

Career Development Plan against the CDI Framework

To use with the accompanying Career Development Framework Handbook. Highlight the learning aims that you intend to cover and in which term (or cut and paste the learning aim into the relevant term), include resources and key people involved. Please note that the numbers in brackets by each Learning Area relate to the last CDI Careers, Employability and Enterprise Education Framework's 17 areas of learning if you are making the transition from that framework.

Post 16 Learning aims	Autumn activity	Spring activity	Summer activity	RAG	Gatsby Benchmark
Grow throughout life (1, 2, 3, 8, 10)	d. reflecting on and recording achievements, experiences and learning and communicating them to others – Tutor Review, Start platform, IAG	<p>a. actively seeking out help, support and feedback; 7th, 8th, 9th March 2022; UXL How to write a winning apprenticeship application 23rd and 24th March 2022; Newcastle College Mock interviews and feedback session Tutor Reviews IAG Start Platform</p> <p>b. taking responsibility for their learning and aiming high; 11th March 2022 Careers Fair</p> <p>c. seeking out challenges and opportunities for development; 7th - 15th February 2022 Keepmoat Construction Challenge.</p>	<p>a. actively seeking out help, support and feedback; Tutor Review Guidance session</p> <p>d. reflecting on and recording achievements, experiences and learning and communicating them to others – Review, Start platform, IAG</p> <p>e. discussing and reflecting on the impact of heritage, identity and values</p>		1,2,3,4,5,7,8

		<p>d. reflecting on and recording achievements, experiences and learning and communicating them to others – Review, Start platform, IAG</p> <p>e. planning their next steps in learning and work; 8th, 9th, 10th February 2022 UXL Awareness Raising Sessions</p>			
Explore possibilities (7, 10, 16)	<p>a. developing a clear direction of travel in their career and actively pursuing this IAG Classroom Session Path of progression Start Platform Review books</p> <p>b. actively seeking out information on the labour market and education system to support their career: 13th, 14th and 18th Oct 2021 Elaine Bell Job Centre Plus Labour Market Information</p> <p>c. having a clear understanding of the learning pathways and qualifications that they will need to pursue their career; 10th Sept 2021</p>	<p>c. having a clear understanding of the learning pathways and qualifications that they will need to pursue their career; 7th and 8th February 2022 – UXL Apprenticeship Awareness Raising sessions</p> <p>d. actively researching and reflecting on workplaces, workplace culture and expectations – work placements</p> <p>e. analysing and preparing for recruitment and selection processes 7th, 8th, 9th March 2022; UXL How to write a winning apprenticeship application</p>	d. actively researching and reflecting on workplaces, workplace culture and expectations – work placements		1, 2, 3, 4, 5, 6, 7, 8

	<p>Sarah Elliott – Raising Aspirations, employer expectations, LMI, skills, qualifications 17th Sept 2021</p> <p>Jeff Colman – AJ Bennett Raising Aspirations, employer expectations, LMI, Skills, qualifications</p> <p>d. actively researching and reflecting on workplaces, workplace culture and expectations – work placements</p>	23rd and 24 th March 2022; Newcastle College Mock interviews and feedback session			
Manage career (4, 11, 15, 17)	<p>a. being able to describe the concept of career and say what it means to them IAG Classroom Session: Step Further Session 1</p> <p>c. actively planning, prioritising and setting targets for their future IAG Classroom Session Step Further Session 6</p> <p>d. considering the risks and rewards of different pathways and career and deciding between them Step Further Career Session 3,4,5</p>	<p>f. being proactive about being resilient and learning from setbacks IAG Classroom Session: Resilience</p>	b. building their confidence and optimism about their future and acting on it Guidance Interviews		1, 2, 3, 4, 8

	<p>e. managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>IAG Classroom Session</p> <p>CV Workshops</p> <p>Job Descriptions and Person Specifications</p> <p>Application Forms</p> <p>Apprenticeship</p>				
Creating opportunities (12, 14)	<p>a. building and maintaining relationships and networks within and beyond the school</p> <p>IAG Classroom Session</p> <p>How and where to look for work</p> <p>JCP</p> <p>UXL</p> <p>b. being proactive about their life, learning and career</p> <p>IAG Classroom Session</p> <p>Step Further Session 6</p> <p>d. representing themselves and others</p> <p>&</p> <p>e. acting as a leader, role model or example to others</p> <p>1st October 2021</p>	<p>a. building and maintaining relationships and networks within and beyond the school</p> <p>Careers Fair</p> <p>UXL</p> <p>Newcastle College</p> <p>Work Placements</p> <p>c. being creative and agile as they develop their career pathway</p> <p>IAG Classroom session</p> <p>Creative and Imaginative Thinking</p> <p>Self Employment</p> <p>e. acting as a leader, role model or example to others</p> <p>IAG Classroom Session</p> <p>Transferable Skills</p>	<p>a. building and maintaining relationships and networks within and beyond the school</p> <p>Work Placements</p> <p>e. acting as a leader, role model or example to others</p> <p>IAG Classroom Session</p> <p>Teamwork 1 & 2</p> <p>f. considering entrepreneurialism and self-employment as a career pathway</p> <p>IAG Classroom Session</p> <p>Self Employment (35 and 36)</p>		1, 2, 3, 4, 5, 6, 7, 8

	<p>Sgt Gemma Kimble, Royal Air Force, Leadership and Team Building Activities</p> <p>Elite Army Sessions TBC</p> <p>f. considering entrepreneurialism and self-employment as a career pathway</p> <p>24th and 25th Nov 2021 – JCP self employment sessions</p>				
Balance life and work (9, 13)	<p>a. planning for the kind of balance of work and life that they want</p> <p>IAG Classroom Session</p> <p>Step Further Session 1</p> <p>e. planning for different life stages and considering the different life roles that they want to play</p> <p>IAG Classroom Session;</p> <p>Path of progression</p>	<p>b. taking action to improve their physical and mental wellbeing</p> <p>IAG Classroom Session;</p> <p>Expectations – Work Life Balance</p> <p>Enrichment</p> <p>d. actively shaping their involvement in their family and community as part of their career planning</p> <p>IAG Classroom Sessions;</p> <p>Transferable Skills</p> <p>Volunteering</p> <p>CV</p> <p>Start Platform</p>	<p>c. beginning to manage their own money and plan their finances (e.g. thinking about student loans)</p> <p>IAG Classroom Session;</p> <p>Money Management</p> <p>f. being aware of their role in ensuring rights and responsibilities in the workplace and in society</p> <p>IAG Classroom Session</p> <p>Expectations</p>		1, 2, 3, 4
See the big picture (5, 6)	<p>a. evaluating different media, information sources and viewpoints and reflecting on</p>	<p>b. exploring and responding to local and national labour market trends</p> <p>IAG Classroom Sessions</p>	<p>g. taking action to challenge prejudice, stereotypes and discrimination in learning and</p>		1, 2, 3, 4, 5, 8

	<p>the best way to get information for their career IAG Classroom Sessions; How and where to look for work / opportunities</p> <p>b. exploring and responding to local and national labour market trends 13th, 14th and 18th Oct 2021 Elaine Bell Job Centre Plus Labour Market Information</p>	<p>LMI Part 1 and 2 – LMI 4 All</p> <p>c. exploring and responding to trends in technology and science IAG Classroom session Vocational session Guest Speaker - Costain</p> <p>d. exploring and responding to the relationship between career and the environment IAG Classroom session Start platform</p> <p>e. exploring and responding to the relationship between career, community and society IAG Classroom session Start platform</p> <p>f. exploring and responding to the relationship between career, politics and the economy IAG Classroom session Start platform</p>	<p>workplaces when they encounter them IAG Classroom session Equality and Diversity</p>		
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