



CONFIDENT CHOICES



WHAT DOES A GOOD CAREERS
INTENT STATEMENT LOOK LIKE?

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THE SCOPE OF THE CURRICULUM

The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils' knowledge and skills against those expectations.

OFSTED 2019



THE IMPORTANCE OF THE CAREERS CURRICULUM

Young people need

*the knowledge,
skills*

and confidence

to make the right course and career choices



THE DESIGN OF THE CAREERS CURRICULUM

It should show:

- The learning which a young person needs to acquire the above
- How it will happen
- How it is relevant to the school and local context and is effectively personalised



THE IMPACT OF THE CAREERS CURRICULUM

What do you want your students to know, be able to do and be confident doing?

Where are they now and how do you bridge the gap?

How do you measure this?



THE CDI FRAMEWORK

The framework presents end of key stage learning outcome statements for learners across 17 important areas of careers, employability and enterprise education grouped under three headings:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management, employability and enterprise skills

THE BREADTH OF THE CAREERS CURRICULUM

What can you do to make the difference?

- teaching, both formal and informal, across the curriculum
- opportunities: encounters, experience, research, self-teaching
- advice and support

Summarised in the Gatsby Benchmarks

Which benchmarks and what learning within each benchmark are most important for your students?



THE INTENT OF THE CAREERS CURRICULUM



This summarises, for both practitioners and stakeholders, a shared vision of the careers curriculum purpose.

It makes sense to use the Ofsted expectations as a framework.

The knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.

The end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.

How it will be planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

How the school's local context is reflected and how gaps in pupils' knowledge and skills are being addressed.

OFSTED 2019 (my paraphrase)

