



## Leading The Way- Benchmark 4 – Linking Curriculum Learning to Careers - English

Careers Leader name	Steph Bateson
School/College name	Netherhall School
Sub Benchmark	BM4 – All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of English lessons

### How have you achieved this sub-benchmark?

Each department within school, including English, have demonstrated within their schemes of work, where students have the opportunity to develop each of our employability skills e.g. creativity, teamwork, ability to present to others. This has placed a greater emphasis upon the long-term development of employability, not just links to explicit careers or one-off events. Explicit careers are also still included with each unit, with a hyperlink to the relevant role on Unifrog, making it easier for all members of the department to access.

Key stage 3 students have participated in workshops with authors to provide first hand experience of creative writing. Key stage 4 students have previously had visits to Border TV/Lookaround to participate within Open Newsroom Days; seeing first-hand the skills and learning required for a variety of roles within journalism, media and beyond.

Our school Careers Week has provided all students with an opportunity to see how English links to careers and later education – this includes the Chocolate Bar Project in year 7. All lessons throughout the week are linked to the design, production and promotion of a new chocolate bar. In English this included script writing for an advertisement, and writing to persuade.

A Careers and Curriculum folder within the school internal drive has allowed me as Careers Leader to add subject specific resources (including any shared within our cluster Career Lead network), meaning departments have access to a rich and varied bank of resources including employer videos, Unifrog links, lesson plans and ideas, My Learning My Future, Success at School – English and more, which are regularly used within lessons across the key stages.

### What advice would you give to others looking to implement this?

Begin by auditing current practice – what do the department already have in place? What would they like to be able to do in relation to benchmark? What are the barriers to this? The biggest worry is often taking away time from curriculum teaching – regular reinforcement that it is an enrichment not an instead of, helps teaching staff to see the relevance and importance of careers within the curriculum. Consider 'quick wins' that benefit the students without an onerous amount of extra organisation time – online resources, interviewing an employee at their fieldtrip venue, could it be a starter or plenary activity if staff aren't yet confident with a full activity or project?

Alumni are a great resource; having local people provide first-hand experiences has been invaluable.

### What difference has this made to your students?

Students can see a value in what they are learning, even if the specific content may not be relevant to their future career plans, they recognise that the skills used within their learning are also applied in their later careers. Students have an increased motivation and engagement within lessons.

### Links/supporting material

My Learning, My Future - [https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438\\_My%20Learning%20My%20Future\\_English\\_inspiration%20guide\\_012021.pdf](https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_My%20Learning%20My%20Future_English_inspiration%20guide_012021.pdf)

Unifrog - <https://www.unifrog.org/>