

Career Development Framework

Learning areas by Key Stage



Learning areas by Key Stage or Phase

	Key Stage 3	Key Stage 4	Post-16
 <p>Grow throughout life</p>	<ul style="list-style-type: none"> • being aware of the sources of help and support available and responding positively to feedback • being aware that learning, skills and qualifications are important for career • being willing to challenge themselves and try new things • recording achievements • being aware of heritage, identity and values 	<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 	<ul style="list-style-type: none"> • actively seeking out help, support and feedback • taking responsibility for their learning and aiming high • seeking out challenges and opportunities for development • reflecting on and recording achievements, experiences and learning and communicating them to others • planning their next steps in learning and work • discussing and reflecting on the impact of heritage, identity and values
 <p>Explore possibilities</p>	<ul style="list-style-type: none"> • being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> • considering what jobs and roles are interesting • 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 • 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 	<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 • having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • actively researching and reflecting on workplaces, workplace culture and expectations • analysing and preparing for recruitment and selection processes
 <p>Manage career</p>	<ul style="list-style-type: none"> • being aware that career describes their journey through life, learning and work • looking forward to the future • imagining a range of possibilities for themselves in their career • 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 	<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 • thinking about how they deal with and learn from challenges and setbacks 	<ul style="list-style-type: none"> • being able to describe the concept of career and say what it means to them • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future • considering the risks and rewards of different pathways and career and deciding between them • managing the transition into the post-16 learning context and preparing for post-18 transitions • being proactive about being resilient and learning from setbacks
 <p>Create opportunities</p>	<ul style="list-style-type: none"> • developing friendships and relationships with others • being aware that it is important to take initiative in their learning and life • being aware that building a career will require them to be imaginative and flexible • developing the ability to communicate their needs and wants • 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 	<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 	<ul style="list-style-type: none"> • building and maintaining relationships and networks within and beyond the school • being proactive about their life, learning and career • being creative and agile as they develop their career pathway • representing themselves and others • acting as a leader, role model or example to others • considering entrepreneurialism and self-employment as a career pathway
 <p>Balance life and work</p>	<ul style="list-style-type: none"> • being aware of the concept of work-life balance • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of the ways that they can be involved in their family and community • being aware of different life stages and life roles • being aware of rights and responsibilities in the workplace and in society • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<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 	<ul style="list-style-type: none"> • planning for the kind of balance of work and life that they want • taking action to improve their physical and mental wellbeing • 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
 <p>See the big picture</p>	<ul style="list-style-type: none"> • being aware of a range of different media, information sources and viewpoints • being aware that there are trends in local and national labour markets • being aware that trends in technology and science have implications for career • being aware of the relationship between career and the natural environment • being aware of the relationship between career, community and society • being aware of the relationship between career, politics and the economy 	<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 	<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 • exploring and responding to the relationship between career, community and society • exploring and responding to the relationship between career, politics and the economy