

# Beyond Careers Week: Embedding Careers Learning Across the Curriculum All Year Round

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## What's wrong with National Careers Week?

### Absolutely nothing!

- Celebrate careers education
- Champion lesser-known or less-understood sectors and roles
- Resources and information
- Provides a platform
- Can be really good for younger year groups – first encounters, awareness of different roles, tangible experiences

### BUT

- Timetable restrictions
- Difficult to get buy-in
- Need to plan in advance
- It gets forgotten soon after
- **Disconnected from curriculum learning**

## Gatsby Benchmark 4 and more

### Gatsby Benchmark 4 - Linking curriculum learning to careers

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.

### Gatsby Benchmark 5 - Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

### Gatsby Benchmark 6 – Experiences of workplaces

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

### Gatsby Benchmark 1 – A stable careers programme

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

## The starting point

### **Build on existing practice**

- Focus on enhancing current school activities and resources rather than new initiatives

### **Whole-school approach**

- Coordinate career education across all departments and year groups, while respecting distinct capacities and differences and keeping it progressive

### **Supportive integration**

- Careers learning should empower teachers, making it part of effective teaching without pressure or overwhelm

### **Fostering cultural change**

- Building trust and momentum helps embed careers learning as a natural part of school culture over time

## What's the hook?

How can I get SMT on board and teachers to engage?

Outline the benefits:

- It enables students to understand the context of their learning
  - supports understanding and therefore attainment
  - students can see the 'why' and the relevance of the subject
- It encourages uptake of a subject at GCSE or A level
- It is a requirement of ISI and Ofsted
  - Ofsted requirement to meet the Gatsby Benchmarks
  - ISI framework (section 4):

*“Leadership must ensure that the school’s curriculum policy is implemented effectively through **appropriate plans and schemes of work** so that pupils experience human, social and economic education which.... gives pupils of secondary age (11+) **access to accurate, up-to-date, impartial careers guidance so that they are able to make informed choices about a broad range of careers options and which helps them to fulfil their potential.**”*

## Auditing the existing provision

### 1. Audit the taught curriculum

- Units, case studies, data sets
- Historical figures, companies, organisations
- Real-world problems the subject is solving

### ***REVIEW THE SCHEMES OF WORK***

### 2. Review co-curricular/academic extension

- Trips/Visits/Guest speakers
- Academic extension
- Clubs, competitions, challenges

### ***SURVEY TEACHERS***

## Interpreting the requirements of Gatsby 4

### Criteria

- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
  - NOT every lesson
  - NOT every topic
  - Skills as well as knowledge
  - Consider a variety of resources - short videos, posters, existing case studies, connections in school, alumni links – it doesn't need to be a lengthy and in-depth lesson if that isn't appropriate of the year group, topic, subject etc

Year Group:	Subject: Background/Introduction:					
Order / Timings	Learner Outcomes <i>Knowledge, Understanding, Skills Values, Attitudes, Habits (Competencies)</i>	Adaptive Strategies to Support all Learners (Stretch & Support)	FBV, Futures, PC & Wellbeing	Assessment	Resources to Support Learning (AI, Digital & Paper Media)	Health & Safety

Notes for Equity, Diversity & Inclusion

Key for acronyms and key terms:

- FBVs: Fundamental British Values
- PC: Protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex.
- Wellbeing encompasses physical and mental health, social and economic factors, spiritual, moral, social and cultural (SMSC) development, as well as relationship and sex education (RSE).
- Futures: When making links to Futures in your specification, make explicit how this unit connects pupils' learning to next steps and the world of work (aligned to the Gatsby Benchmarks) while also evidencing how it supports pupils' education and training, careers guidance, and social and economic wellbeing/preparation for life in British society.

## Audit the taught curriculum – Art

- **What I did** - Review Schemes of Work
- **What I identified**
  - Year 7: Architecture topic – inherently linked to careers (*low priority*)
  - Year 8: The careers link was a generic statement “*Discuss careers in art, design and the creative industries*”, also included in Years 3 - 7 (*high priority*)
  - Year 9: No explicit careers links mentioned (*high priority*)
  - Year 10: Creative processes specifically linked to career pathways (*low priority*)
  - Year 11: Transferable skills highlighted but unclear if linked to careers (*mid-priority*)
  - Year 12/13: Professional and portfolio skills highlighted (*low priority*)

## Audit the taught curriculum - Art

- **Follow-up – 3x 10 min conversations with relevant teachers**

Teacher 1 - Years 3 – 8:

- had some awareness of how to link topics to careers but requested additional resources (posters, short videos etc)
- used Copilot to quickly identify careers links in curriculum topics, prioritising Year 8 to help direct specific resources

Teacher 2 - Year 9:

- one whole lesson set aside for a lesson on creative careers, timed with GCSE options, not included in SoW.
- reviewed lesson – confident it covered careers/pathways adequately

Teacher 3 - Years 10 - 13:

- Year 11: discussed transferable skills highlighted and importance of these in all careers (WEF evidence, press coverage of skills needs, human skills in age of AI etc). Noted digital ethics topic.

## Review co-curricular/academic extension – Art

### How?

- Survey to HoDs
- Survey/discuss with EVC – whole year group trips, anything missing

### What?

- Academic enrichment provision
- Pupil-led enrichment
- Trips/visits/excursions
- Other academic enrichment
- Areas of staff interest

## Review co-curricular/academic extension – Art

### **What did I identify?**

- Opportunities to meet with and hear from working artists and students studying creative subjects through workshops and talks
- Architecture club!
- Trips – both to places of employment! – 3 different year groups
- Staff have varied backgrounds and previous experience in non-teaching roles

### **How does this help?**

- All supports meeting Gatsby 4 – different ways to bring creative careers to life
- Meeting employers/employees strengthens Gatsby 5 as well
- Trips to places of work *could* strengthen Gatsby 6

## Summary

### **What I did**

1. Review Schemes of Work
2. Prioritise areas of most concern
3. Talk to teachers/HoDs – does not need take long
4. Survey departments for co-curricular and academic extension activities
5. Identify other opportunities

### **Key messages from my experience**

- SMT buy-in is key
- Just make a start
- It will garner traction – word gets around and teachers will get on board!
- Accept it will be an ongoing piece of work

## More opportunities and tips

### **My top tips**

- Speak to EVC – whole year group trips
- Be creative and have fun (and encourage teachers to do so) – Spanish tour guide topic
- Encourage every department to have a careers noticeboard – posters are freely available
- Life skills/Tutor/PSHE – enterprise challenge linked to employer
- Don't be afraid to use Copilot / AI to generate ideas/identify links
- Record activities (Morrisby, Unifrog etc) and evidence of audit

