-Schools extra-curricular club.</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>Guidance lessons – Living in the wider world unit.</p> <p>Future Fridays – LMI data comparing salaries, working hours, changes to employment within the sector etc.</p> <p>Future Fridays – impacts of Brexit, Covid and other political changes.</p> <p>Eco-Schools extra-curricular club.</p> <p>National Careers Service.</p> <p>iDEA Award.</p>