

Careers Education and Development at Boston High School

	Key Stage 3	Key Stage 4	Post-16
 <p>Grow throughout Life</p>	<ul style="list-style-type: none"> • Being aware of sources of help and support • Awareness of skills and qualifications important to career choice • To challenge themselves • Recording achievements • Awareness of identity and culture diversity 	<ul style="list-style-type: none"> • Respond positively to help and support • Engage in learning • Try new things • Reflect and record achievements • Consider learning pathways to suit needs • Reflect on culture diversity 	<ul style="list-style-type: none"> • Actively seek help and support • Aim high and take responsibility for learning • Seek out opportunities • Reflect and record experiences • Plan next steps • Discuss cultural diversity
 <p>Explore Possibilities</p>	<ul style="list-style-type: none"> • Awareness of range of jobs • Identify sources about LMI and education • Awareness of learning pathways • Awareness of skills and qualifications for jobs • Awareness of different work sectors • Awareness of recruitment and selection 	<ul style="list-style-type: none"> • Consider job roles of interest • Research labour market and education • Recognise learning pathways and accessibility • Research qualifications needed for jobs • Research workplaces and working conditions • Research recruitment and selection processes 	<ul style="list-style-type: none"> • Develop a clear direction of travel • Seek out LMI to support career choice • Clear understanding on learning pathways • Research and reflect on workplaces and practices • Prepare for recruitment and selection processes
 <p>Manage career</p>	<ul style="list-style-type: none"> • Being aware that career describes their life journey • Look forward to future • Imagine a range of possibilities • Awareness of different jobs and career and their challenges • Managing transition into secondary and GCSE options • Learning from setbacks 	<ul style="list-style-type: none"> • Recognise ways of talking about careers and reflect on meaning • Build confidence • Make plans and develop a pathway • Consider risks and rewards • Steps to achieve GCSE's and decisions on post-16 • Learning to deal with challenges 	<ul style="list-style-type: none"> • Describe concept of career • Build confidence and act on it • Actively plan and set future targets • Consider risks and rewards • Manage transition to post-16 and prepare for post-18 • Being proactive to build resilience with setbacks
 <p>Create Opportunities</p>	<ul style="list-style-type: none"> • Develop friendships and relationships • Awareness of taking initiative in learning • Awareness of flexibility in career thinking • Develop communication skills • Identify a role model and awareness of leadership • Awareness of entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • Develop friendships and relationships in career planning • Start to take responsibility for career planning • Reflect on strategies to achieving career aims • Being willing to speak up • Discuss role models • Researching self-employment 	<ul style="list-style-type: none"> • Building relationships and networks in and beyond school • Being proactive about life and career • Being creative and agile in career planning • Represent themselves • Act as a role model to others • Consider self-employment as a career pathway
 <p>Balance work and life</p>	<ul style="list-style-type: none"> • Awareness of life/work balance • Awareness of physical and mental health • Awareness of money and financial management • Community involvement • Awareness of life stages • Rights and responsibilities in work and society • Awareness of stereotyping 	<ul style="list-style-type: none"> • Reflect on ways of having life/work balance • Reflect on mental/physical health • Role of finances in life and career decisions • Role they play in society • Managing life stages • Knowledge of work rights • Ways of challenging stereotyping 	<ul style="list-style-type: none"> • Planning for life/work balance • Take action to improve mental and physical health • Money management and financial planning • Actively shape community involvement • Consider life roles they want • Responsibilities with rights in workplace • Take action to challenge stereotyping
 <p>See the big picture</p>	<ul style="list-style-type: none"> • Awareness of range of media sources • Trends in LMI • Trends in technology, environment, society, politics, and career impact 	<ul style="list-style-type: none"> • Evaluating media sources • Exploring LMI • Exploring trends in technology, science, environment, society 	<ul style="list-style-type: none"> • Evaluate media sources • Explore and respond to LMI • Exploring and responding to trends in technology, science, environment, society