**Life Ready Journey:**

The Life Ready journey is a guide to support schools from foundation level through to Key Stage 5 in the planning of delivery. It includes local examples of case study activities, references to employability skills and a suggested guideline of time for employer encounter activities.

After each employer or enterprise activity ensure your pupils record their career preparation using the tool your school uses for recording pupils career evidence.

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| Age | Key Stage | Life Ready Phase | Suggested activities | Skills evidence guidance:  ‘I can’ statements | Suggested time for employer  encounters |
| 0-4 | **Found-ation** | Ready to Start | Exploration & referencing experiences of the world of work through play | -begin to recognise and describe different jobs that people do  - pretend to be a X | 2 hours |
| 5-7 | **1** | Ready to Grow | Exploring different job roles and present their ideas | - talk to my peers about jobs with some confidence  - pretend to be a X  - ask questions about X | 2-3 hours |
| 7-11 | **2**  **(lower & upper)** | Ready for more | Using ‘Circle Time’ children talk about what  is different about learning from a visitor  rather than a teacher\*  Identify key qualities and skills that  employers are looking for\* | -ask questions about different jobs/careers  -understand some of the skills that employers are looking for  - begin to reflect on the employability skills I am good at and those I need to work on  - begin to think about how to improve these skills, e.g. team work, communication and self-management.  -be polite, respectful and show interest in a range of different careers  - work in a group, listen well and share my ideas | 5-7 hours |
| 11-14 | **3** | Ready to be me | Pupils keep and maintain a skills log  recording their best demonstrations of the  qualities and skills needed for employability\*  Pupils produce subject posters giving  the facts about qualifications, skills and  jobs they can gain by studying particular  subjects\* | -reflect on personal ‘employability’ skills, becoming clear about strengths and areas for development  -understand which lessons and activities help develop these skills, and understand that the broad curriculum helps me to achieve all these  -appreciate the importance of literacy, numeracy and IT in the workplace  - communicate about personal interests and preferences: ‘ what I am good at and what I like’, beginning to see how this might link to a future career pathway  -show a developing awareness of personal presentation, reputation and first impressions  -present and communicate with increased confidence  - collaborate effectively, demonstrating increasing skills of leadership, personal contribution, listening and respect.  -develop a ‘can do’ attitude to problem solving, including asking for and responding to feedback. | 10-20 hours |
| 14-16 | **4** | Ready and Able | Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated\*  Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Employers are involved with the work experience programme, preparation, placement and debrief\* | - develop a professional profile evaluating and evidencing personal employability skills  -show a more developed awareness of personal presentation, reputation and first impressions  -show increasing determination and ambition with a greater sense of options post 16.  - demonstrate a heightened awareness of personal presentation, reputation and first impressions  -present and communicate to audiences with increased confidence  - collaborate effectively, demonstrating increasing skills of leadership, personal contribution, listening and respect.  -develop a ‘can do’ attitude to problem solving, including asking for and responding to feedback. | 10-20 hours |

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| **Age** | **Key Stage** | **Life Ready Phase** | **Suggested activities** | **Skills evidence guidance:**  **‘I can’ statements** | **Suggested time for employer**  **encounters** |
| 16-19+ | 5 | Ready to Work | Students co-construct a personal statement  for an application they are making (e.g.  through UCAS) with the aid of a trusted  adult\*  Students access HE/ Careers/ Skills Fairs  to gather further information about the  different pathways available\* | - develop a professional profile and/or UCAS application evaluating and evidencing personal employability skills  - present myself with confidence, an awareness of personal presentation, reputation and the importance of first impressions  -demonstrate motivation and ambition with a clear sense of post 18 options  - demonstrate a heightened awareness of personal presentation, reputation and first impressions  - communicate, present and argue confidently  - understand personal collaborative strengths, and focus on developing all aspects of team working.  -approach problem solving positively and creatively  -seek feedback and respond positively and proactively | 20 hour project & placement |

\*Examples taken from the Career Development Institute ‘Framework for careers, employability and enterprise education: [www.thecdi.net/write/BP385-CDI\_**Framework**-web.pdf](http://www.thecdi.net/write/BP385-CDI_Framework-web.pdf)