

# Career Development Framework

*Learning areas by Key Stage*



## Learning areas by Key Stage or Phase

	Key Stage 3	Key Stage 4	Post-16
 <p><b>Grow throughout life</b></p>	<ul style="list-style-type: none"> <li>• being aware of the sources of help and support available and responding positively to feedback</li> <li>• being aware that learning, skills and qualifications are important for career</li> <li>• being willing to challenge themselves and try new things</li> <li>• recording achievements</li> <li>• being aware of heritage, identity and values</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• actively seeking out help, support and feedback</li> <li>• taking responsibility for their learning and aiming high</li> <li>• 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><b>Explore possibilities</b></p>	<ul style="list-style-type: none"> <li>• being aware of the range of possible jobs</li> <li>• identifying common sources of information about the labour market and the education system</li> <li>• being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>• being aware that many jobs require learning, skills and minimum qualifications</li> <li>• being aware of the range of different sectors and organisations where they can work</li> <li>• being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>	<ul style="list-style-type: none"> <li>• considering what jobs and roles are interesting</li> <li>• researching the labour market and the education system</li> <li>• recognising the main learning pathways and considering 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>	<ul style="list-style-type: none"> <li>• developing a clear direction of travel in their career and actively pursuing this</li> <li>• actively seeking out information on the labour market and education system to support their career</li> <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><b>Manage career</b></p>	<ul style="list-style-type: none"> <li>• being aware that career describes their journey through life, learning and work</li> <li>• looking forward to the future</li> <li>• imagining a range of possibilities for themselves in their career</li> <li>• being aware that different jobs and careers bring different challenges and rewards</li> <li>• managing the transition into secondary school and preparing for choosing their GCSEs</li> <li>• learning from setbacks and challenges</li> </ul>	<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</li> <li>• 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>	<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><b>Create opportunities</b></p>	<ul style="list-style-type: none"> <li>• developing friendships and relationships with others</li> <li>• being aware that it is important to take initiative in their learning and life</li> <li>• being aware that building a career will require them to be imaginative and flexible</li> <li>• developing the ability to communicate their needs and wants</li> <li>• being able to identify a role model and being aware of the value of leadership</li> <li>• being aware of the concept of entrepreneurialism and self-employment</li> </ul>	<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>	<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</li> <li>• acting as a leader, role model or example to others</li> <li>• considering entrepreneurialism and self-employment as a career pathway</li> </ul>
 <p><b>Balance life and work</b></p>	<ul style="list-style-type: none"> <li>• being aware of the concept of work-life balance</li> <li>• being aware that physical and mental wellbeing are important</li> <li>• being aware of money and that individuals and families have to actively manage their finances</li> <li>• being aware of the ways that they can be involved in their family and community</li> <li>• being aware of different life stages and life roles</li> <li>• being aware of rights and responsibilities in the workplace and in society</li> <li>• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>	<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>	<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><b>See the big picture</b></p>	<ul style="list-style-type: none"> <li>• being aware of a range of different media, information sources and viewpoints</li> <li>• being aware that there are trends in local and national labour markets</li> <li>• being aware that trends in technology and science have implications for career</li> <li>• being aware of the relationship between career and the natural environment</li> <li>• being aware of the relationship between career, community and society</li> <li>• being aware of the relationship between career, politics and the economy</li> </ul>	<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> </ul>	<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</li> <li>• 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>