

# Gatsby Benchmark 4

Careers in the Curriculum  
Masterclass  
January 2022

Steve Trotter Careers Hub  
Operations Lead

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# Gatsby Benchmark 4 Careers in the Curriculum Agenda

<b>Introduction &amp; Welcome</b>	Steve Trotter Careers Hub Operations Lead	2pm
<b>Introduce concept of Gatsby Benchmark 4 and how to hit the Benchmark</b>	Steve Trotter Looking at 3 Careers and Enterprise GB4 Careers in the Curriculum concepts and the Gerard Liston 6 step model	2.10-2.30pm
<b>Employer resources linked to Careers in the Curriculum Gatsby Benchmark 4</b>	Sam Sullivan & Rob Redfern Tesco Sam Eustace Roche Jo O'Reilly STEMPoint East Justine Perry Cariad Marketing	2.30-3pm
<b>GB4 JOURNEY – Hear from Careers Leaders</b>	Input from Careers Leaders/Teachers who have incorporated careers learning within curriculum	3pm-3.25pm
<b>Resources and further guidance</b> CEC resources Herts LEP resource list Upcoming Events	Steve Trotter	3.25-3.30pm



## Aims of this session:

- CAREERS LEADERS AND TEACHERS WILL GAIN A BETTER UNDERSTANDING OF GATSBY BENCHMARK 4 CAREERS IN THE CURRICULUM & MODELS TO HELP IMPLEMENT THE BENCHMARK
- CAREERS LEADERS AND TEACHERS WILL FIND OUT HOW EMPLOYERS CAN HELP TO GENERATE GB4 INPUT AND RESOURCES
- CAREERS LEADERS AND TEACHERS WILL KNOW WHICH RESOURCES ARE AVAILABLE TO THEM AND HOW TO ACCESS THEM.



# Our missions:

- To inspire and support young people in the transition to the fast-changing world of work
- Strengthen the links between education and employment
- Raise the profile and quality of Careers Education in schools and colleges by backing the 8 Gatsby Benchmarks
- Raise aspirations among young people





Set up by government in 2015, our mission is to help **every** young person to find their **best** next step.

We are the national body for careers education in England, delivering support to schools and colleges to deliver modern, 21<sup>st</sup> century careers education.

World-class careers education follows the eight Gatsby Benchmarks of good careers guidance. At its best careers is an essential part of a young person's secondary education, beginning early and continuing throughout school life. Real world learning, knowledge, inspiration and advice is gained through multiple employer and workplace engagements, exposure to further and higher education, as well as through the curriculum and in 121 personal guidance.

Through statutory guidance and the Skills for Jobs White Paper (2021), The Careers & Enterprise Company is the main government partner for supporting schools and colleges to deliver careers education in England.

**SHIFT WITH LASER FOCUS ON  
SHOWCASING IMPACT**

## Our vision and what we do

We know that:

- A best next step is not the same for every young person
- Young people face uncertainty and opportunity – now more than ever
- Difficulties are not evenly spread

That's why our vision is to make high quality, 21<sup>st</sup> century careers education a reality for everyone, everywhere.

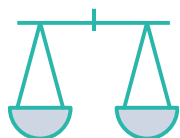
We do this by:

- 1 **Supporting schools and colleges to deliver excellence** – through information, resources, tools, training, our network of Careers Hubs and communities of best practice.
- 2 **Supporting employers to engage with purpose** – by making it easy for them to connect into schools and colleges as one of our 4000 senior business volunteers working with Careers Leaders on their careers programmes, or as part of our 300 strong 'Cornerstone Employer' community working to transform careers education across multiple schools and colleges in their local areas.
- 3 **Including all young people in careers education** – through our digital tools for Careers Leaders enabling them to target and tailor their careers interventions across years and cohorts, our specialist networks and resources to support young people with SEND, those in Alternative Provision settings and those in Independent Training Providers.



# The eight Gatsby Benchmarks

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



## Gatsby Benchmark 1

A stable careers programme



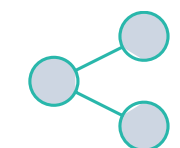
## Gatsby Benchmark 2

Learning from career and labour market information



## Gatsby Benchmark 3

Addressing the needs of each pupil



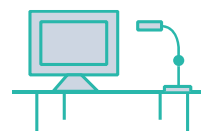
## Gatsby Benchmark 4

Linking curriculum learning to careers



## Gatsby Benchmark 5

Encounters with employers and employees



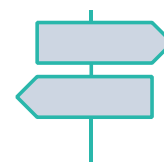
## Gatsby Benchmark 6

Experiences of workplaces



## Gatsby Benchmark 7

Encounters with further and higher education



## Gatsby Benchmark 8

Personal Careers Guidance



# Gatsby Benchmark 4-Careers in the curriculum

## What is careers in the curriculum?

Careers in the curriculum is part of the overall provision of careers education, information, advice and guidance and the whole curriculum. Careers in the curriculum can take three main forms.



### Publication information

This paper is published by  
The Careers & Enterprise Company.

Collins, J. and Barnes, A. (2017). *Careers in the Curriculum. What works?* London: The Careers & Enterprise Company.



- **Career learning delivered as a subject.**  
In this approach careers content is delivered as a discrete curriculum, e.g. in careers education or as part of PSHE. It is allocated time in the timetable and facilitated through a range of activities by teachers, careers professionals, teaching support staff and other external partners, e.g. employers and further and higher education providers. In some cases, learning is assessed and accredited.

- **Career learning delivered through other subjects.**  
In this approach careers content is delivered through subjects, e.g. personal financial planning skills taught in maths, self-presentation skills taught in English. Ideally this approach both provides career learning and enhances the subject learning, e.g. by showing how a mathematical technique is used in the real world.

- **Career learning delivered through co-curricular activities.**  
In this approach careers content is delivered through informal and voluntary learning activities which have a strong connection to the curriculum. Many schools organise after-school clubs, cultural events and residential activities which provide opportunities to complement formal careers in the curriculum provision, e.g. STEM clubs to build on students' interest in science, technology, engineering and maths.



## Skills for Jobs White Paper for Careers Leaders

### Thursday 21st January 2021

103. We want careers education and guidance to be embedded in the life of every school and college. To cement this, we will work with the education sector and business to develop a shared approach to careers education that will support young people to understand the modern workplace and develop the career management skills and attributes they need to compete in today's labour market. We will equip the teaching profession to support a whole-school or college approach to careers education by building careers awareness into every stage of their professional development, from initial training to education leadership.

To me this says:-

- ☆ career education awareness to be included in ITT (Initial teacher training)

I also hope that it means more large employers will start producing educational resources that can support teachers who are trying to include more explicit careers learning within the curriculum via subject areas.



# What is looked for to meet the benchmark?

## Benchmark 4 – Curriculum

These questions are about the Gatsby Benchmark recommending 'Linking curriculum learning to careers'.

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

### **4.1 By the time they leave school, approximately what proportion of students have experienced curriculum learning that highlights the relevance of their subject to future career paths?**

English Enter an approximate percentage

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know



# What is looked for to meet the benchmark?

Home » Gatsby Benchmarks

## 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.



#### What good looks like

All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

- 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.



# Careers in the Curriculum Mapping Tool



Defines 3 Approaches to implementing Careers in the Curriculum : Foundation, Careers Across the Curriculum, Employer Enriched Curriculum Learning



Provides Audit Tools for CL's to map activity and identify gaps in provision or examples of good practice that can be replicated



Highlights guidance on factors to consider to support effective implementation in 3 separate approaches



# 1. Foundation Approach

<https://resources.careersandenterprise.co.uk/resources/careers-curriculum-modelling-tool-guide>

## The key features of the approach are:-

- A progressive careers programme designed by the **Careers Leader** which is delivered primarily in time dedicated for careers learning
- **Curriculum staff highlight the relevance of subjects to careers**; the relationship between subjects, future jobs and skills is clearly outlined and students are supported to understand potential pathways from subjects
- Accountability for the programme resides with the **Career Leader** who **defines the careers learning outcomes**





## 2. Careers Across the Curriculum Approach

<https://resources.careersandenterprise.co.uk/resources/careers-curriculum-modelling-tool-guide>

### The key features of the approach are:-

- **A progressive careers programme exists**, interventions are delivered in curriculum time through a range of interventions delivered by subject teachers or in time dedicated for careers
- Best practice is where **subject teachers clearly understand and are mobilised to deliver, with intent, progressive career learning outcomes** identified within a strategic careers plan
- Careers learning outcomes are integrated with curriculum learning outcomes
- Resources are developed with employers' input
- Subject teachers may also be working independently with employers to deliver curriculum learning outcomes with reference to the world of work
- Employers may be present or could be involved virtually



### 3. Employer Enriched Curriculum Learning/A\* Approach

<https://resources.careersandenterprise.co.uk/resources/careers-curriculum-modelling-tool-guide>

#### Employer Enriched Curriculum Learning Approach

<b>Step 1</b> Defined Careers Learning Outcomes	Progressive career learning outcomes that deliver on strategic objectives linked to whole school/college priorities are defined and understood by curriculum teachers and embedded in curriculum and schemes of work
<b>Step 2</b> Audit of provision (All key stages and subjects)	Use Audit Tools to identify which career learning outcomes are covered through curriculum learning. Two audit tools are available :- Subject Area Audit & the Career Leader Audit which collates the evidence from the subject area audits to identify gaps in provision.
<b>Step 3</b> Engaged Senior Leader and Link Governor.	Engage Senior Leaders and the Link Governor to establish a culture and processes where staff who are keen to support delivery of curriculum learning through Gatsby Benchmark 5 & 6, have sufficient time and resource to implement. Senior Leaders ensure that Curriculum leads are resourced and supported. Senior leader engaged to support the Careers Leader to ensure learning well planned with clear intent and is evaluated to show impact. Senior Leaders support the Careers Leaders Support to act a critical friend to Curriculum Leads to challenge intent and impact of curriculum learning being delivered through Gatsby Benchmarks 5&6. Senior Leaders encourage sharing of good practice and highlighting impact against strategic priorities
<b>Step 4</b> Student participation is tracked and recorded	Track at student level how each student is supported to access career learning outcomes and show activity related to Gatsby Benchmarks 4,5 & 6
<b>Step 5</b> Impact Measurement is embedded	Learning outcomes are clearly defined and used to design the evaluation methods and assess impact. Evaluation includes measuring meeting curriculum outcomes and potential impact on attainment.



### 3. Employer Enriched Curriculum Learning/A\* Approach

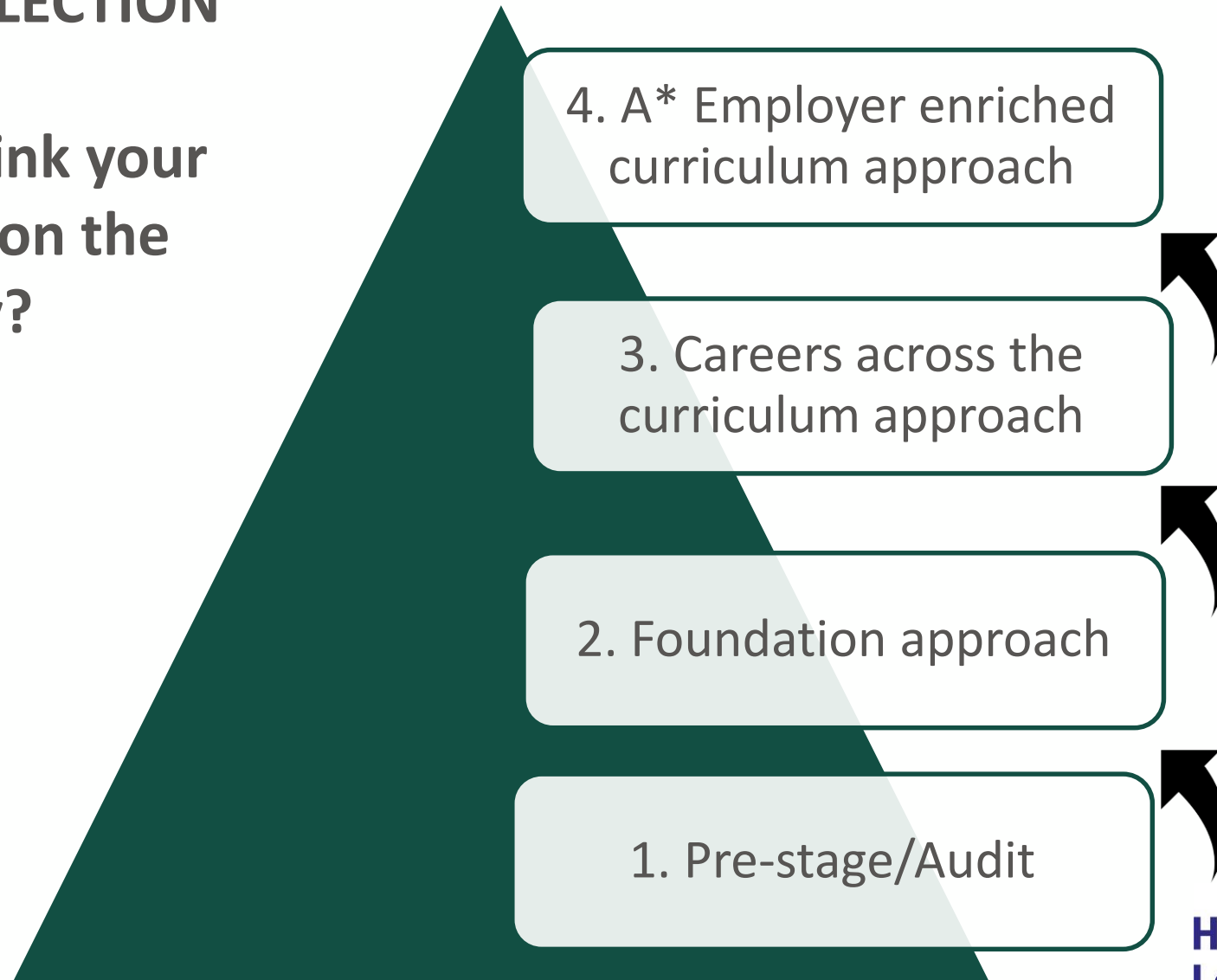
<https://resources.careersandenterprise.co.uk/resources/careers-curriculum-modelling-tool-guide>

<b>Step 6</b> Resources are mapped and signposted to subject teachers to aid delivery	<p>Resources are created, mapped and accessed according to: Key Stage, curriculum learning outcome (as per the relevant specification) and by career learning outcome.</p> <p>Employers have an active role in the co creation of resources to deliver curriculum outcomes alongside careers learning outcomes.</p>
<b>Step 7</b> CPD is provided to support subject teachers to deliver careers learning outcomes	<p>CPD is delivered to share the vision, strategic objectives and learning outcomes of the careers programme..</p> <p>CPD empowers and mobilises staff to deliver career learning outcomes in tandem with curriculum learning outcomes.</p> <p>CPD highlights the value of careers through the curriculum and on impact student outcomes.</p> <p>Guidance and CPD is provided to set clear aims, learning outcomes when working with employers and applying the 'Making in Meaningful Framework'</p> <p>CPD highlights how curriculum staff build positive working relationships with employers to enhance professional development and careers is embedded across the curriculum</p>
<b>Step 8</b> Opportunities for effective delivery are identified	<p>Encounters with employers/Experiences of work may involve delivery outside of usual timetable</p> <p>Highlight examples of where and how careers learning outcomes are being delivered to help mobilise others – i.e. Careers Champions</p> <p>Focus on creating time in core curriculum subject areas( Maths, English and Science and vocational subjects as a priority for embedding this approach.</p>
<b>Step 9</b> Employer Engagement is planned and mapped to support achievement of defined careers learning outcomes	<p>Employer to understand aims and learning outcomes of any project based work, employer encounter or experience of the workplace and can apply the guidance on the Meaningful Encounters Framework.</p>



## DISCUSSION/REFLECTION

Where do you think your school/college is on the pyramid and why?





## Process to start

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- Use the Careers and Enterprise Careers Modelling audit in a staff/department meeting/INSET
- Look for a Careers Champion in each department-perhaps meet as a group once a half-term or term
- Consider using the Gerrard Liston 6 Step Model or 1 of the 3 CEC approaches:
- Meet with an employer virtually to explore a project or use off the shelf examples from our handout or new resource from CEC

### Step 1. Strategic Commitment & Priorities

#### Purpose:

Gain senior level and strategic commitment  
Pick starting points for curriculum projects

### Step 2. Bringing Subject Lessons 'To Life'

Identify teacher, subject & scheme of work  
Summarise key educational objectives

### Step 3. Purposeful Projects & Challenges

Ensure the project will motivate students  
Shape classroom learning resources

### Step 4. Employer Engagement & Partnerships

Identify and approach potential partners  
Plan the role of the partner organisation

### Step 5. Student Self-Assessment & Development

Impact on motivation, aspirations & skills  
Evaluate for cohort and individual students

### Step 6. Project Success & Sustainable Practice

Showcase work with an expert audience  
Share good practice with other teachers

<http://www.forum-talent-potential.org/wp-content/uploads/getting-started.pdf>

# Process to start-Audit Example WGG

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Topic/activity/ item	Year(s) involved							Target pupils		Aim			
		7	8	9	10	11	12	13	Whole year group	Specific pupils	Career information/ exploration	Raising aspirations	Self development/life skills (e.g. communication, team work, CV's,budgeting)	Other (please specify)
2														
3	<b>Link to Curriculum</b>													
4	Percentages - link to finance, business, discounts, VAT etc		Y		Y				Y		Y		Y	
5	Standard form - link to astronomy, pharmaceuticals			Y					Y		Y			
6	Probability - link to careers that use predictions, biased games (dangers of gambling etc)	Y		Y			Y		Y		Y		Y	
7	Statistics - interpreting and presenting data, misleading statistics	Y		Y	Y		Y	Y	Y		Y		Y	
8	Area & perimeter - link to decorating house etc.	Y							Y				Y	
9	Measures - link to converting between units, converting money etc	Y		Y					Y				Y	
10	Bearings - link to flying planes				Y				Y		Y			
11	Mechanics - link to real life situations						Y	Y	Y					
12														
13														
14														
15	<b>Additional provisions (Sept 2018-current academic year)</b>													
16	Posters in building	Y	Y	Y	Y	Y	Y	Y	Y		Y			
17	Cambridge trip - code breaking session and visit to university			Y					Y		Y	Y		
18	Rollercoaster workshop and trip to Thorpe Park				Y					Y	Y	Y		
19														
20														
21														
22														

Maths

English & Drama

Chemistry

Biology

Physics

MFL

History

Geography

Art

C ... +

# Process to start-Audit Example WGG

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Local Enterprise  
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Topic/activity/ item	Year(s) involved							Target pupils		Aim		
	7	8	9	10	11	12	13	Whole year group	Specific pupils	Career information/ exploration	Raising aspirations	Self development/lif (e.g. communication work, CVs, budget
<b>Link to Curriculum</b>												
Designing and making items for the Flying Tiger stores - link to manufacturing in quantity	Y							Y				Y
Types of Modern Materials worksheet - link to new developments in materials technology	Y							Y				Y
Designing and making Café Interior items - link to Cultural Influences	Y							Y				Y
Café interior design and model making - link to architectural design & technical drawing	Y							Y		Y		Y
Corporate ID and café branding	Y							Y				Y
Designing and making merchandise for a Thorpe Park gift shop		Y						Y				Y
Types of Mechanical Devices worksheet - link to engineering used in industry		Y						Y		Y		Y
Corporate ID and theme park branding		Y						Y				Y
Designing and making items for the Design Museum shop			Y					Y		Y		Y
Careers in designs			Y					Y		Y	Y	Y
Designing and making products based upon live briefs - link to designing for real clients				Y	Y				Y	Y	Y	Y
Designing and making for design competitions	Y	Y	Y						Y	Y	Y	
<b>Additional provisions (Sept 2020-current academic year)</b>												
Thorpe Park trip inc. STEM/marketing talk		Y						Y				Y
Design careers talk delivered by founders/designers from Sisterhood			Y					Y		Y	Y	

# 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: from 5th March 26 subjects will be live!!



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[https://resources.careersandenterprise.co.uk/  
my-learning-my-future](https://resources.careersandenterprise.co.uk/my-learning-my-future)

My Learning My Future: Art and Design

My Learning My Future: Drama

My Learning My Future: English

My Learning My Future: Food and Nutrition

My Learning My Future: Geography

My Learning My Future: Graphics

My Learning My Future: Health and Social Care

My Learning My Future: History

My Learning My Future: Media Studies

My Learning My Future: MFL/Languages

My Learning My Future: Music

My Learning My Future: Product Design

My Learning My Future: Psychology

My Learning My Future: Sociology

My Learning My Future: Science

My Learning My Future: Biology

My Learning My Future: Chemistry

My Learning My Future: Physics

My Learning My Future: Design Technology

My Learning My Future: Computer Science/IT

My Learning My Future: Maths

My Learning My Future: Hair and Beauty

My Learning My Future: Business Studies

My Learning My Future: Religious Studies

My Learning My Future: PE

My Learning My Future: Textiles

We encourage Careers Leaders to share this resource with curriculum teaching staff for them to use to engage students in learning and where their subjects can take them.

The resources are designed to be easily used and applied by Curriculum subject staff through lessons, homework and/or extra-curricular sessions.

**My Learning, My Future** will include inspiration and resources for curriculum subject staff to:

- Highlight the relevance of their subject to future careers and opportunities
- Support students to understand pathways from each subject to future careers and opportunities
- Highlight to students how they are developing essential skills in each subject
- Embed careers in curriculum teaching and learning
- Identify extra-curricular and employer engagement opportunities to enhance students engagement in subjects

We will continue to add to these resources to support curriculum staff in highlighting the relevance of their subject to future careers and opportunities and to how they can set teaching and learning in the context of the world of work.

Below are links to resources by subject, which feature resources including:

- 'My Learning, My Future' Teacher Inspiration Guide
- 'My Learning, My Future' Student facing slide deck
- 'My Learning, My Future' KS3 Homework Tasks
- Subject specific 'Careers across the Curriculum' Lesson Plans and Resources



# EMPLOYER ENGAGEMENT WITH GB4

**Sam Sullivan & Rob Redfern Tesco**

<https://resources.careersandenterprise.co.uk/resources/aet-and-tesco-careers-english-resources>

**Sam Eustace Roche**

<https://www.stempointeast.org.uk/education/secondary/resources/secondary-school-resources-roche/>

**Jo O'Reilly STEMPOINT East**

<https://www.stem.org.uk/stem-careers/schools>

**Justine Perry Cariad Marketing**

**Social Media and Marketing linked to an English lesson**

# Tesco Practical Approaches to Benchmark 4: Linking Curriculum Learning to Careers

**Samantha Sullivan**

**Pre-Employment and Work Placement  
Programme Manager**



**Rob Redfern BEng (Hons) CEng MCIBSE  
MInstLM**

**Engineering Design Manager**



# Why did Tesco get involved with the project?

**Cornerstone  
Employer**

**Building  
employability skills**

**Opportunities for our  
colleagues**

All our content is linked to the Skills Builder framework



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# Reflection

Why did I get involved?

Try and leave this world a little better than you found it, and when your turn comes to die, you can die happy in feeling that at any rate, you have not wasted your time but have done your best.

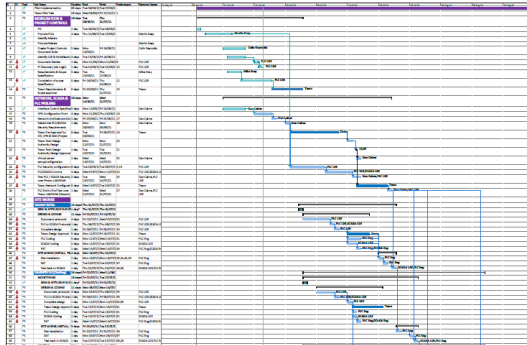
**Robert Baden-Powell**

# Expectation Vs Reality

Engineer. noun : A person whose job involves designing and building engines, machines, roads, bridges, etc



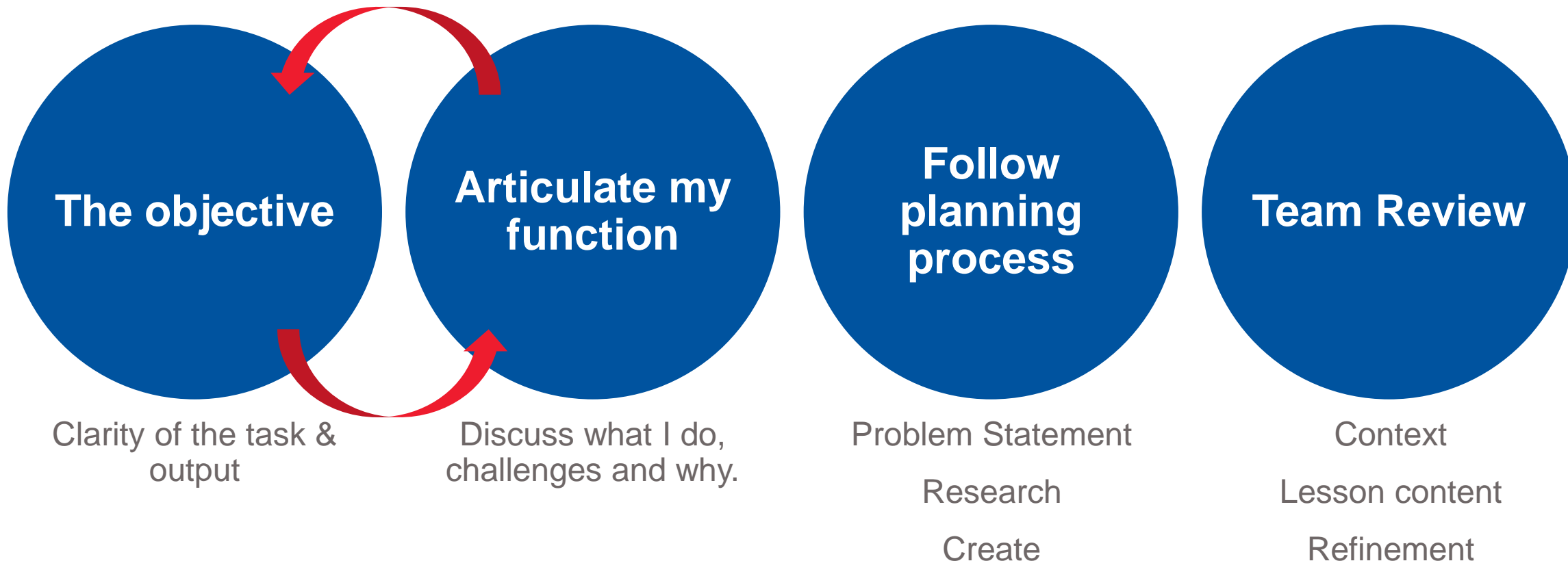
Action Plan.				
Area to Focus on	Suggested Intervention (Multiple options to achieve the Focus area)	Who will oversee	Frequency of review	Measure of Success
Work and collaboration across teams	<ul style="list-style-type: none"><li>Enhanced engagement/ alignment with Energy, Planning Engineering and A&amp;E in Property</li><li>Work closer with Feasibility, Formats team &amp; Project Managers to improve workflow alignment</li><li>Provide &amp; attend Masterclass with different teams within Property &amp; other associated functions if any</li></ul>	Lakshmi Gowda	Periodic	<ul style="list-style-type: none"><li>Regular connect established across Property teams and integrated approach towards critical projects.</li><li>Smooth transition, regular update and handover of projects from one team to another</li><li>Colleagues are aware of the scope of work of property teams and step in to support as required</li></ul>
Encouraging Self Development	<ul style="list-style-type: none"><li>Planned learning for enhancing technical capability &amp; self led learning</li><li>Specifications interacting sessions on weekly basis</li><li>Aligning Engg colleagues skill matrix with UK Engg team</li><li>Encourage colleagues to participate in Key discussions / Stakeholder engagement.</li><li>SME's session within the team.</li></ul>	Lakshmi Gowda	Periodic	<ul style="list-style-type: none"><li>Minimum 1 hr /week is dedicated to learning right / technical</li><li>All the new specifications for year 2021-22 developed by T&amp;S Engg colleagues are approved in S&amp;C</li><li>Improvement seen in skill matrix in various technical areas</li><li>Colleagues working on the projects are directly involved in the conversations.</li><li>Colleagues are aware of the dependencies, &amp; output</li></ul>
Monitoring team with Expectation Settings / Keeping Things Simple	<ul style="list-style-type: none"><li>Regular catchups to align expectations.</li><li>Provide clarification on deliverables during Huddles.</li><li>Support provided on new scope of works/ process.</li><li>Continuous R&amp;E for colleagues efforts</li></ul>	Lakshmi Gowda	Periodic	<ul style="list-style-type: none"><li>Colleagues clear of the expectations and business impact and the deliverables meet set KPI's</li><li>Handhold colleagues until they are able to deliver new scope of works effectively.</li><li>Continuous &amp; consistent recognition of colleagues at the hour.</li></ul>





# My experience

*Planning, whether writing an analytical essay or creating fiction, is an essential skill. (Lisa Ashes)*



Tesco & AET – Great collaboration throughout

# How could the skill of planning save the world?

*Planning, whether writing an analytical essay or creating fiction, is an essential skill. (Lisa Ashes)*

**Tesco Context** - see the importance of the planning stage in the real world

Our engineering problem: How can we save energy in our many stores world wide?



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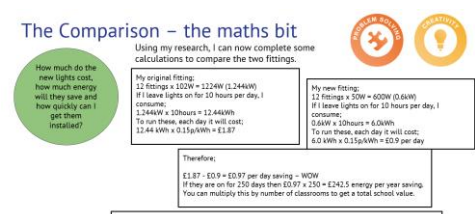
Our Process for Success



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The Comparison – the maths bit


Using my research, I can now complete some calculations to compare the two fittings.



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**Team Task** - Apply the Tesco process to save energy in your school

How can we save our school money while also saving the world?




You are now an engineering team; you must present a plan including:

- A problem statement (the heart of your plan)
- Key research (preparing your evidence)
- A process (planning paragraph linking)

You will present your final plan at the end of the process.  
Your headteacher might be surprised at what young minds can achieve.

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Lighting Replacement Project Update



**The Problem**  
How can we save our school money by changing the light fittings?

**What we've done**

1. Understand the problem and current situation
2. Researched alternative products
3. Calculated the benefits – they are amazing

**Proposals – (4-12 weeks)**

1. Work with Headteacher to see how we can get money
2. Install the lights
3. Look at other opportunities to save energy (ongoing)
4. Create an energy champion.....(like House Captain)
5. etc

**Finance**  
Cost per classroom - £600  
Savings per classroom - £242.50 per year  
Payback = 2.45 years


**The Review**  
What went well and what could be improved;  
I.e. teamwork, communication, internet problems savings not as expected, no products available etc  
What would we do differently next time.

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- Reflection Questions**
- How well did you work as part of a team?
  - What benefits can you think of when it comes to learning the skill of planning?
  - What could you do better when it comes to the skill of planning?
  - In which other workplace roles do you think planning could be important for success?

Example School Lighting Problem

I have twelve light fittings in a classroom and they are of the inefficient "T12" lamp type. How can I change them to LED and what would the benefit be?




Assume each existing light is;

- 5ft (1500mm) in length
- It gives off 6250 lumens (Lm) of light (how bright they are)
- Wattage is 85 W (but actually consumes 102 W) Power consumption
- Electricity costs 0.15p/kWh

1. Research some other lights which could be used.
2. How much energy savings would be achieved per day?
3. Could you find out how much money could be saved per year and if this was your school, what would be the total saving for every classroom?
4. How much would it cost to buy?
5. (Stretch) How long would it take to payback my investment
6. Who would I talk to next to make it happen?
7. What will be your process for success? Look back at the Tesco example to help you.

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**Presentation of your Project**



How might you save your school money and also save the planet?

Now that you have completed your planning process, it is time to present your plans.

Could your work lead to a healthier future for our school and world?

Academies Engineering Trust



# Advice & top tips

**Keep an open  
mindset**

Explore and the solution  
will present itself

**Understand  
the objective**

Discuss and seek  
clarity where  
necessary

**Plan &  
communicate**

It takes time & effort

**Enjoy & make  
it real**

Feel fantastic about  
bringing things to life

# What's next?

Since working on the pilot project we have continued our partnership with Academies Enterprise Trust (AET) to develop further resources for:

- maths, computing and geography

This work will allow more young people to gain an insight into the breadth of future career opportunities.

For the 2022-23 Academic year we will be looking at further resources for:

- Science, maths, food and nutrition



# Further support from Tesco



## Tesco Property 'Store of the Future' Lesson delivery

- We have limited availability for our property team to come into your school to delivery our one-day

### 'World of Work- Store of the Future' lesson:

- Overview of Tesco property/Job roles and skills
- Practical task to design a sustainable store of the future
- Presentation skills
- Certificate of completion

## Food and Nutrition lesson support and site visit

- We are keen to hear from schools who deliver Food and Nutrition at GCSE level and if there is an appetite for lesson delivery support and a visit to our state of the art 'Food Development centre'
- Spaces will be limited to 4 schools per year

## February VWE and career sessions

### Virtual work experience and CV/Interview workshop through Speakers for Schools:

- 7<sup>th</sup> Feb – CV Workshop  
<http://www.s4snextgen.org/Opportunities/View/id/2487>
- 15<sup>th</sup> Feb – Space & Merchandising  
<http://www.s4snextgen.org/Opportunities/View/id/2438>
- 16<sup>th</sup> Feb – Customer and Marketing  
<http://www.s4snextgen.org/Opportunities/View/id/2444>
- 16<sup>th</sup> Feb – Property  
<http://www.s4snextgen.org/Opportunities/View/id/2410>
- 17<sup>th</sup> Feb – Technology  
<http://www.s4snextgen.org/Opportunities/View/id/2437>





# Sam Eustace Roche Science Resources KS3/KS4

Hertfordshire  
Local Enterprise  
Partnership

THE CAREERS &  
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STEM AMBASSADORS ▾ NUFFIELD RESEARCH PLACEMENTS ▾ EDUCATION RESOURCES ▾ WORKSHOPS 🔍

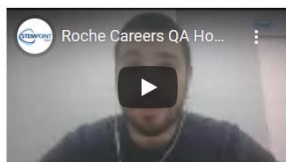
## Secondary School Resources – ROCHE



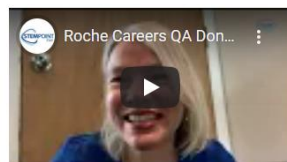
All videos and resources kindly sponsored by ROCHE, Welwyn Garden City. All resources are free to access.



Dan O'Brien – Disease Community Lead



Howard Turner – Country Study Manager



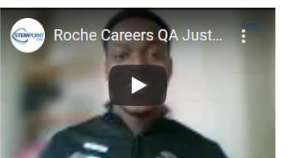
Donna Sexton – Compliance, Process,  
Training and Systems Advisor



Monalisa Quaidoo – PV Compliance  
Specialist



Sarah – Country Study Manager



Justin Quaidoo – Principal Alliance  
Manager

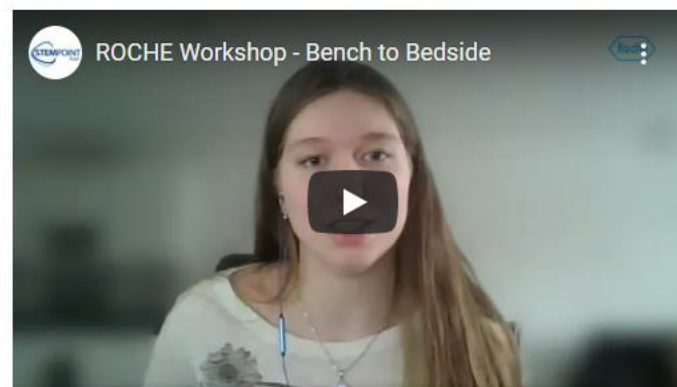


### Developing Medicines

This is a resource aimed at KS3 pupils to put into context the learning around defence mechanisms and clinical trials.

[Teachers Guide](#)

[Student Activities](#)



### Bench to Bedside

This is a resource aimed at KS4 students to put into context the learning around antibiotic resistance and medicine development. It also gives students an introduction to some of the job roles that exist in this field.

[Teachers Guide](#)

[Student Activities](#)

<https://www.stempointeast.org.uk/education/secondary/resources/secondary-school-resources-roche/>

# STEMPOINT East

## GATSBY benchmark 4 Linking curriculum Learning to Careers

Jo O'Reilly  
Enrichment Partnership Coordinator  
STEMPOINT EAST



Part of the Enrichment Programme to support programme to help STEM leaders maximise the benefits and impacts of their enrichment opportunities.

# About STEMPOINT East

We are an educational charity whose aim is to inspire young people in science, technology, engineering and maths (STEM). We have more than 35 years' experience of working at the interface of education and local STEM based business, industry and research.



Volunteer professionals from local business, industry and research – who are available to help inspire local young people.



Giving young people the chance to develop their skills in scientific enquiry and teamwork by rewarding students' project work.



Providing support for teachers running STEM clubs and high impact engagement from local Space Champions



We run hands on primary workshops (*Hertfordshire & Luton only*) covering all aspects of the KS1 and KS2 science, technology and maths curriculum

[www.stempointeast.org.uk](http://www.stempointeast.org.uk)



## Gatsby Careers Benchmark 4 Linking curriculum learning to careers

### For schools

All teachers should link curriculum learning to careers.

### For colleges

All subject staff should link curriculum learning to careers, even on courses which are not specifically occupation-led.

## What this means for STEM

### ✓ Top tips

- 1 Support your colleagues to bring careers learning into their classrooms by sharing STEM careers resources, like posters, job profile examples, further study route information and LMI.
- 2 Use themed awareness events like British Science Week and Ada Lovelace Day to shine a spotlight on the people that work in STEM sectors.
- 3 Collaborate with your colleagues across all subjects to explore how STEM careers can link to their curriculum. STEM careers are not exclusive to STEM subjects. STEM industries need a broad range of skills and qualifications to be successful with roles available for both STEM and non-STEM skilled employees.

Introduction

8 ways to  
improve your STEM  
careers provision

1 A stable careers  
programme

2 Learning from  
career and labour  
market information

3 Addressing  
the needs of each  
student / learner

4 Linking curriculum  
learning to careers

5 Encounters with  
employers and  
employees

6 Experiences  
of workplaces

7 Encounters with  
further and higher  
education

8 Personal guidance

Acknowledgements



# STEM Ambassadors in space

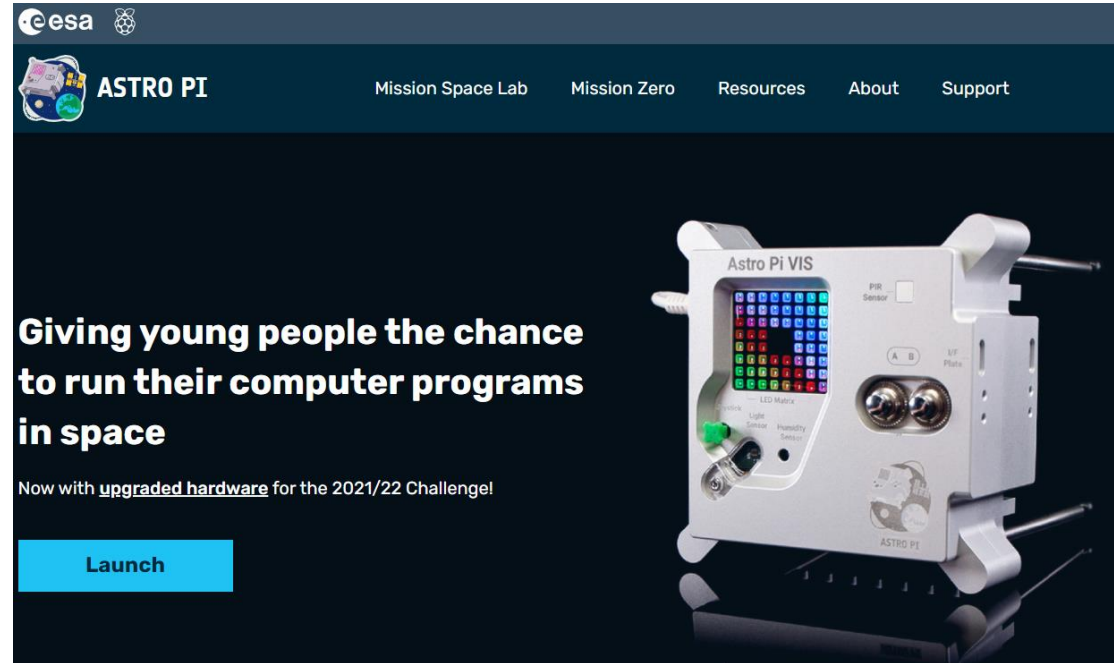


The One Million Interactions programme is a partnership between ESERO-UK, STEM Learning, UK Space Agency and The Careers and Enterprise Company.





# Engaging students – challenges and activities



# STEM CLUBS

Stem Clubs can offer Young People opportunities to build the essential skills for success, link with Stem Ambassadors, take part in Nationwide competitions and count towards CREST awards.



## STEM CLUB FREE WORKSHOPS

**Getting started:** Designed for new club leaders, its purpose is to generate confidence in new and potential club leaders and guide them through setting up a club and the first 18 months.

**Tuesday 8th February 4-6pm**

**How to be successful and thriving:** Designed for more experienced club leaders of established clubs 18 months and older, it focuses on how to sustain the STEM Club, keep it vibrant and thriving.

**Tuesday 22nd February 3:30 - 6pm**



## STEM CLUB FREE WORKSHOPS

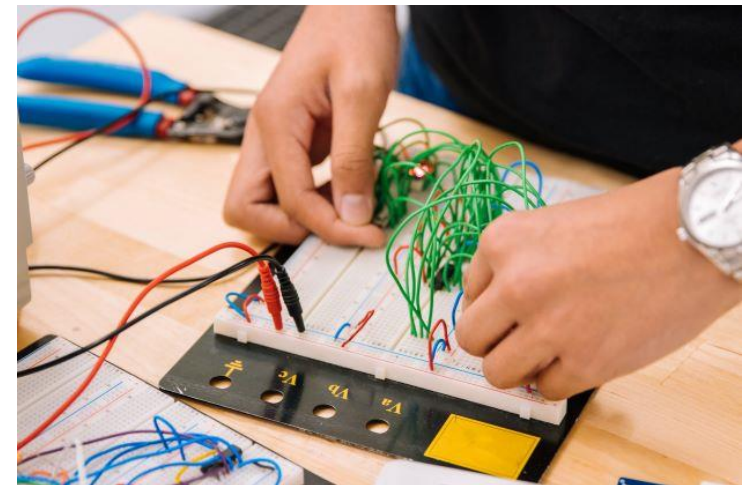
### **Enhancing employability skills and careers knowledge:**

A session to promote opportunities for club leaders to learn how to incorporate and enhance careers knowledge and employability skills for students within club sessions and help support the schools careers awareness agenda.

**Wednesday 9th March 3 - 6pm**

**Measuring impact and gaining recognition:** A workshop to help club leaders measure the benefits and impact that clubs have on students, club leaders and the school and how this can support the STEM curriculum.

**Thursday 31st March 3:30 - 5:30pm**



# More careers info from STEM Learning

<https://www.stem.org.uk/stem-careers/schools>

## Resources and toolkits

### Featured resources



STEM Careers Toolkit for  
Careers Leaders



Teachers' Guide – Linking Careers to the  
STEM Curriculum

## Subject-specific resources

Handpicked resources to help you link your curriculum to a range of careers



Science resources



Mathematics resources



Design and Technology  
resources



Engineering resources



Computing resources



Careers in space

## Promoting STEM careers

Downloadable  
STEM careers  
posters and flyers

Video collection  
promoting STEM  
careers

Career profiles and  
interviews with  
STEM professionals

Measuring the  
impact of your  
career activities



Thank you for listening

Any questions?

[j.oreilly@stempointeast.org.uk](mailto:j.oreilly@stempointeast.org.uk)



*Working together to achieve a world-leading STEM education for all  
young people across the UK.*

# Cariad Marketing English/Marketing Lesson-Justine Perry

Hertfordshire  
Local Enterprise  
Partnership

THE CAREERS &  
ENTERPRISE  
COMPANY



## English Skills and Social Media Marketing

[cariadmarketing.com](http://cariadmarketing.com)



## Objective

English: To recognise the importance of spelling and grammar

Careers: To highlight the relevance of English spelling and grammar skills to careers in Social Media Marketing



# Cariad Marketing English/Marketing Lesson

Hertfordshire  
Local Enterprise  
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## Key terminology

MARKETING

ADVERTISING

SOCIAL MEDIA

How would you  
define these  
terms?

 cariadmarketing.com



## Advertising

“ The activity or profession of  
producing advertisements for  
commercial products or services “

Oxford Dictionary

 cariadmarketing.com

## Marketing

“Marketing is the management  
process responsible for identifying,  
anticipating and satisfying customer  
requirements profitably”

Chartered Institute of Marketing

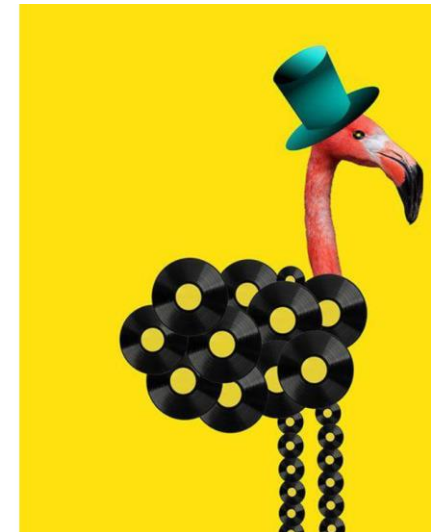
 cariadmarketing.com

## Social Media

“ Websites and applications that  
enable users to create and share  
content or to participate in social  
networking “

Oxford Dictionary

 cariadmarketing.com





# Cariad Marketing English/Marketing Lesson

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Let's see what you know about social media...

How many active social media users are there in the UK in total?

In 2021, who was the most followed account on TikTok?

What is the age group with the most Instagram users in the UK?

How much is spent by brands on advertising on social media per year, in the UK?

Can you correctly identify these social media giants?



There are loads more...

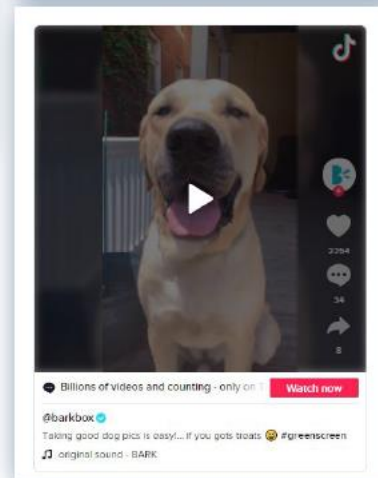


# Cariad Marketing English/Marketing Lesson

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## Why do you think brands are present on social media?



# Cariad Marketing English/Marketing Lesson

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COMPANY

## Unintentional errors



Can you spot the mistakes?



These images went viral - and not for the right reason!

 cariadmarketing.com

## Intentional errors



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## Even Celebrities can get it wrong...



Can you spot the mistakes?



 cariadmarketing.com

## How does poor spelling or grammar affect a brand?

What do you think this post says about these businesses...



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# Cariad Marketing English/Marketing Lesson

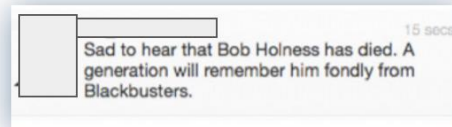
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Can you guess which celebrities tweeted these?



Can you spot the mistakes?



Grammar can make ALL the difference!



cariadmarketing.com

Correct the punctuation in these fake tweets

Its Apples 10th birthday today and to celebrate they are launching the iPad 1000. Enjoy?

Come to our restaurant tables are for eating customers only were dog friendly?

Free money for all Snapchat users for one day only claim yours now unless you are broke then call this number

★ Head of Retail ★ Were on the hunt for a charismatic creative new head of Retail for a multi-award winning luxury organic beauty heritage brand based in london £75k£85k plus bens package

jayz finds inspiration cooking his family and his dog on saturday nights'



# Cariad Marketing English/Marketing Lesson

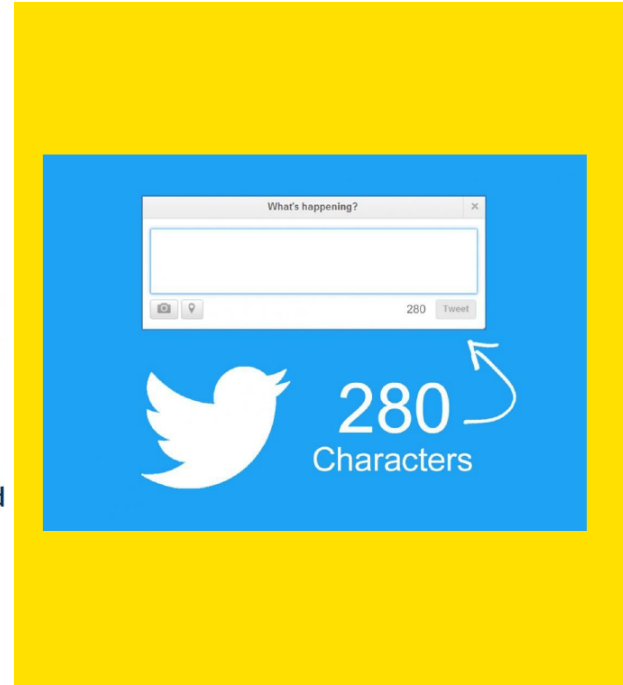
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## Key points of note

- Social Media campaigns for business are written in advance
- Proofreading is essential to check for embarrassing mistakes
- All elements of each post must be cohesive. Title (if applicable), caption (text) and image should be consistent and move the reader towards an end goal
- Don't waste followers time! All posts should be relevant, interesting and engaging
- What goes on the web - stays on the web!



## Your turn...

Create a Tweet for your favourite sports brand to promote a new range of trainers. In just 280 characters you will need to give running enthusiasts a reason to get excited about your new running shoes,

You will need:

- TEXT - maximum 280 characters (letters and spaces)
- Image or video



## What careers are there in Social Media

- Social Media Planner
- Social Media Buyer
- Social Media Strategist
- Social Media Specialist
- Community Manager
- Advertising Executive
- Content creator
- Copywriter
- Videographer
- Influencer
- Consultant



## Typical agency career progression path

Apprentice/Assistant



Account Executive



Account Manager



Senior Account Manager



Account Director



Team/Dept Manager

Apply now



# DEVELOPING Gatsby Benchmark 4 Careers in the Curriculum



Careers Leader/Teacher input- How are you doing this well?

Kerry Gaulton St. Mary's Catholic  
Jennah Hay Tring School  
Georji Pantelli Chessbrook ESC  
Sally Elmer Priory School

# Kerry Gaulton Careers Leader-GB4

Linking Curriculum Learning To Careers

St Mary's Catholic School

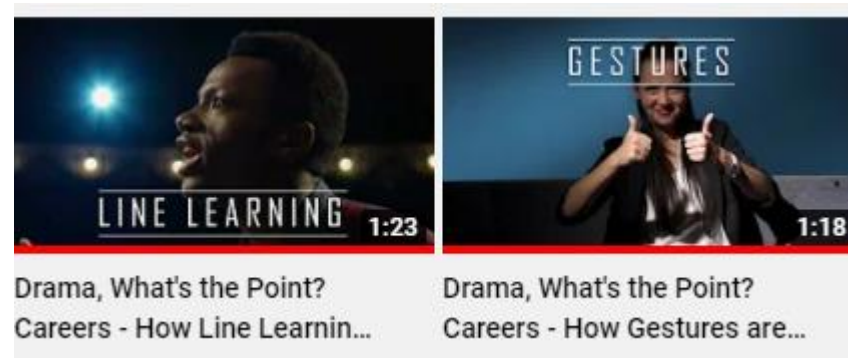
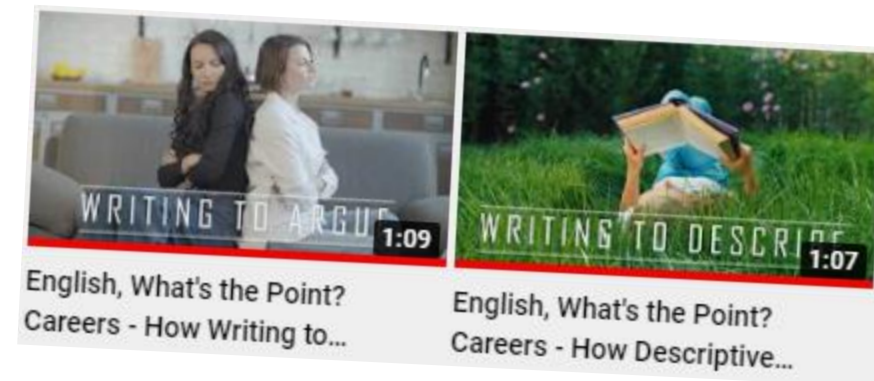
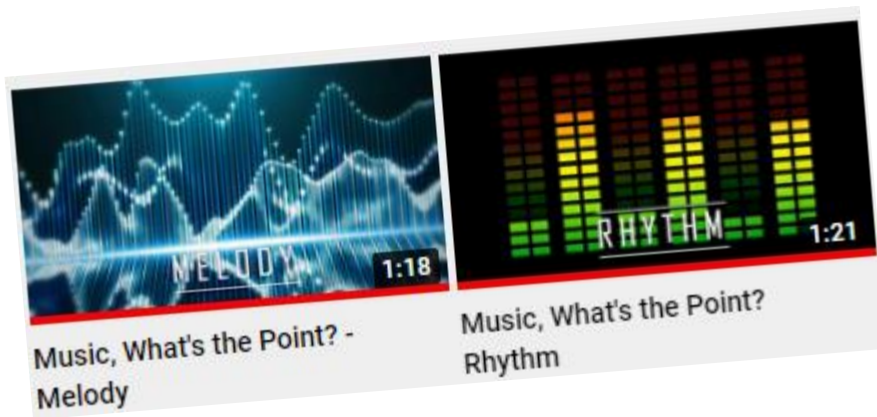
# My Future My Learning



# WHAT'S THE POINT?

 @ThePointCareers

Careers Education



# MYPATH

**CAREERS EDUCATION  
DONE DIFFERENTLY.**

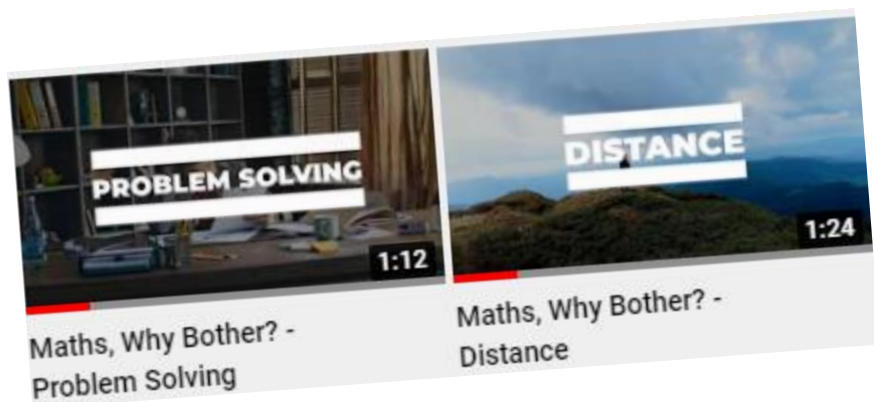
CREATED IN PARTNERSHIP WITH  
**CRE8TIVE  
RESOURCES**



@MYPATHCAREERSUK



Subscribe





# Careers Posters

## WHEN WILL I EVER NEED MATHS?

Well, you might have to use it in Science...

- Explain the stages of the menstrual cycle by referring to a **graph** of oestrogen and progesterone levels.
- Compare boiling points of gases using your knowledge of **negative numbers**.
- Equalise the numbers of atoms of each element when you **balance a chemical equation**.
- Estimate** in **kilograms** the amount of household waste that a family produces.
- Calculate** the number of units of alcohol in a certain **volume** of alcoholic drink with a given **percentage** of alcohol.
- Verify Ohm's law by **plotting a graph** of current against voltage and then **calculating the gradient**.
- Calculate** the efficiency of an energy change and give this as a **percentage**.
- Measure the angle** of incidence for a ray of light to investigate total internal reflection.
- Use **standard form** when comparing the **masses** of the planets in the solar system.
- Measure accurately** when recording the **heights** of seedlings.
- Rearrange formulae** to change the subject and then **substitute** in known values.
- Convert** between **metric** units of **length** or **volume**.

Maths has lots of applications and is a vital asset in many degrees and careers. To find out more about where maths is used and maths-related careers visit: [www.mathscareers.org.uk](http://www.mathscareers.org.uk)

more maths grads  
multiplying opportunities

maths careers  
British Council

More Maths A4.indd 4

00110009 10:26

## WORKING IN... HISTORY

### SOCIAL SCIENCE

- HISTORIAN**  
Research, analyse, record, and interpret government and institutional records, newspapers, and other periodicals.
- ARCHIVIST**  
Look after and preserve collections of historical records and documents.
- SOCIOLOGIST**  
Study human society and social behaviour by examining the groups and social institutions that people form, as well as various social, religious, political, and business organisations.

### ANTHROPOLOGY

- ARCHAEOLOGIST**  
Learn about the past by studying sites and excavating, classifying, recording, and preserving objects.
- ANTHROPOLOGIST**  
Research, evaluate, and establish public policy concerning the origins of humans, their physical, social, linguistic, and cultural development, and their behaviour.
- CONSERVATOR**  
Preserve and restore historical objects and buildings.
- GEOGRAPHER**  
Study the nature of the Earth's surface, relating and interpreting interactions of physical and cultural phenomena.

### LEGAL PROFESSIONALS

- BARRISTER**  
Give specialist legal advice, advise solicitors, and represent people in court and at tribunals and public inquiries.
- SOLICITOR**  
Advise clients about the law and act on their behalf in legal matters.
- CROWN PROSECUTOR**  
Make sure that decisions to bring people to court are fair and likely to succeed.

### PUBLIC SERVICE

- MUSEUM CURATOR**  
Manage collections of objects of artistic, scientific, historical, and general interest.
- ANTIQUE DEALER**  
Buy and sell old objects and collectors' items.
- ART GALLERY CURATOR**  
Use music and sound to help improve people's emotional well-being, relieve stress, and improve confidence.

### SKILLS REQUIRED

- reading comprehension
- writing
- critical thinking
- speaking
- active listening

### SALARY

Social and humanities scientists:  
UK annual median: £32,299

Natural and social science professionals:  
London annual median: £38,644  
Top 3 regions: South East (£39,720), London (£38,644), East Midlands (£37,791)

### PROSPECTS

Science, research, engineering, and technology professionals:  
UK growth: +8.1% from 2017 to 2027, creating 159,466 jobs  
London growth: +11.2% from 2017 to 2027, creating 36,168 jobs

Visit Unifrog's Careers Library for more information!

## ENGLISH

### careers using english

- low politics
- acting
- writing
- civil service
- film/tv editing
- copy editing
- speech therapy
- administration
- management
- digital content editing
- editing
- teaching
- marketing
- journalism
- broadcasting
- clerical work
- copywriting
- film/tv production
- classroom support
- events management
- information services
- teaching
- publishing
- advertising
- archive work
- public relations
- proofreading
- librarianship
- film/tv direction
- travel and tourism
- arts administration
- digital marketing

planit find out more at [planitplus.net](http://planitplus.net) SQA Gateway

- CAREERS MONTH - NOVEMBER 2021
- ALL SUBJECTS TO PARTICIPATE ACROSS THE MONTH - ALL YEAR GROUPS TO BE COVERED
- LAUNCHED VIA ASSEMBLY SO STUDENTS AWARE
- ALL DEPARTMENTS LOG THEIR PLANS ON COLLECTIVE SPREADSHEET (PART OF CURRICULUM MAPPING)
- VARIETY OF ACTIVITIES WERE UNDERTAKEN - NEXT SLIDE FOR EXAMPLES
- FEEDBACK FOR ALL STUDENTS/STAFF ABOUT IMPACT IT HAS HAD (MOTIVATION, UNDERSTANDING DIFFERENT ROUTES INTO EDUCATION, LIFE BEYOND THE SUBJECT) AND FOLLOWED ON FROM 'FUTURES' EXTENDED LEARNING DAY IN OCTOBER. STAFF TO LOG ON UNIFROG

## Careers in the Curriculum

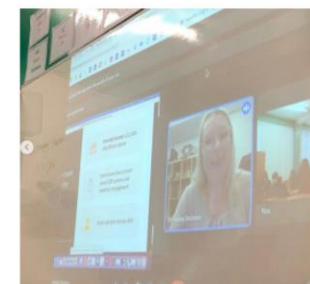
### WEBSITES

Careers in the Curriculum (staff website) to share subject related information that comes in to me. They can use this for their curriculum planning & info for Careers Month.

Tring School Futures Website (students & parents) to share subject related info, age related info and opportunities they can undertake. All info for careers plans (including options, WEX) and is regularly updated. Has really helped with parental engagement.

### DEPARTMENT IDEAS

- Some carried on within their SOW - starters/plenaries, lessons focused around a particular skill, interviews, short film production
- One off careers lessons - research, using Unifrog, webinars, topical discussions, podcasts
- Alumni - past students to come back to discuss their pathways
- Guest speakers - presentation from China, WB studios, police officer dogs, local MP



# Georjy Pantelli Chessbrook ESC

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Linking Curriculum Learning - a guide for departments		
Inputs		Tips
<ul style="list-style-type: none"> <li>Lessons</li> <li>Main</li> <li>Plenary</li> </ul>		<ul style="list-style-type: none"> <li>News item related to your subject can be found <a href="#">Here</a></li> <li>Bring out career relevance of what they have been learning in plenary - tree silhouettes, what jobs are there working with trees? Farmer, plant nursery, horticulturist, park ranger, photographer, photographer etc.</li> <li>Humanise your subject teaching - e.g. emphasise the individuals in the art work and the artist</li> <li>Share information about your own career</li> <li>Talk about transferable employability, industry, technical skills they can develop through your subject - Teaching skills, listening skills, organisation, patience, managing others, dealing with chaos messy art, presentation Skills.</li> </ul>
SOW		Tips
1	Grow throughout life	By learning and reflecting on yourself, your background and your strength
2	Explore possibilities	Learn about recruitment and the culture of different

		workplaces
3	Manage careers	Make the most of opportunities
4	Create opportunities	Taking responsibility, reflect, speak up, discuss role models, leadership and researching entrepreneurs
5	Balance life and work	Reflect on wellbeing, money, and finance, the role they play in the family and community. Look at rights and responsibility and challenge prejudice and discrimination
6	See the big picture	To be aware of trends, different media, and information available. Explore relationships between career and environment, community and economy
Career Related Resources		More resources
Chessbrook CAMO Google class found <a href="#">Here</a>		Website to help teachers on: <ul style="list-style-type: none"> <li>Career development <a href="#">Here</a></li> <li>Preparing for adulthood <a href="#">Here</a></li> <li>Videos - example for Maths <a href="#">Here</a></li> </ul>
Career Related Displays		Tips
Audit of career display can be found <a href="#">Here</a> <b>Action</b> Chessbrook subject area can be found <a href="#">Here</a> (action also to include photos)		<ul style="list-style-type: none"> <li>Refresh displays</li> <li>Make interactive and relevant to awareness days</li> <li>Use the schools social media</li> </ul>
Option Booklet		Tips
Chessbrook options booklets can be found <a href="#">Here</a>		<ul style="list-style-type: none"> <li>Departments could share short sessions of taking the subject further and what that looks like</li> </ul>
Others to consider		Tips
		<ul style="list-style-type: none"> <li>Visitors - Guests, Alumni speakers</li> <li>School Website and Social Media</li> <li>Progress and Review, evaluate</li> </ul>



# Georjy Pantelli Chessbrook ESC

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4. LINKING CURRICULUM LEARNING TO CAREERS
- Stem week - activities each term
  - Activities days such as Phasels Wood(speak to the workers) Panto (meet the cast), Wenzel's Bakery experience
  - Career is displayed in classrooms
  - **Action** - Refresh displays
  - Careers implemented in schemes of work and circle times
  - PLMs to support work missed resources through google classroom
  - Cross-curriculum and Horticulture taught and students build on skills and celebrate achievements
  - **Action** - All our departments will have their own google area which can be accessed [Here](#) as well as relevant information, lesson plans, resources etc staff are also able to share good practice from April 2022
  - More resources found [Here](#)

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 career pathways.

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.

YES  
100%

# Sally Elmer The Priory School Hitchin

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## Raising Aspirations (Careers)



The role of the Raising Aspirations Department is to equip students with the skills and knowledge that they need to make informed decisions at key points in their school lives and ultimately to prepare them for the world of work. Our aim is to enable all students to achieve their full potential.

We have developed a [Raising Aspirations student and parent portal](#) where you can find a lot of important information regarding different careers, local employers and employability skills. It also has information on applying for apprenticeships and going to university, as well as some handy 'how to' guides. The 'My subjects My Career' portal links students to the subjects they enjoy to the jobs they could do.



<https://www.priory.herts.sch.uk/departments/raising-aspirations/>



# 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: from 5th March 26 subjects will be live!!



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[https://resources.careersandenterprise.co.uk/  
my-learning-my-future](https://resources.careersandenterprise.co.uk/my-learning-my-future)

My Learning My Future: Art and Design

My Learning My Future: Drama

My Learning My Future: English

My Learning My Future: Food and Nutrition

My Learning My Future: Geography

My Learning My Future: Graphics

My Learning My Future: Health and Social Care

My Learning My Future: History

My Learning My Future: Media Studies

My Learning My Future: MFL/Languages

My Learning My Future: Music

My Learning My Future: Product Design

My Learning My Future: Psychology

My Learning My Future: Sociology

My Learning My Future: Science

My Learning My Future: Biology

My Learning My Future: Chemistry

My Learning My Future: Physics

My Learning My Future: Design Technology

My Learning My Future: Computer Science/IT

My Learning My Future: Maths

My Learning My Future: Hair and Beauty

My Learning My Future: Business Studies

My Learning My Future: Religious Studies

My Learning My Future: PE

My Learning My Future: Textiles

We encourage Careers Leaders to share this resource with curriculum teaching staff for them to use to engage students in learning and where their subjects can take them.

The resources are designed to be easily used and applied by Curriculum subject staff through lessons, homework and/or extra-curricular sessions.

**My Learning, My Future** will include inspiration and resources for curriculum subject staff to:

- Highlight the relevance of their subject to future careers and opportunities
- Support students to understand pathways from each subject to future careers and opportunities
- Highlight to students how they are developing essential skills in each subject
- Embed careers in curriculum teaching and learning
- Identify extra-curricular and employer engagement opportunities to enhance students engagement in subjects

We will continue to add to these resources to support curriculum staff in highlighting the relevance of their subject to future careers and opportunities and to how they can set teaching and learning in the context of the world of work.

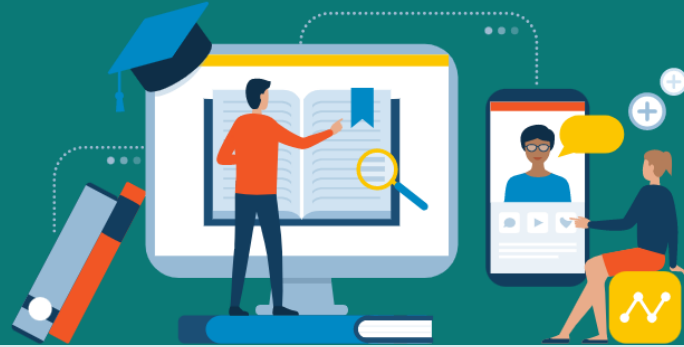
Below are links to resources by subject, which feature resources including:

- 'My Learning, My Future' Teacher Inspiration Guide
- 'My Learning, My Future' Student facing slide deck
- 'My Learning, My Future' KS3 Homework Tasks
- Subject specific 'Careers across the Curriculum' Lesson Plans and Resources

# 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.



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<https://resources.careersandenterprise.co.uk/my-learning-my-future>

## My Learning, My Future will include inspiration and resources for curriculum subject staff to:

- Highlight the relevance of their subject to future careers and opportunities.
- Support students to understand pathways from each subject to future careers and opportunities.
- Highlight to students how they are developing essential skills in each subject.
- Embed careers in curriculum teaching and learning.
- Identify extra-curricular and employer engagement opportunities to enhance student engagement in subjects.

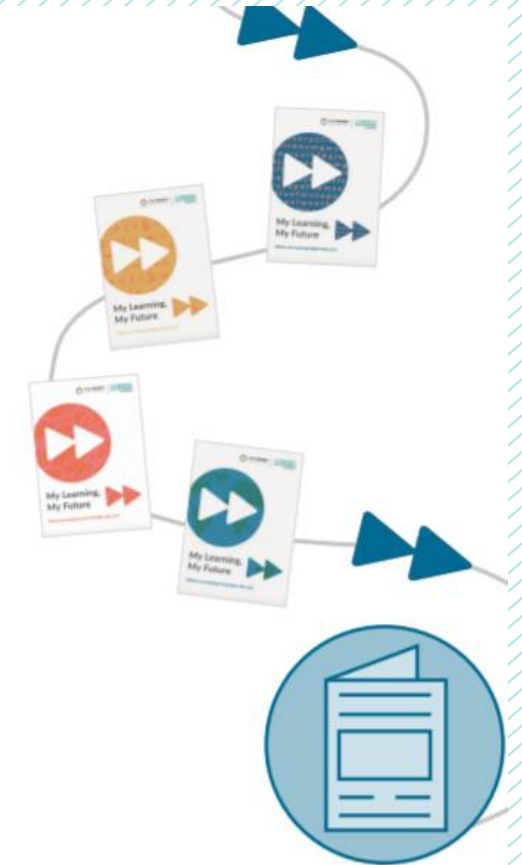
## My Learning, My Future KS3 Homework Tasks

- English
- Geography
- History
- Music
- MFL
- Textiles
- Design Technology
- Food & Nutrition
- ICT/Computing
- Mathematics
- RE
- Science

Access the homeworks tasks at [resources.careersandenterprise.co.uk/my-learning-my-future](https://resources.careersandenterprise.co.uk/my-learning-my-future)

## Inspiration guides

- [Art & Design](#)
- [English](#)
- [Geography](#)
- [History](#)
- [Drama](#)
- [Graphics](#)
- [Media Studies](#)
- [Music](#)
- [Sociology](#)
- [Psychology](#)
- [Health and Social Care](#)
- [MFL/Languages](#)
- [Food and Nutrition](#)
- [Product Design](#)
- [Biology](#)
- [Chemistry](#)
- [Computer Science/IT](#)
- [Mathematics](#)
- [Science](#)
- [Physics](#)
- [Hair & Beauty](#)
- [RE](#)
- [Design Technology](#)
- [PE](#)
- [Business Studies](#)



# Careers in the Curriculum Mapping Tool Audit

<https://www.careersandenterprise.co.uk/sites/default/files/uploaded/subjectauditbenchmark.pdf>

## Careers Leader Audit Document Gatsby Benchmark 4



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Date of Audit:

KEY STAGE 3

### Developing yourself through careers, employability, and enterprise education

Area of Learning	Learning Outcome	Activities which meet outcomes across the curriculum (Info taken from Subject Audit by Learning Outcome and Key Stage)	Activities which meet outcomes through during times allocated for 'careers'	Extra-curricular activities which meet outcomes across the curriculum	BM 5,6,7 activities which meet outcomes
Self-awareness (1)	Describe yourself, your strengths and preferences				
Self-determination (2)	Be able to focus on the positive aspects of your wellbeing, progress and achievements				
Self-improvement as a	Explain how you				

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## Process to start

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- Use the Careers and Enterprise Careers Modelling audit in a staff/department meeting/INSET
- Look for a Careers Champion in each department-perhaps meet as a group once a half-term or term
- Consider using the Gerrard Liston 6 Step Mode or 1 of the 3 CEC approaches:
- Meet with an employer virtually to explore a project or use off the shelf examples from our handout or new resource from CEC

### Step 1. Strategic Commitment & Priorities

#### Purpose:

Gain senior level and strategic commitment  
Pick starting points for curriculum projects

### Step 2. Bringing Subject Lessons 'To Life'

Identify teacher, subject & scheme of work  
Summarise key educational objectives

### Step 3. Purposeful Projects & Challenges

Ensure the project will motivate students  
Shape classroom learning resources

### Step 4. Employer Engagement & Partnerships

Identify and approach potential partners  
Plan the role of the partner organisation

### Step 5. Student Self-Assessment & Development

Impact on motivation, aspirations & skills  
Evaluate for cohort and individual students

### Step 6. Project Success & Sustainable Practice

Showcase work with an expert audience  
Share good practice with other teachers

<http://www.forum-talent-potential.org/wp-content/uploads/getting-started.pdf>



## Herts LEP BM4 resource list



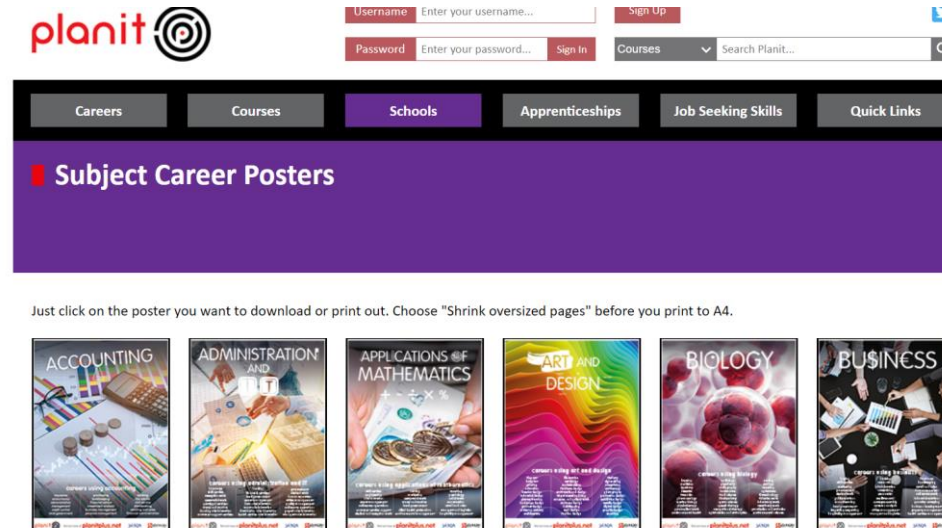
### Suggested resources to support Gatsby Benchmark 4 – Linking Curriculum Learning to Careers

Subject	Organisation	Weblink	Details
Science	GSK Science Resources	<a href="https://www.gskstemeducation.com/learning-resources">https://www.gskstemeducation.com/learning-resources</a>	Need to create a login to access the resources; registered users will hear about new events and plans for the programme. <i>GSK Science Education</i> has been developed to inspire students by bringing to life the amazing world of science.
Science	STEM Learning	<a href="http://www.stem.org.uk">www.stem.org.uk</a>	Range of resources to support staff incorporating careers into their curriculum learning. Go to 'Resources' and type "careers" into the search box.
Science	BP Education Services	<a href="https://bpes.bp.com">https://bpes.bp.com</a> >Secondary	Free teaching resources designed to bring real life into the classroom. Activities, videos, quizzes etc. Register for access to full resources.
Science	icould	<a href="https://icould.com">https://icould.com</a> > Explore careers >Subject	Real life video case studies by people working in a range of industries/careers. Search by "Subject" to find videos which are related to science.
Science	National Space Centre	<a href="https://education.spacecentre.co.uk">https://education.spacecentre.co.uk</a>	Science based workshops (at the Space Centre) and virtual classroom activities (costed).
Science	Royal Society of Biology	<a href="https://www.rsb.org.uk">https://www.rsb.org.uk</a> >Education >Teaching-resources >Secondary-schools	Links to sources of useful resources including "Biology Changing the World" - information and video interviews about biologists who have made a difference to the world today.
Science	Royal Society of Chemistry	<a href="http://www.rsc.org/careers/future/teachers-and-careers-advisers">www.rsc.org/careers/future/teachers-and-careers-advisers</a>	A range of resources including factsheets linking curriculum learning to careers and career inspiration videos.
Science	Institute of Physics	<a href="http://www.iop.org">www.iop.org</a> >Education >Teaching Physics in school and college	A range of resources including lesson plans and ideas for off-timetable activities.
Science	Anglian Water	<a href="https://www.anglianwater.co.uk/in-the-community/schools/learning-at-home/">https://www.anglianwater.co.uk/in-the-community/schools/learning-at-home/</a>	A set of 12 lessons plans focusing on water – for school or home-based learning.
Science	Young People's Trust for the Environment	<a href="http://yppte.org.uk/audiences/teachers">http://yppte.org.uk/audiences/teachers</a>	Lesson plans and resources designed to educate young people about the environment and sustainability.
English	icould	<a href="https://icould.com">https://icould.com</a> > Explore careers >Subject	Real life video case studies by people working in a range of industries/careers. Search by "Subject" to find videos which are related to English.
English	BBC	<a href="https://www.bbc.co.uk/teach/young-reporter/">https://www.bbc.co.uk/teach/young-reporter/</a>	Young reporter resources and events – register for full details.



# Gatsby Benchmark 4 Workshop & Sharing Best Practice

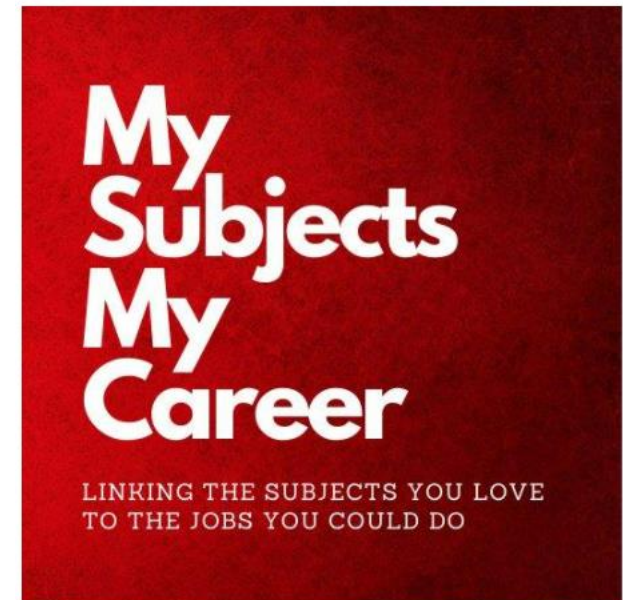
- Curriculum audit in department/staff meeting or INSET see WGG example
- Careers linked to subjects posters
- Careers Champions in each department
- Alumni videos linked to subjects needed in their job
- Using EA to lead a project e.g. Tesco, Roche, Clariad Marketing
- Priory school Raising Aspirations Careers Portal with links from subject to Careers
- My Learning My Future resources for subjects
- Skills Builder linking skills to the curriculum/lessons
- Employer off the shelf resources
- Volker/GSK/Roche
- MBDA linking careers to computing
- <https://youtu.be/eBIxNFmkgrk>



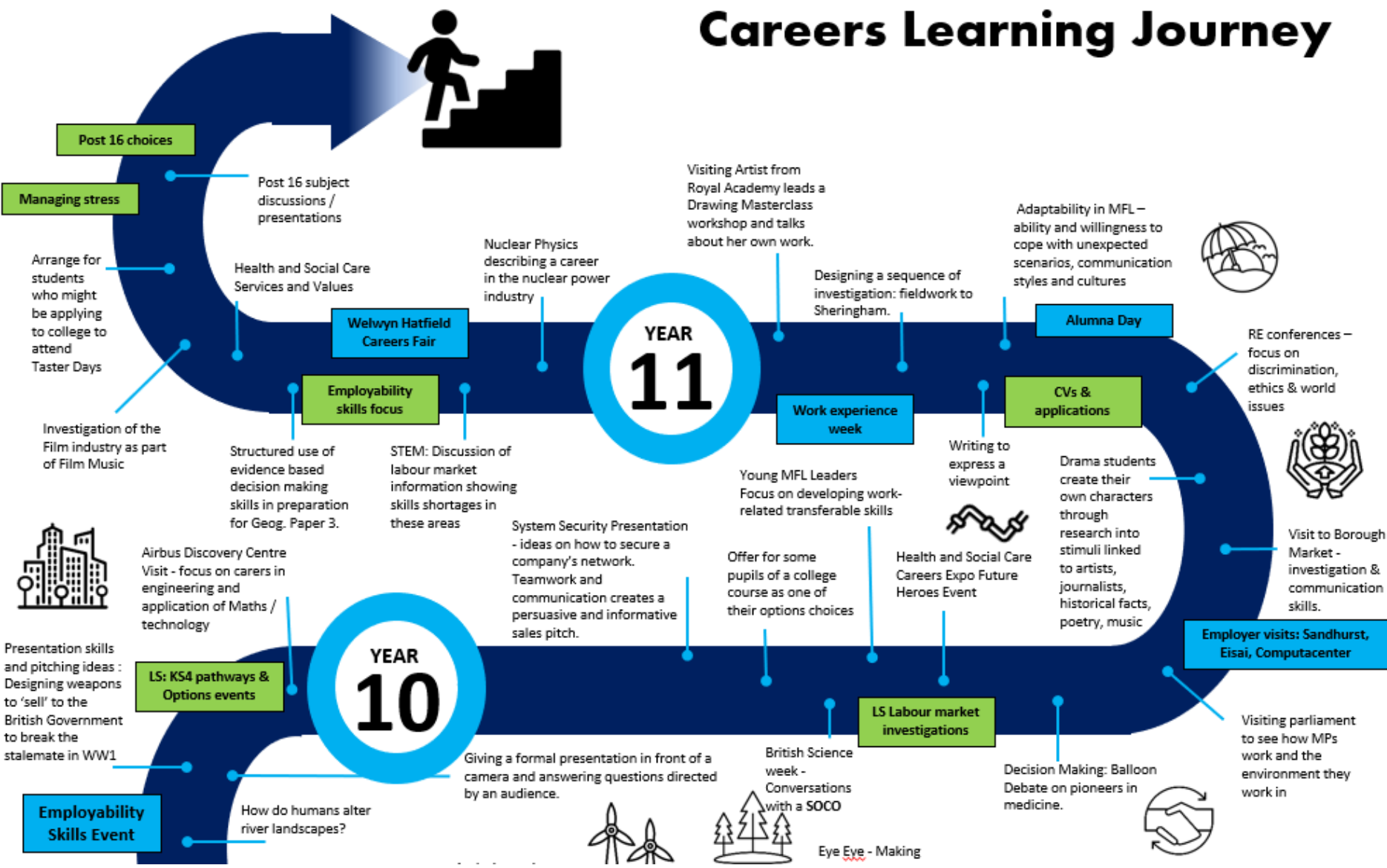
**Developing Medicines**  
This is a resource aimed at KS3 pupils to put into context the learning around defence mechanisms and clinical trials.  
[Teachers Guide](#)  
[Student Activities](#)



**Bench to Bedside**  
This is a resource aimed at KS4 students to put into context the learning around antibiotic resistance and medicine development. It also gives students an introduction to some of the job roles that exist in this field.  
[Teachers Guide](#)  
[Student Activities](#)



## Careers Learning Journey



# Careers Programme Overview

## 2020/21 Name of School



Vision Statement

2000 to add text

Contact: 2000 to add text

Email: 2000 to add text

Telephone: 2000 to add text

### Milestones and Learning Outcomes

### Key Events and Experiences

Year 7

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Year 8

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Year 9

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Year 10

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Year 11

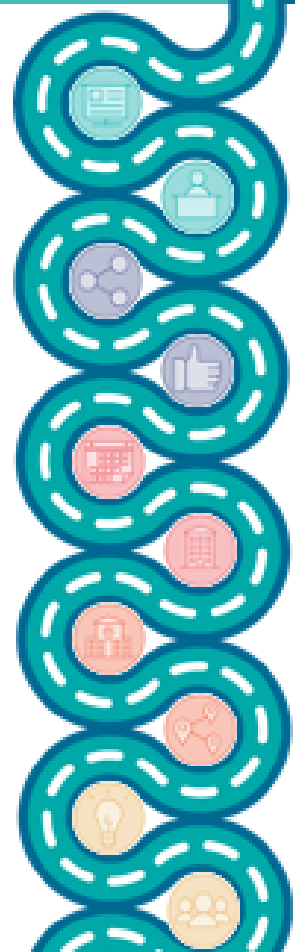
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Year 12

2000 to add text

Year 13

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Year 7

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Year 8

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Year 9

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Year 10

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Year 11

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Year 12

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Year 13

2000 to add text

Inspiring and preparing young people for the world of work.

# Hertfordshire







## Local Enterprise Partnership



## Hertfordshire Skills Framework

The skills that Hertfordshire employers value



Personal & people	Hertfordshire understanding
Motivation and ambition	 <ul style="list-style-type: none"><li>Actively participate</li><li>Show enthusiasm</li><li>Knowledge of the sector</li><li>Pursue aspirations and goals</li></ul>
Confidence	 <ul style="list-style-type: none"><li>Willing to meet new people</li><li>Able to hold conversations with peers, managers and customers</li><li>Recognise own strengths and able to present these</li></ul>
Respect and good manners	 <ul style="list-style-type: none"><li>Listen and learn</li><li>Recognise the feelings of others</li><li>Be polite</li><li>Remain calm</li></ul>
Determination and resilience	 <ul style="list-style-type: none"><li>Commitment to get things done</li><li>Learn from mistakes and accept criticism</li><li>Resist distractions</li><li>Adapt to changes</li></ul>
Adaptability	 <ul style="list-style-type: none"><li>Flexible to cope with changing demands</li><li>Able to apply knowledge to different situations</li></ul>
Teamwork	 <ul style="list-style-type: none"><li>Cooperate with others</li><li>Recognise skills in others</li><li>Value contribution from others</li></ul>





# New Career Development Institute (CDI) Careers Framework

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## Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



## Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



## Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



## Create opportunities

Create opportunities by being proactive and building positive relationships with others.



## Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



## See the big picture

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Gatsby

Tells us how to organise delivery

CDI framework

Tells us what the learning outcomes of career development should be

[https://www.thecdi.net/write/CDI\\_86-Framework-Guidance\\_in\\_Secondary\\_Schools-webFINAL.pdf](https://www.thecdi.net/write/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf)

<https://www.thecdi.net/New-Career-Development-Framework>

SfYP free offer to complete a CDI Framework audit with Herts schools



## HOP Growth Sector Videos



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# HERTFORDSHIRE PRIORITY SECTORS

Our sector pages help you to explore the career opportunities within some of Hertfordshire's industries where there is strong demand for skilled employees. Find out about our household names and explore career pathways, apprenticeships and job opportunities in these sectors.



SCIENCE



TECHNOLOGY



ENGINEERING



FINANCIAL &  
BUSINESS SERVICES



FILM, MEDIA &  
CREATIVE



CONSTRUCTION

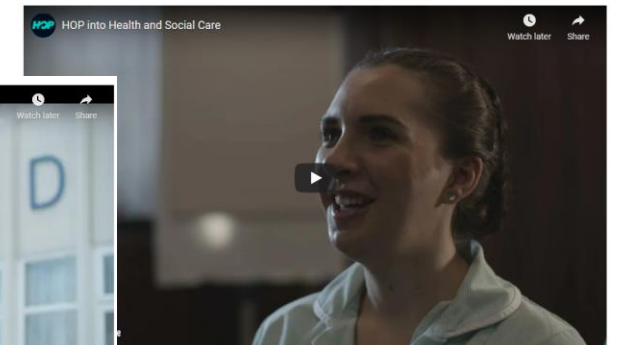


HEALTH AND SOCIAL  
CARE

7 videos around 10 mins each highlighting priority sectors

Hear from Hertfordshire young people who have gone into and are thriving in the growth sectors. These sectors have huge growth planned and are actively recruiting young people.

In the videos they detail how they got into the sector, their pathway taken and hints on tips on how to get there: [www.hopinto.co.uk/sectors](http://www.hopinto.co.uk/sectors)



# HOP Lesson Plans



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<https://www.hopinto.co.uk/explore-careers/resources-for-schools/>

Designed to support teachers, careers leaders or any other providers who support young people to use HOP to deliver careers activities

Lessons plans include:

- Our world of work – labour market information
- Hertfordshire's growing employment sectors
- #hopinto the right career for you
- My dream work experience
- Further education and higher education options
- Get...ready...work – Hertfordshire Skills Framework

Student activity sheets and PowerPoint presentations are also available. Does your school have a link to HOP on your careers section of your website? <https://www.hopinto.co.uk/>



# Recorded Gatsby Benchmark Workshops for CPD

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It was great to see so many of you on our **Understanding and digesting relevant local LMI info workshops GB2**. We also received a huge interest in recording the session and we recorded one, please find a link to the recording [https://youtu.be/-5t6yyi\\_wQw](https://youtu.be/-5t6yyi_wQw) and the slides from the session can be requested from your EC.

This session included:

Gb2 info hints and tips

Skills strategies and skills plans

Resources to help hit the benchmark (including HOP and non HOP)

We also have recordings of our Amplifying Technical & Vocational Pathways workshops  
Longer session <https://youtu.be/BveqWgrrPhU>  
Shorter session  
<https://youtu.be/zpg9d0X0K5A>

**GATSBY BENCHMARK 2**

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Hertfordshire Local Enterprise Partnership

### Gatsby Benchmark 2 – Learning from career and labour market information

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

**Requirements:**

- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children

- IAG 121 appointments with targeted support for vulnerable groups including SEND/in Care/Pupil Premium/Free school meals
- Labour market video, posters/infographics on school website/in newsletter, shared with parents via twitter etc.
- Talks at parents evenings, academic review days on local labour market/post 16/18 options
- HOP lesson plans, HOP growth sector videos, HOP job profiles, HOP virtual employer encounters
- <https://careermap.co.uk/careerometer/> or [http://www.lmiforall.org.uk/explore\\_lmi/](http://www.lmiforall.org.uk/explore_lmi/)
- Will showcase these resources a bit later

6:50 / 1:13:19



## Key dates & events



<b>Governor Careers Briefing</b>	Wed 12th Jan 4.30-5.30pm on Zoom	Overview of careers landscape, and careers hub and your role as a Careers Governor and how to support your	School Careers Governors-please promote to your governors
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<b>Networking Session 2 Cluster 4 BROX/EHERTS</b>	Mon 7th March 2.30pm-4pm location tbc possibly HRC	Opportunity for the Careers Leaders/EAs to network, share best practice, raise any concerns and hear any useful updates in an informal way
<b>Networking Session 2 Cluster 3 STALB/DAC</b>	Tues 8th March 2.30pm-4pm location tbc Katherine Warrington School	Opportunity for the Careers Leaders/EAs to network, share best practice, raise any concerns and hear any useful updates in an informal way
<b>Networking Session 2 Cluster 2 WAT/THREE RIV/HERTSMERE</b>	Wed 9th March 2.30pm-4pm location tbc Chessbrook ESC	Opportunity for the Careers Leaders/EAs to network, share best practice, raise any concerns and hear any useful updates in an informal way
<b>Networking Session 2 Cluster 1 WEL/HAT/NHERTS/STEV</b>	Thurs 10th March 2.30pm-4pm NHC Stevenage	Opportunity for the Careers Leaders/EAs to network, share best practice, raise any concerns and hear any useful updates in an informal way
<b>Gatsby Benchmarks 1&amp;3 workshop deep dive more detailed session</b>	Wed 16 <sup>th</sup> March 2pm-3.30pm Zoom	Best practice and breaking down GB 1&3 into more detail



## Aims of this session:

- CAREERS LEADERS AND TEACHERS WILL GAIN A BETTER UNDERSTANDING OF GATSBY BENCHMARK 4 CAREERS IN THE CURRICULUM & MODELS TO HELP IMPLEMENT THE BENCHMARK
- CAREERS LEADERS AND TEACHERS WILL FIND OUT HOW EMPLOYERS CAN HELP TO GENERATE GB4 INPUT AND RESOURCES
- CAREERS LEADERS AND TEACHERS WILL KNOW WHICH RESOURCES ARE AVAILABLE TO THEM AND HOW TO ACCESS THEM.
- Slides and recording of the session on HOP next week

