

Career learning in the Curriculum

Gatsby benchmark 4



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Careers Education Consultancy
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Gatsby benchmark 4

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.

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.

Statutory Guidance & Ofsted

Schools will work towards weaving careers education and guidance into subjects across the curriculum.

DfE Statutory Guidance

Careers education is an important part of the curriculum, inspiring students to consider ambitious next steps. For example, a recent visitor explained her research about DNA to students in a biology lesson. This inspired several students to consider a career in science.

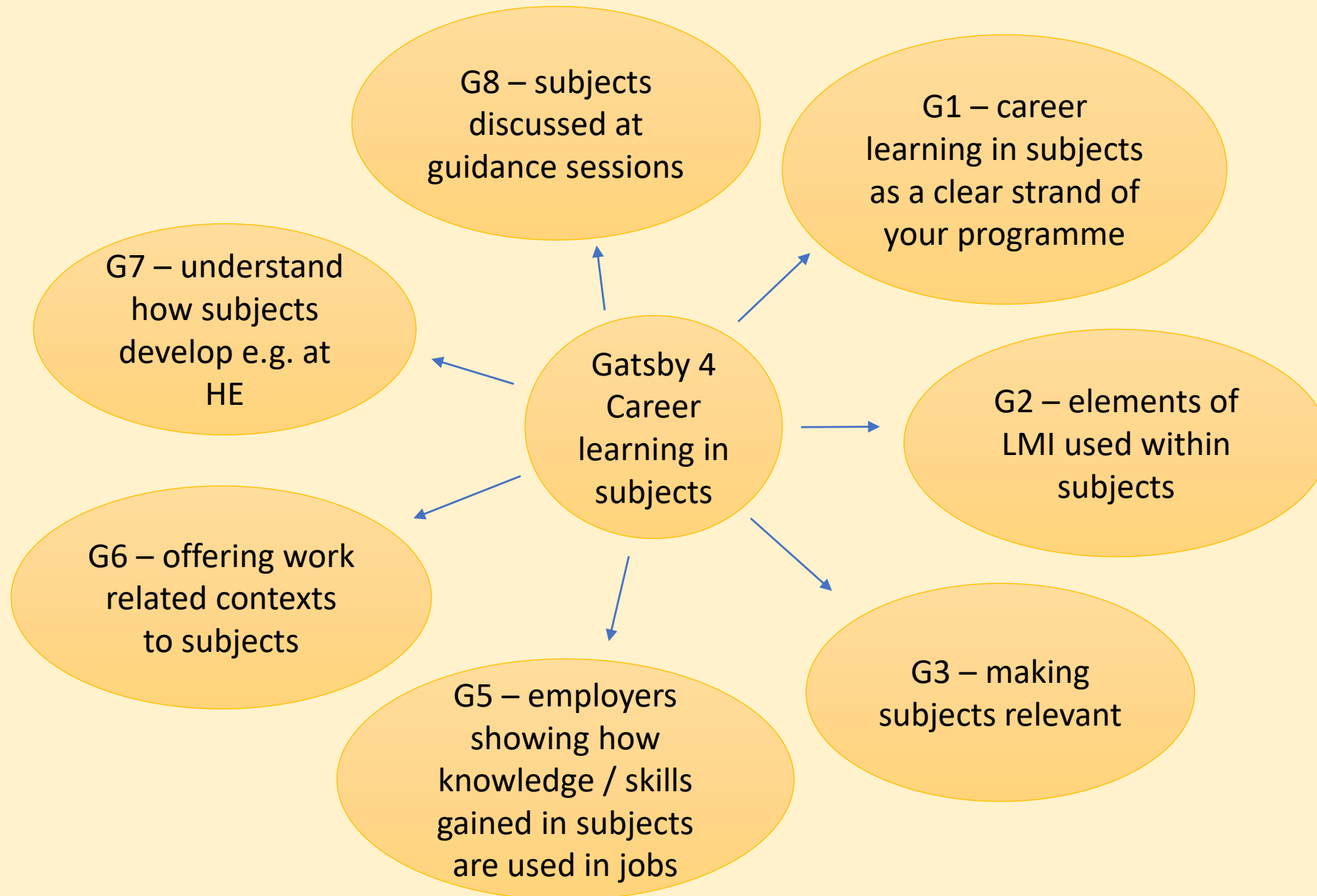
Ofsted report (Outstanding) Oct 2019

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and **cultural capital** they need to succeed in life.

School Inspection Handbook, Ofsted



How does career learning in subjects fit into the rest of your programme?



What we'll look at today....

- Benefits and impacts of career learning in subjects
- Models of delivery for Gatsby benchmark 4
- Strategy & tactics to make headway
- Examples of career learning within subjects
- Resources to help you

Benefits

Cognitive benefits

Transforming how students think about themselves, their careers and the subjects they are studying.

Behavioural benefits

Developing their career management, employability and study skills.

Practical benefits

Enabling them to make successful transitions into positive, sustained and **personally-valued** destinations.

Impacts observed from small changes....

- Personal effectiveness

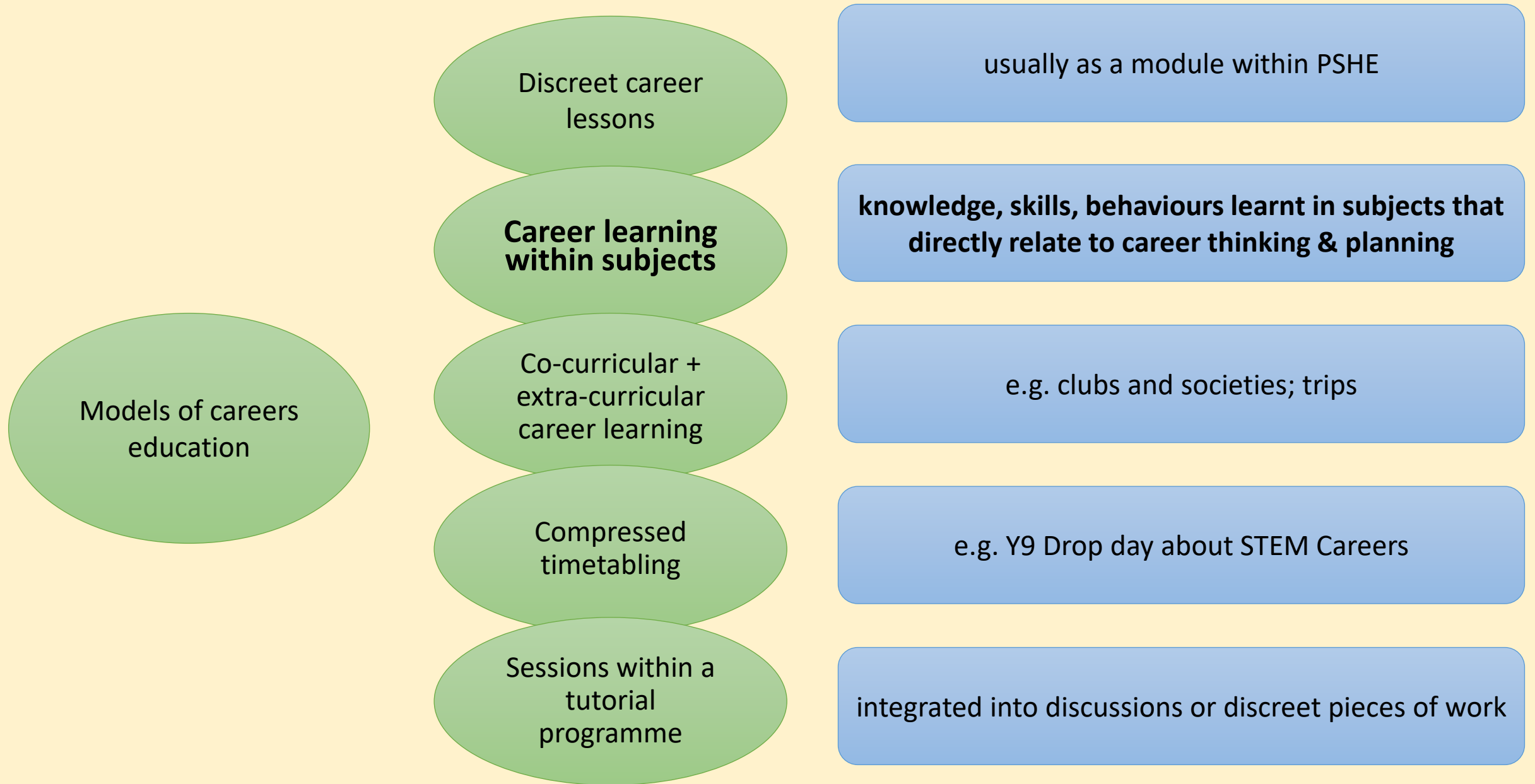
(motivation, self-esteem, personal agency)

- Career readiness

(exploration skills, occupational understanding, preparation for transition)

- Educational outcomes

(attendance and attainment)



There should be a combination. As Career Leader, you should have a map of these.



Campaign: Embed career learning in every subject

Strategy – your long term goals:

- A) get everyone on board
- B) suffuse all subjects with C-in-C ideas and practice
- C) normalise this culture

Tactics – steps taken to achieve your strategy

- 1) Leverage – getting governing body , Head & SLT support
- 2) Breadth – getting things started and get some easy wins (softening up)
- 3) Depth – embedding more effectively (bridgeheads)
- 4) Transfer – share practice; transfer ideas and examples (expansion)

Tactics (1) – secure your backing

- Invite your link governor (and highlight LEAN training for this) to discuss ideas for / hear about your careers programme, including plans for employer involvement and embedding career learning into subjects
- Audit curriculum areas for Gatsby 4 input. Then provide a progress report on CEIAG to Governors, Head and SLT including a compass report that may indicate the need for progress in G4
- Highlight research that indicates the valuable impact of this stand of ceiag on attainment and behaviour
- Brief staff jointly with your CA on your roles and the support on offer in guidance, info and resources, (esp in relation to linking careers to knowledge and skills learnt in subjects).
- Use this to launch a Gatsby 4 initiative

Tactics (2) – getting things started (some easy wins)

- Attaching the careers progression framework (planned careers activities for each year group) to students' school reports and planner pages each year – this can also pique the interest of parents and carers!
- Providing a crib sheet to each department with a list of useful careers information for teaching staff related to their subject area (particularly valued by teachers in advance of GCSE Options Evening!)
- Asking staff to complete a careers door sign, with information about their previous job roles and skills that they gained from this experience – a great talking point for students!
- Providing careers posters for each department and asking teachers to create a careers display with students for their subject area – this is a great lesson for the start of a new academic year and very low maintenance for staff to facilitate!
- Ask the CA to deliver a short briefing at each year team meeting / house meeting etc. on their role as a careers practitioner and the support that is available to students and staff, so that everyone has a better idea of their position within the school or college.
- If this has already been done, find another reason to brief staff e.g. to ask for help pushing a survey etc. etc.

Tactics (3 & 4) – building bridgeheads

- Find the teachers who do this already. Find those who are interested
- Develop 'career champions' in each curriculum area
- Build Gatsby 4 development into your Inset programme – different curriculum areas explaining how they support this benchmark
- Share impact data from those who are doing a good job (survey students and teachers)
- Harvest and share more examples
- Re-audit and report back

Normalising career conversations within your institution

Examples.....

- At year 9 options sessions or parent evenings can you highlight transferable skills and progression opportunities from your subject?
- In class, can linking careers to your subject be integrated into starters, plenaries, extensions, setting contexts, homework? Does some of this happen already?
- Would you bring back ex-students to talk about their experiences and how a subject helped them?
- Could you use HE subject specific ambassadors to support class activities?
- Would you use some simple labour market information (LMI) to inform students of progression opportunities relating to your subject?
- Could you directly link a skill learnt / practiced in your subject to a skill used in a specific job?

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Examples.....



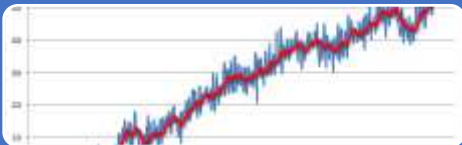
CVs in language classes



Changes in the local economy in humanities



Managing your online footprint in IT



Analysing labour market information in maths



Interview skills in drama

Examples.....

- A Biology teacher compared skills used in her subject to those used by a Barrister:
 - Classifying and memorising facts large amounts of information
 - Relevant LMI: London has one of the highest concentrations of Barristers in Europe
- A Chemistry teacher linked skills used to plan an experiment to Supply Chain Manager
 - Identification of variables that must be controlled
 - Relevant info: During this pandemic, some of the variables to supplying the vaccine included storage temperature, transport links and diversity of sources.
- An English teacher linked skills to Social Media Manager
 - Use of persuasive language skills
 - Relevant LMI: One of the fastest growing job sectors of recent times with apprenticeship opportunities available

Examples.....

- A [French](#) teacher linked skills gained in his subject to those used by a Hotel Manager
 - Acquisition of language to GCSE level
 - Relevant LMI: Hospitality is/was the 3rd biggest employer in the UK and is/was growing. Top hotel managers earn in the region of £200k per year.
- A [Maths](#) teacher linked skills used in her subject to those used by a Housing Officer:
 - Be able to display, interpret and report on data
 - Relevant LMI: Growing housing shortage likely to see an increase in these jobs
- A [Design & Tech](#) teacher discussed new and emerging technologies
 - Career learning: technological change affects the labour market
 - Relevant example: greater use of 3d printers will change jobs in manufacturing

Resources

Posters

To help get everyone started

Co-curricular activity

Some excellent linked and interesting activity

Web resources

A mix of free and paid resources

Audit tools

So that you can map what's already happening and plan your campaign

Careers related to:

Physical Education (PE)

Aspects Services – delivering Information Advice and Guidance

Sports Professional Sports professionals are fit and talented sportsmen and women, who are paid to compete in their chosen sport.	Physical Education (PE) Teacher Physical education (PE) teachers work in primary or secondary schools and colleges, teaching sport and fitness to young people.	Commercial Diver Commercial divers work underwater at jobs in rivers, seas, canals and reservoirs. They inspect, repair, remove or install equipment.
Sports Commentator Sports commentators describe what's happening at sporting events to listeners and viewers or on their opinions.	Sports Agent Sports agents negotiate employment contracts for their clients.	Leisure Centre Manager Leisure centre managers are in charge of swimming pools, gyms, and leisure facilities.

Subject related career posters are a start...
Consider what else you can do

GEOGRAPHY

careers using geography

teaching surveying archaeology rural development nature conservation environmental education environmental management	geology demography geophysics travel and tourism geographical information transport and distribution hydromorphology
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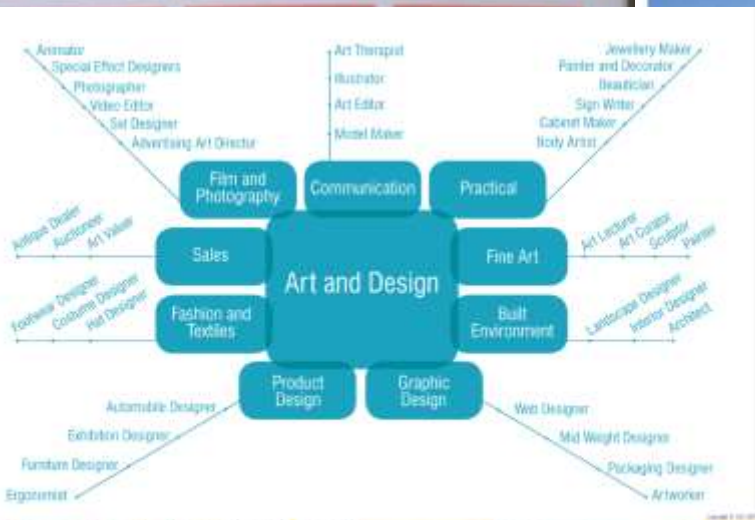
If you enjoy...
Modern Foreign Languages
...then you might like these jobs/careers

Diplomatic Service Officer EU Officer Equal Opportunities Officer Human Resources Officer Bilingual Secretary Business Adviser Receptionist Telephonist	Croupier Tour Guide Tour Operator Tourist Information Centre Assistant Travel Agent Professional Sportsperson Resort Representative Outdoor Activities Instructor
Butler Concierge Hotel Door Attendant Hotel Manager Hotel Receptionist Restaurant Manager Sommelier Waiter/Waitress	Advertising Copywriter Advertising Media Planner Conference Organiser Exhibition Organiser Marketing Manager Public Relations Officer Publicity Officer Sales Manager
Archaeologist Archivist Genealogist Information Scientist Interpreter Librarian Museum Curator Translator	Airline Pilot Airport Information Assistant Air Traffic Controller Chauffeur/Chauffeuse Distribution Manager Export Freight Clerk Flight Attendant Importer/Exporter



WHERE CAN SOCIOLOGY TAKE YOU?

My Family Sociology is the study of society and social behaviour. It explores how and why we behave the way we do.	ADVERTISING & MARKETING Sociology is essential for understanding the needs and wants of different groups of people. It helps you to create effective advertising and marketing campaigns.	CHARITY & NOT-FOR-PROFIT Sociology helps you to understand the needs of different groups of people and how to help them. It is a valuable skill for working in the charity and not-for-profit sectors.
EDUCATION Sociology helps you to understand how schools and colleges work. It helps you to understand the needs of different groups of students and how to help them.	LAW Sociology helps you to understand how the law works. It helps you to understand the needs of different groups of people and how to help them.	PUBLIC SECTOR Sociology helps you to understand how the public sector works. It helps you to understand the needs of different groups of people and how to help them.
RECRUITMENT & HR Sociology helps you to understand how recruitment and HR work. It helps you to understand the needs of different groups of people and how to help them.	SOCIAL CARE Sociology helps you to understand how social care works. It helps you to understand the needs of different groups of people and how to help them.	WANT MORE CAREERS ADVICE? Visit www.successatschool.org to learn more.



WHERE CAN CHEMISTRY TAKE YOU?

SCIENCE & RESEARCH It's predicted that in the next ten years, 1 in 4 jobs will have been created for science and research - leading to 140,000 new science jobs by the end of 2015.	WORKING & HOLIDAY Graduates with degrees in chemistry are the most highly paid employment and often have the highest average annual pay.	NEW TECHNOLOGY & INNOVATION This industry lives up to its name as it is constantly changing and evolving, which also means it has one of the highest rates of career progression.
ENERGY & UTILITIES By 2020, it's estimated that the industry's workforce will need to increase by more than 300,000 people due to renewable power producing a wider range of jobs.	ENGINEERING 42% of the engineering workforce in the UK is over the age of 45. This means there will be a huge demand for young engineers in the decades to come.	MANUFACTURING The manufacturing sector employs around 2 million people and accounts for 8% of employment in the UK. There's a lot of jobs.

Want to learn more? Click on a box to find out more about each career zone and how you can get there.

www.successatschool.org

Support for teachers

- Subject tasters (HE)
- Insight visits
- Student ambassadors
- Subject-specific visits e.g. 'CSI: Forensics Day'
- Support with extra-curricular clubs from university students
- Apprenticeship Ambassadors
- Workplace visits
- Assemblies
- Subject related (extra-curriculum) projects e.g. 'CyberDiscovery' from the NCSC
- <https://www.joincyberdiscovery.com/>
- General careers and employability projects e.g. Step into the NHS
- <https://www.stepintothenhs.nhs.uk/schools>



Support for teachers – (virtual) School Trips

<https://www.thebigbangfair.co.uk/>



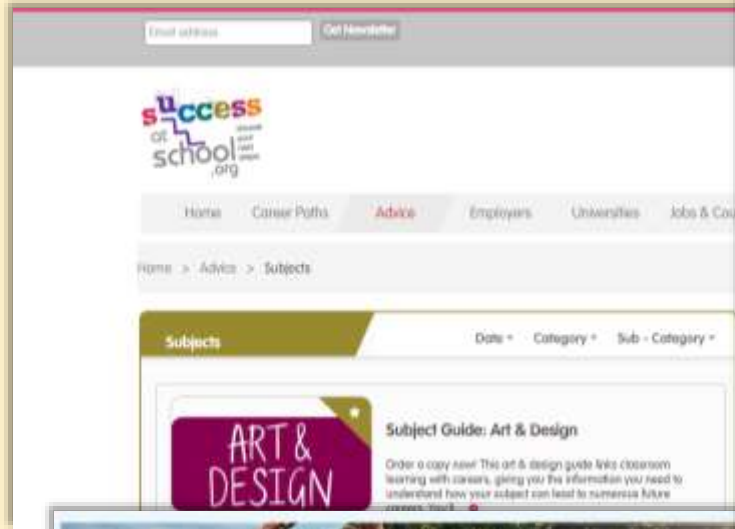
skillsEngland

<https://prospectsevents.co.uk/>

<https://www.worldskillsuk.org/>



RESOURCES



<http://www.prospects.co.uk/What-We-Do/Education-and-Learning/Careers-Clusters/Careers-Clusters-Resources>

RESEARCH



[https://www.careersandenterpriserise.co.uk/sites/default/files/uploaded/careers in the curriculum report what works.pdf](https://www.careersandenterpriserise.co.uk/sites/default/files/uploaded/careers%20in%20the%20curriculum%20report%20what%20works.pdf)

Start with a subject

Choose a subject you love and see where it might lead



Home [Job sectors](#) [Jobs by subject](#) [Languages](#)

[Choose another subject](#) [Add this to My Subjects](#)

Languages

What you will learn on this page:

- [Selection of jobs using the subject Languages](#)
- [Do a free short online course to find out more about languages \(looks great on your CV too!\)](#)
- [Examples of apprenticeships that relate to languages/marketing](#)
- [Examples of degree courses that relate to languages](#)
- [BBC Bitesize Career Videos](#)

Related video stories

Careers & Enterprise Directory [Contact](#) [LinkedIn](#)

[See all resources](#) [Browse by category](#) [Find further support](#)

My Learning My Future

My Learning, My Future is a suite of Benchmark 4 resources to support subject teaching staff, from over 20 subjects at KS3 & 4, to engage students in curriculum learning by highlighting the relevance of their subjects to future careers and opportunities.

The aim of the resources is for students to see the relevance and value of subject curriculum teaching and learning and to be explicitly supported in making connections between subjects and pathways to positive transitions.

UPDATE: We now have 9 subjects live and will be adding more over the

Using icoould to help you meet the Gatsby benchmarks

What are the Gatsby benchmarks?

The Gatsby benchmarks form part of the government's careers strategy (December 2017).

Schools are now required to show how they are meeting each benchmark with their students. Schools should meet all benchmarks by the end of 2020.

There are eight different benchmarks. Using icoould as part of a wider careers programme can help you meet the following benchmarks:

Gatsby benchmark 2: learning from career and labour market information






Find out what you're like and

Volunteers & Videos Leaflet

Your subject their future:
A guide to using volunteers and videos to enhance the curriculum

Job title	Subject	Video	Tasks
Mountaineering instructor and expedition leader	Geography		<ul style="list-style-type: none"> Volunteer explains about their job and how this may be interesting to the students have learnt about topics such as mountaineering, Geography, Skills, Teachers, Maths and Languages. Volunteer shows photos of different mountains and students will ask questions to find out about their physical geography.
Architect Interior Designer Urban Planner Builder / Construction Manager Engineer	Maths		<ul style="list-style-type: none"> Volunteer shows a current/recent project they are working on which requires calculating measurements. Volunteer shows a similar task for pupils, adapted to make it accessible. For example, here is a paper plan of a room we have designed. We must scale up the objects, then work out costs of using the different materials (e.g. carpet, wallpaper and cheaper materials. Can it fit to budget? Similar tasks could be created for building, planning road design (e.g. cycle lanes, pedestrian crossings, cars, how slow etc.)
Researcher	History		<ul style="list-style-type: none"> Volunteer explains about their job and the process of researching into different areas. Students are given a topic/issue to research and volunteer explains some of the methods and techniques that they would use in their work.
Planner, Brand Designer, Media, Advertising Agent	English		<ul style="list-style-type: none"> Volunteer explains how advertising techniques are used to subtly influence the target market. Speak about:

Audit tools

Cross Subject Audit

Department.....

Links with Employability/Industry	Response
1. Have you integrated Careers Education, Information, Advice and Guidance (CEIAG), Enterprise and Work-Related Learning (employability skills) across your subject area?	
2. If so, how have you done this?	
3. Where do you source your labour market information?	

a. Jobs for Tomorrow resources

(SUBJECT): Careers within the Curriculum Audit

Has the Careers Leader shared careers learning outcomes and has an audit been completed by XXX department?

Are there careers displays in teaching areas?

When and how are 'starter tasks' used within XXX lessons?

Is careers embedded within schemes of work for all year groups in XXX?

What examples are there of project-based learning linked to careers within XXX?

Which visiting speakers support XXX curriculum?

What employer encounters occur within XXX curriculum?


What opportunities are there to enhance this?

What FE/FE visits occur within XXX curriculum?

What opportunities are there to enhance this?

What experiences of the workplaces occur within XXX curriculum?


<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks/gatsby-benchmark-4>



Careers, Employability and Enterprise Audit across the Curriculum

Curriculum area _____ Staff _____ Date _____

Year group	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
7					
8					



Careers, Employability and Enterprise Education Audit SEND/PRU

CAREERS, EMPLOYABILITY AND ENTERPRISE EDUCATION

'Careers, employability and enterprise education' is an umbrella term to denote a range of activities and processes that can support the choices made by young people. In the context of supporting choices, it is essential that information, advice and guidance (IAG) for young people is impartial and student centred. IAG activities may include assessing, informing, advising, guiding, counselling, supporting, enabling, coaching, mentoring, advocating, referring and feeding back to learning and support systems. IAG interactions with young people usually work through a process of assessment, planning, implementation and review.

Using the CDE Framework to Audit SEND/ PRU

This document is designed to be used across the curriculum of the school or pupil referral unit. The subject headings are suggestions which you can add to, amend or delete to match your curriculum. Look at the learning outcomes below and discuss with subject leader/staff and consider where you deliver/provide opportunities for learners to achieve them. Highlight whether you are not just providing opportunities in this subject for our learners to achieve them. And/or (providing some opportunities) or Even (providing sufficient opportunities).

Key Stage 5	English	Maths	Science	ICT	PE	Humanities	Art & Design	Technology	RPE
1. Describe yourself, your strengths and preferences									
2. Be able to focus on the positive aspects of your wellbeing, progress and achievements									
3. Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences									
4. Describe different explanations of what careers are and how they can be developed									
5. Give examples of different levels of work and why people's satisfaction with their working lives can change									
6. Give examples of different business organisational structures									

7. Be aware of what labour market information (LMI) is and how it can be useful to you									
8. Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you									
9. Be aware of the laws and bye laws relating to young people's permitted hours and types of employment, and know how to recognise health and safety risks to you and those around you									

<https://www.thecdi.net/Careers-Framework>

What we looked at today....

- Benefits and impacts of career learning in subjects
- Models of delivery for Gatsby benchmark 4
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Thank you

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