

## Vocational Profiling

### Supporting delivery of the Gatsby Benchmark and CDI Careers Framework

How the Vocational Profile (<https://www.ndti.org.uk/assets/files/Vocational-Profile-For-Printing.pdf>) can support your school in delivering the Gatsby Benchmarks

#### 1. A stable careers programme

Benefits for the school	Benefits for the pupil
Section 9: provides pupil led evaluation/feedback on the school's careers programme	Section 9: provides students with a chance to see/reflect on how their time at school/college has given them career and employment related opportunities

#### 2. Learning from career and labour market information (LMI)

Benefits for the school	Benefits for the pupil
Section 9: identify LMI the pupil already has access to.	Section 3: the opportunity could be taken to encourage pupils to consider the information they've included in this section (self-knowledge) and compare it with LMI gained from an activity (e.g. guest speaker).

#### 3. Addressing the needs of each pupil

Benefits for the school	Benefits for the pupil
Sections 2, 4 & 5: provides information from pupils on their needs, which can then be evaluated against/built into the careers programme.  All sections: can be used to inform EHCP reviews (or vice versa), providing a joined up approach between EHCP and the careers programme.	Section 2, 4, 5, & 6: helps student reflect on their needs and what they might need to communicate (or might need advocacy around) when considering careers related options like jobs and work experience.

#### 4. Linking curriculum learning to career

Benefits for the school	Benefits for the pupil
Sections 9 and 10: can be used to review pupils' career related ideas and consider where these link into the curriculum.	Section 3: could be used as the basis of a career discussion/activity around their likes and dislikes at school and how these might inform career decisions.

## 5. Encounters with employers and employees

Benefits for the school	Benefits for the pupil
<p>Sections 3, 10 and 11: could be used by the school to identify pertinent encounters to arrange for the pupil to become involved in.</p>	<p>Section 3: encourage pupils to consider the information they've included in this section and:</p> <ul style="list-style-type: none"> <li>- Before the encounter: identify if they think the encounter will be relevant to them (identifying biases and level of prior knowledge).</li> <li>- After the encounter: how the encounter was/was not relevant to them (comparing their self-knowledge with LMI).</li> </ul> <p>Section 9: provides space for reflection on experiences gained.</p>

## 6. Experiences of workplaces

Benefits for the school	Benefits for the pupil
<p>Sections 2, 4, 5, 6, 7 &amp; 8: provide information on the practical support a pupil will need to access work experience.</p> <p>Section 9: provides student feedback on experiences gained.</p>	<p>Sections 9, 10 &amp; 11: provide a chance for reflection on idea for work experience, as well as evaluation of experience already undertaken.</p> <p>Section 9: provides space for reflection on experiences gained.</p>

## 7. Encounters with further and higher education

Benefits for the school	Benefits for the pupil
<p>Sections 3, 6, 10, 11: can be reviewed by school staff and providers to identify the provisions it might be most appropriate for the pupil to have encounters with.</p>	<p>Section 2, 4, 5, 6 &amp; 8: helpful for pupils to communicate this with post-16 providers to get the right support in place.</p>

## 8. Personal guidance

Benefits for the school	Benefits for the pupil
<p>Sections 2, 4, &amp; 5: useful for a careers professional to review before appointment to ensure the session is accessible.</p>	<p>Sections 3, 9, 10 &amp; 11: self-reflection tasks useful for preparing for a 1:1 careers appointment and identifying what they'd like to cover.</p>

## How Vocational Profiles contribute towards the CDI Career Development Framework

The CDI Career Development Framework is available [here](#). The below are suggestions: depending on how the vocational profile is used, there may be additional/other outcomes that the document could evidence.

### Key Stage 3

	Framework outcome contributed too, plus the sections particularly relevant to that outcome
Grow yourself	<ul style="list-style-type: none"> <li>• being aware of heritage, identity and values (1, 2, 3, 4, 5, 10, 11)</li> <li>• being aware that learning, skills and qualifications are important for career (3)</li> <li>• being aware of the sources of help and support available and responding positively to feedback (4, 6, 7, 8, 9)</li> <li>• being willing to challenge themselves and try new things (9)</li> <li>• recording achievements (9)</li> </ul>
Explore possibilities	<ul style="list-style-type: none"> <li>• being aware of the range of possible jobs (9, 10, 11)</li> <li>• identifying common sources of information about the labour market and the education system (9)</li> <li>• being aware of the range of different sectors and organisations where they can work (9)</li> </ul>
Manage career	<ul style="list-style-type: none"> <li>• managing the transition into secondary school and preparing for choosing their GCSEs (3, 6, 7, 8)</li> <li>• learning from setbacks and challenges (4, 6, 7, 8)</li> <li>• looking forward to the future (10, 11)</li> <li>• imagining a range of possibilities for themselves in their career (10, 11)</li> </ul>
Create opportunities	<ul style="list-style-type: none"> <li>• developing the ability to communicate their needs and wants (4, 5, 6, 7, 8, 10, 11)</li> <li>• being aware of the concept of entrepreneurialism and self-employment (10)</li> </ul>
Balance life and work	<ul style="list-style-type: none"> <li>• being aware of rights and responsibilities in the workplace and in society (4, 6, 7, 8)</li> <li>• being aware of the concept of work-life balance (5)</li> <li>• being aware of money and that individuals and families have to actively manage their finances (7)</li> </ul>
See the big picture	<ul style="list-style-type: none"> <li>• n/a</li> </ul>

## Key Stage 4

	Framework outcome contributed too, plus the sections particularly relevant to that outcome
Grow yourself	<ul style="list-style-type: none"><li>• reflecting on their heritage, identity and values (1, 2, 3, 4, 5, 10, 11)</li><li>• responding positively to help, support and feedback (4, 6, 7, 8, 9)</li><li>• recognising the value of challenging themselves and trying new things (9)</li><li>• reflecting on and recording achievements, experiences and learning (9)</li></ul>
Explore possibilities	<ul style="list-style-type: none"><li>• considering what jobs and roles are interesting (9, 10, 11)</li><li>• researching the range of workplaces and what it is like to work there (9)</li></ul>
Manage career	<ul style="list-style-type: none"><li>• taking steps to achieve in their GCSEs and make a decision about their post-16 pathway (3, 6, 7, 8)</li><li>• thinking about how they deal with and learn from challenges and setbacks (4, 6, 7, 8)</li><li>• building their confidence and optimism about their future (10, 11)</li><li>• making plans and developing a pathway into their future (10, 11)</li></ul>
Create opportunities	<ul style="list-style-type: none"><li>• starting to take responsibility for making things happen in their career (4, 5, 6, 7, 8, 10, 11)</li><li>• being willing to speak up for themselves and others (4, 5, 6, 7, 8, 10, 11)</li><li>• researching entrepreneurialism and self-employment (10)</li></ul>
Balance life and work	<ul style="list-style-type: none"><li>• developing knowledge of rights and responsibilities in the workplace and in society (4, 6, 7, 8)</li><li>• reflecting on the different ways in which people balance their work and life (5)</li><li>• recognising the role that money and finances will play, in the decisions that they make and, in their life and career (7)</li></ul>
See the big picture	n/a

## Post-16

	Framework outcome contributed too, plus the sections particularly relevant to that outcome
Grow yourself	<ul style="list-style-type: none"> <li>• discussing and reflecting on the impact of heritage, identity and values (1, 2, 3, 4, 5, 10, 11)</li> <li>• taking responsibility for their learning and aiming high (4, 5, 6, 7, 8, 10, 11)</li> <li>• actively seeking out help, support and feedback (4, 6, 7, 8, 9)</li> <li>• seeking out challenges and opportunities for development (9)</li> <li>• reflecting on and recording achievements, experiences and learning and communicating them to others (9)</li> </ul>
Explore possibilities	<ul style="list-style-type: none"> <li>• developing a clear direction of travel in their career and actively pursuing this (9, 10, 11)</li> <li>• actively researching and reflecting on workplaces, workplace culture and expectations (9)</li> </ul>
Manage career	<ul style="list-style-type: none"> <li>• managing the transition into the post-16 learning context and preparing for post-18 transitions (3, 6, 7, 8)</li> <li>• being proactive about being resilient and learning from setbacks (4, 6, 7, 8)</li> <li>• building their confidence and optimism about their future and acting on it (9, 10, 11)</li> <li>• actively planning, prioritising and setting targets for their future (10, 11)</li> </ul>
Create opportunities	<ul style="list-style-type: none"> <li>• being proactive about their life, learning and career (4, 5, 6, 7, 8, 10, 11)</li> <li>• representing themselves and others (4, 5, 6, 7, 8, 10, 11)</li> <li>• considering entrepreneurialism and self-employment as a career pathway (10)</li> </ul>
Balance life and work	<ul style="list-style-type: none"> <li>• planning for the kind of balance of work and life that they want (5)</li> <li>• beginning to manage their own money and plan their finances (e.g. thinking about student loans) (7)</li> </ul>
See the big picture	n/a