

What the CDI Framework for Careers, Employability and Enterprise Education looks like at Calthorpe Academy

Area of learning	KS2- 7 to 11	KS3– 11 to 14	KS4– 14 to 16	16-19
1– Self awareness. <i>All about me.</i>	ALL ABOUT ME—LIKES AND DISLIKES Things I like and don't like.	ALL ABOUT ME-WHAT I AM GOOD AT Things I think I am good at and things I need to improve on.	ALL ABOUT ME– GROWING UP Matching skills to roles and jobs in school. Taking more responsibility for the tasks I have to do.	ALL ABOUT ME– MY FUTURE Listing, discussing and recording Individual skills to inform my post 19 destination.
2– Self determination. <i>My Choices</i>	MY CHOICES AND FOLLOWING RULES Expressing day to choices. Understanding and following class/ school rules.	THINGS THAT MAKE ME HAPPY Accessing the things I enjoy and how to avoid the things that I don't.	RECOGNISING MY ACHIEVMENTS How my hobbies and interests have had a positive effect on me.	HOW MY INTERESTS INFORM MY CHOICES How my interests and achievements inform my post 19 destination.
3– Self - improvement as a learner. <i>Understanding learning</i>	BEGINNING TO BE INDEPENDENT Visiting work places and taking part in basic independence and work based activities.	SHOWING I CAN BE INDEPENDENT Visiting work places. Engaging in practical activities I enjoy. Doing more things for myself.	APPLYING MY INDEPENDENCE Choosing simple work based activities around school and reflecting what I did and did not enjoy.	UNDERSTANDING MY ILP TARGETS Taking part in baseline assessment. Understand my ILP targets and take part in weekly progress tutorials.
4– Exploring careers and career development. <i>Jobs in the community</i>	PEOPLE THAT HELP ME Look at people who help me at school, how do they help me.	EXPLORE JOBS IN THE COMMUNITY Find out about jobs around the community. How do they improve my life and my community.	MATCHING SKILLS TO JOBS Looking at the different skills needed for a variety of jobs .	EXPLORING JOBS I COULD DO Looking at learners skills and interest what jobs might I be good at.
5– Investigating work and working life. <i>Jobs in the class/school</i>	CLASS MONITORS Discuss different jobs that can be undertaken in the class. Talk about who would be best for each role.	WORKING AS ATEAM Complete different jobs around the school. These might include window cleaning, litter picking etc.	WORK TASTER/ENCOUNTER In liaison with the Vocational Team arrange suitable experiences based on employment..	WORK PLACEMENTS In liaison with vocational team identify work placements /supported internships that suit learner profiles.
6–Understanding business and industry.	EXCHANGING MONEY Exchange money in functional situations such as snack times or using a drinks dispenser.	BASIC BUDGETING Understanding costs and change. Buying items with a limited budget. Looking at internet shopping.	INDIVIDUAL ENTERPRISE ACTIVITY Planning a one off enterprise activity (Xmas fair) where buying materials, pricing .	WORK BASED LEARNING/ENTERPRISE Take part in WBL to refine and extend previous learning. Where possible complete stock and finance records.

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7– Investigating jobs and labour market information <i>Job opportunities</i>	DIFFERENT JOB ROLES IN SCHOOL Looking at the different job roles in school. Understanding what different people do. Interview staff.	DIFFERENT JOBS IN THE COMMUNITY Looking at different jobs in the community. Interview community workers.	LOOKING AT JOB DESCRIPTIONS Discuss job descriptions (for real world and class jobs) discuss what skills and characteristics are important.	PROVIDERS FAIR/JOB COACH/ CAREERS GUIDANCE Explore different providers. Compile question list to ask.
8– Valuing equality, diversion and inclusion. <i>SMSC PHSE.</i>	THE SAME/DIFFERENT Look at and list the way the learners in your class are the same and different. Sort group by different criteria.	MY CULTURAL IDENTITY Look at and discuss different cultural identities. Explore different foods and celebrations. Visits to Mosque etc.	DISCRIMINATION Discuss the various forms of discrimination. Undertake role play activities to identify different forms.	MY RIGHTS Explore the laws regarding your rights. Identify people you can discuss issues about this with.
9—Safe working practices and environments. <i>Being safe.</i>	SAFE AND DANGER Understand the difference between safe and dangerous situations.	STAYING SAFE IN THE COMMUNITY How to stay safe in the community. Road safety, using public transport and amenities etc	FOLLOWING SAFETY RULES WHEN DOING PRACTICAL ACTIVITIES Formulate and follow safety procedures before undertaking tasks.	UNDERSTANDING HEALTH AND SAFETY AT WORK Understand health and safety rules. Assessing risks in different situations.
10– Careers Information, advice and guidance. <i>Personal guidance</i>	MAKING A LEARNER PROFILE Well being passports. Individual profiles created in discussion with learner showing skills, interests & aspirations.	STATUTORY CAREERS ADVICE 1 Career action plans. Transition Pathway Plan	STATUTORY CAREERS ADVICE 2 Career action plans. Transition Pathway review.	STATUTORY CAREERS ADVICE 3 Career action plans. Vocational team input. Transition Pathway and EHCP.
11– Preparing for employability. <i>Sharing information appropriately</i>	ASKING & ANSWERING QUESTIONS Responding to and answering questions appropriately.	INTERPERSONAL SKILLS Understanding and using interpersonal skills appropriately.	MATCHING SKILLS TO JOBS Looking at job roles and discussing what characteristics and skills are important to each.	MOCK INTERVIEWS Discuss how to make a good impression in an interview and practise these skills in a mock interview.
12– Showing initiative and enterprise. <i>Work based skills.</i>	BASIC PROBLEM SOLVING Engaging in practical activities where problems need to be worked out. Discuss solutions and strategies.	WORKING IN TEAMS Complete practical tasks as part of a team working towards a common goal.	JOB CARVING/PRODUCTION LINE Look at a job task deciding what different roles are needed and who is best suited to each.	JOB ROLES AS PART OF ENTERPRISE Identify different roles to complete ongoing enterprise tasks. Learners to spend time at each task.

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13– Developing personal financial capability. <i>Managing finances</i>	UNDERSTANDING & USING MONEY Reward exchange system. Money based numeracy activity. Visiting shops.	EXCHANGING MONEY Enrichment visits to shops and super-market. Money based numeracy activity.	DAY TO DAY FINANCE Shopping lists. Managing small enterprise budgets.	BANKING Managing finances and budgets associated with enterprise. Personal bank accounts.
14– Identifying choices and opportunities. <i>Transition information</i>	TRANSITION TO SECONDARY EHCP Review. Class transition visits. Understanding new expectations.	TRANSITION PATHWAY PLAN EHCP Review. Parental and learner input into Transition Pathway document	TRANSITION PATHWAY REVIEW EHCP and Transition Pathway review. Vocational profiling where appropriate.	TRANSITION DESTINATIONS EHCP and Transition Pathway review.. Transition and Vocational team involvement.
15– Planning and deciding. <i>Setting and achieving my goals</i>	SETTING A PERSONAL GOAL Discuss and identify a short term goal to work on in school	DISCUSSING AND SETTING GOALS WITH YOUR TEACHER Discuss and set a longer term goal and monitor and discuss progress regularly	POST 16 GOALS. ASPIRATIONAL TARGETS Explore the concept of aspirational targets in preparation for RARPA.	POST 19 GOALS. MY DESTINATION. Outcome and Pathway event. Transition visits. Employer workshops. Parental engagement.
16– Handling applications and selection. <i>Personal information</i>	MY NAME AND ADDRESS Knowing my address. Finding my home on Google Street.	PERSONAL PRESENTATION Job application and interviews for class job roles. How to make a good impression (clothes, hygiene, IP skills)	SHARING MY INFORMATION SAFELY Mock job application and job Interviews	JOB/DESTINATION APPLICATION Preparing for real job applications and interviews with Skills for Life Mentors.
17– Managing changes and transitions. <i>Transition expectations</i>	MANAGING TRANSITION TO KS3 Understanding the different expectations at KS3, discuss how you feel about this. Transition visits.	MANAGING TRANSITION TO KS4 Understanding the different expectations at KS4, discuss how you feel about this. Transition visits.	MANAGING TRANSITION TO POST 16 Understanding the different expectations at Post 16 , discuss how you feel about this. Transition visits.	POST 19 DESTINATION TRANSITION Explore expectations at various post 19 destinations, discuss how you feel about this. Transition visits.