

Linking Curriculum Learning to Careers

Insert name of Enterprise Co-Ordinator
and name of Careers Leader

Who's Who



- – Careers Lead
- – Post 16 Manager
- – Careers Advisor
- – Enterprise Co-ordinator
- – Enterprise Adviser
- – Link Governor



School Subject Careers Champions



- English
- Maths
- Science
- Art/Photography
- PE
- Tech
- Languages
- ICT/Business
- History
- Geography
- Perf Arts



Student Reps

School: Career intent



Insert school career
vision/intent/objectives



Introduction to Careers



- In 2012 schools & colleges were given statutory responsibility for providing careers information to students
- A group of School leaders from Solihull began working on a project with an emphasis on employability skills and transition this became known as 'Life Ready'
- In 2015 the Department for Education set up the National body for Careers Education the [Careers & Enterprise Company](#) – their mission is 'to help every young person find their best next step'
- In 2019 Solihull was successful in receiving funding from the Careers & Enterprise Company to become a 'Careers Hub'



Gatsby Benchmarks



The Gatsby Benchmarks define what is considered world-class in careers guidance



Gatsby Benchmark 1
A stable careers programme



Gatsby Benchmark 5
Encounters with employers and employees



Gatsby Benchmark 2
Learning from career and labour market information



Gatsby Benchmark 6
Experiences of workplaces



Gatsby Benchmark 3
Addressing the needs of each pupil



Gatsby Benchmark 7
Encounters with further and higher education



Gatsby Benchmark 4
Linking curriculum learning to careers

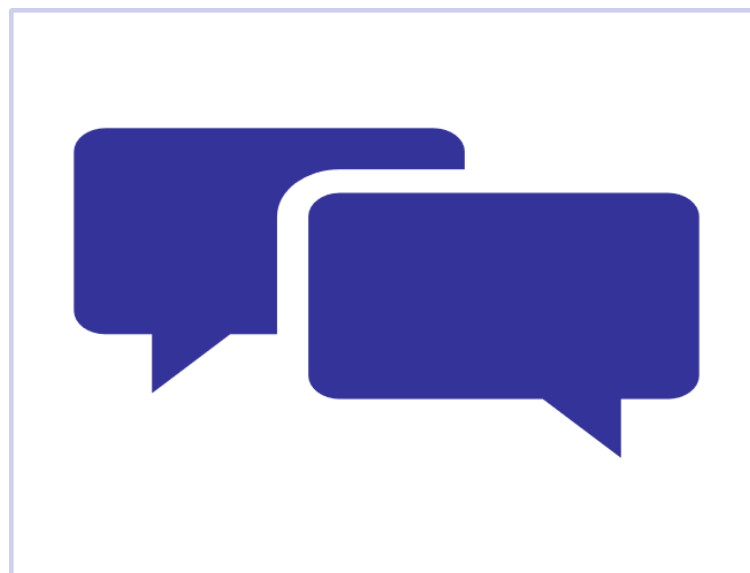


Gatsby Benchmark 8
Personal Guidance



Discussion

- How do you think you are currently contributing towards the Benchmarks?



How is your school doing?



Destination Data





Why it's important?

2/3

Two thirds of businesses are concerned there will be a lack of sufficiently skilled people to fill their roles over the coming years.

4↑

Four or more encounters with the world of work significantly increases young people's chances of employment and higher earnings.

75%

Following engagement with careers activities, 75% of young people have a greater understanding of what they need to do to achieve their ambitions.

Why it's important?



Motivated to achieve - *How encounters with the world of work can change attitudes and improve academic attainment (2019)*

For the first time in England, using a robust methodological approach –links have been demonstrated between young people's engagement with the world of work through career talks and their GCSE attainment.

Trends in Careers Education 2021 - *focuses on careers education over the past two years and changes since before the pandemic*

Six trends identified as a result of the research including 'careers education became more prominent in the curriculum last year (2020/21)'



Enterprise Adviser



Insert information on Enterprise Adviser

Insert photo of
Enterprise Adviser

Gatsby Benchmark 4: Linking Curriculum Learning to Careers



All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- Stage 1: Provide career learning as a subject in its own right
- Stage 2: Incorporate career learning with other subjects
- Stage 3: Organise career learning through extra-curriculum activities



What does good look like?



- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
- Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.



Why does this matter?



- Subject teachers are highly influential – they are the second biggest influences after parents
- Students feel more engaged in their learning when they perceive the relevance of what they are studying to their own lives
- Strong essential skills such as speaking, listening and staying positive can positively influence young people's employment prospects
- Teachers highlighting the relevance of their subject to future careers and opportunities creates social capital for young people
- Students become more aspirational, understanding that perceived barriers can be overcome and that there are various pathways to success



What this means in practice?



- Connect lessons in curriculum areas to themed weeks/national/global events e.g. National Careers Week in March
- Teachers talk about careers related to their subject, including the routes, pathways and skills in demand by employers
- Teachers work with local employers to create employer/industry focused work streams/projects for students to help embed the world of work within their curriculum area
- Careers displays in subject areas
- Recognition from teachers that the reach of subject teaching is far greater than what can be achieved through careers education sessions alone



What this means in practice?



Could add in some local examples from other schools in the Solihull Hub here

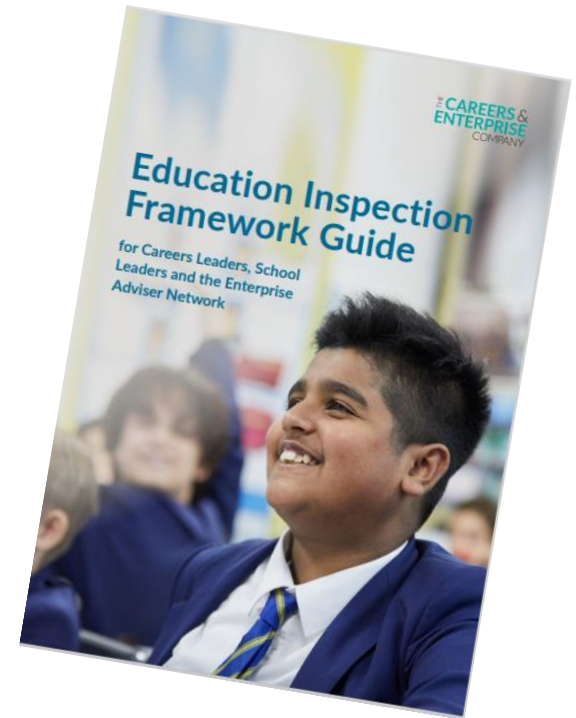
Careers Links to Ofsted Reports



Questions Ofsted Inspectors have asked around Gatsby Benchmark 4:

- What does your subject area do in terms of careers and how do you raise aspirations? – *do you have examples in your area?*
- Students have been asked about careers education in particular subject areas – *what do you think your students would say if asked?*
- What careers CPD have you received?
- What are you doing to promote Modern Foreign Languages?
- How do students know they have careers education? – *are the sessions branded for example, is careers explicit within the lesson*

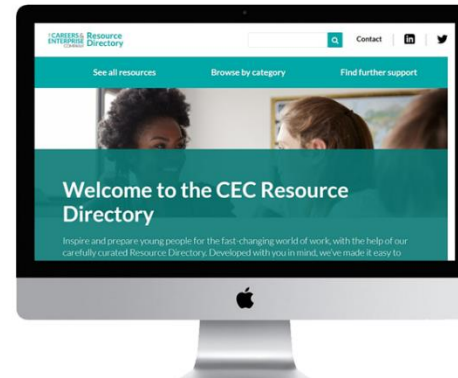
Exploration of careers activity is often being framed around the journey students go on throughout their time with you, with a strong focus on what curriculum areas are doing in terms of careers education.



Resources Available



- Careers & Enterprise Company Resources Directory:
<https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks/gatsby-benchmark-4> including [‘My Learning My Future’](#)
- Apprenticeships and T-Levels Resources:
<https://amazingapprenticeships.com/resources/>
- Employer encounters - Step Up database, Enterprise Adviser, own networks to enrich curriculum learning.
Email lifeready@solihull.gov.uk



Activity



Insert task/action for teachers to take away from the session



Questions

