

Discovery Academy Career's Programme

At Discovery Academy our Career's Programme is inspired by our school's commitment to raise '**dreamers, believers and achievers**'.

We take an asset-based and individualistic approach to preparing our pupils for the world of work.

Development of key skills is monitored through all three key stages through the **Enhanced Skills Builder**.

We adopt the following key principles:

1. Keep it simple
2. Start early, keep going
3. Measure it
4. Focus tightly
5. Keep practising
6. Bring it to life

We invest in and are dedicated to the development of the eight employability skills within the **Skills Builder Framework**:



[Source: [Toolkit for Education \(Universal Framework\) \(skillsbuilder.org\)](https://www.skillsbuilder.org)]

Our Vision

KS2 – Dreamers



We believe **play and imagination** are key to **growth, self-esteem and aspiration**. In KS2 our pupils will be encouraged to step into the world of work through **immersive role-play, experiential learning** activities and visits.

Our **immersive enabling environments, thematic curriculum** and career themed **toy library** will turn our students into dreamers.

KS3 – Believers



We believe **self-knowledge** and **self-management** enhance and fuel a **young person's self-esteem**. In KS3 our young people will start to learn about their own **employability skills** and will be taught how to **reflect** on and **set targets**.

We plan to work closely with our **Enterprise Partners** to offer **rich and diverse experiences** with people from the world of work. Our pupils will be encouraged to pose questions, discuss their own plans and **evaluate different roles, responsibilities and industries** within a **real world context**. This will turn our students into believers.

KS4 – Achievers



We believe all our pupils are capable of **fulfilling their potential**. In KS4 our young people will be encouraged to engage with **work experience, college visits** and **volunteering programmes**.

Gaining this insight into the world of work and then reflecting upon it with peers, trusted adults, careers advisor and their families will give them the **information they need** to make **responsible and informed choices** about their **next steps**. This will enable them to become achievers.

Objectives		
Grow throughout life	KS2	<ul style="list-style-type: none"> • being aware of people who can help them being aware how they feel when they have learnt something new • being willing to try something new recalling what they have experienced and achieved • feeling positive about who they are
	KS3	<ul style="list-style-type: none"> • being confident to request help recognising their successes in learning • being willing to challenge themselves • exploring what they have experienced and achieved • feeling positive about people whose identities and backgrounds are different to theirs
	KS4	<ul style="list-style-type: none"> • being able to explain how they acted on help • recognising what they want to learn next and when they are successful • being willing to take on challenges that help them to grow • recording and commenting on what they have experienced and achieved • relating to people whose identities and backgrounds are different to theirs
Explore possibilities	KS2	<ul style="list-style-type: none"> • describing tasks that they have carried out • discovering the jobs that help the school to run • recognising jobs that involve harvesting, making, providing a service or finding out • being able to identify jobs that they think are similar • identifying what the clothes and equipment that people use in their jobs are for • being able to identify the subjects and topics they are learning about
	KS3	<ul style="list-style-type: none"> • being aware that jobs are made up of tasks • exploring what people do whose jobs involve caring for children and keeping them safe • being able to give examples of jobs in different sectors • being able to explain their views about similarities and differences between jobs • investigating similarities and differences between men's and women's work clothes • being able to explain what they are gaining from the subjects and topics they are learning about
	KS4	<ul style="list-style-type: none"> • being able to explain what tasks they would like and like least about particular jobs • finding out about the qualities and skills needed to do a caring job • being able to explain what interests them about particular jobs • exploring the connection between uniforms and status • recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers
Manage career	KS2	<ul style="list-style-type: none"> • being aware that they and other people like to enjoy the work they do • enjoying work-based role-plays • imagining different possibilities about who they could possibly become • being willing to keep going and not give up • exploring whether characters in stories made decisions in a good way
	KS3	<ul style="list-style-type: none"> • recognising that they and other people like to choose the work they do • looking forward to what they are going to learn next • describing a goal or target they are working towards • being proactive about trying different approaches to solving challenges • recognising that decisions can have unexpected consequences
	KS4	<ul style="list-style-type: none"> • being aware that choice and opportunity make careers possible • recognising their achievement when they have learnt something new even if they found it difficult initially • making a step-by-step plan to enable them to achieve something they would like to be able to do • being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out • being able to weigh up the pros and cons of a choice they are thinking of making
Create opportunities	KS2	<ul style="list-style-type: none"> • Inventing imaginary jobs • being aware that other people can help them meet their needs • recognising when they have achieved something for themselves • developing the ability to participate in social play involving imagined workplaces • being able to carry out a delegated task being able to explain what a visitor told them about their job
	KS3	<ul style="list-style-type: none"> • identifying new jobs that are just coming into being • being able to describe what their needs are • choosing what they want to achieve and the way they go about it • being aware of how to communicate with co-workers and customers in work settings • being able to make a positive contribution in group play or teamwork based on a business activity • thinking about questions they would like to ask a visitor about their job
	KS4	<ul style="list-style-type: none"> • Identifying possible new jobs that might be needed in the future • responding to trusted adults who can help them identify their needs reflecting on what they achieved and what they would do differently or better next time • exploring how people relate to each other in work settings • being able to take on different work-related roles in group play or teamwork, including as leader when required • explaining what they found out from a visitor about setting up their own businesses

Balance life and work	KS2	<ul style="list-style-type: none"> • being aware of the different kinds of work that need doing in the home • recognising when they have done something to help others • being aware that people do paid work for financial and other rewards • being able to distinguish between work and rest • being aware of health and safety rules at school • exploring going to work and coming home again • recognising when someone is being given work to do which is unfair on them • being aware of how to use money
	KS3	<ul style="list-style-type: none"> • recognising the contribution they make to the work that is done in the home • being aware of what volunteers do and how they can be a volunteer • exploring the rewards they would like to get from paid work • being aware that overwork is harmful to people's health • recognising how they can help keep themselves safe at school • exploring what happens in the first few days when people start work • being aware that they and others can play a part in helping to ensure that people are treated well at work • being aware of how money can be earned
	KS4	<ul style="list-style-type: none"> • being able to explain the idea of division of labour with reference to the work that is done in the home • being aware of what charities do and how they can be a charity worker • recognising that people seek different rewards when considering paid work that they'd like to do • being aware that imbalances between people's life and work affects their wellbeing • recognising what they can do to help keep themselves and others safe at school • being aware that people's work needs change during their lives • recognising unfair barriers to opportunity and being willing to challenge them • being able to make decisions about saving, spending and budgeting
Seeing the big picture	KS2	<ul style="list-style-type: none"> • recognising when work is depicted in a story • recognising the difference between stories about work and factual information about work • being aware that working life was different in the past • recognising scientific and technological aids that people use in their work • exploring jobs that people do outdoors • exploring the jobs that people do to help them
	KS3	<ul style="list-style-type: none"> • being aware of how work is portrayed differently in different stories • recognising that the way that work is shown is not always accurate/ reliable • exploring how working life is changing for people now • being aware of how scientific and technological aids help people do their work • exploring work practices in the school environment that promote sustainability • exploring the jobs that people do to help each other
	KS4	<ul style="list-style-type: none"> • being aware of what the author is encouraging them to think about when work is a theme in a story • being able to consider if the information they have found is accurate/reliable • being aware of trends that hint at how working life may change for them by the time they embark on their careers • exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work • exploring jobs and ways of working that help to protect the environment • exploring what they and others can do to prevent people having to do harmful work

[Source: [CDI_124-Framework-Handbook_for_schools-v5.pdf \(thecdi.net\)](#)]