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THE **CAREERS &
ENTERPRISE**
COMPANY

Bringing Careers into the Classroom – some quick wins

Daily employability skill

During each lesson, teachers can highlight and emphasise a subject-specific skill or general employability skill.

- ✓ **Starters/Plenary** – Alongside the lesson objectives, there could be a specific skill you would like your learners to focus on linked to your subject. During the plenary, you could ask learners to identify a skill they have used, did they use it well and how they could improve next time. This could be a written activity.
- ✓ **My Learning, My Future resources** – Use the My Future My Learning booklets linked to each school subject area in daily lessons. The booklets include: reasons to study.... , lesson ideas, case studies and progression opportunities within each subject. [My Learning My Future | CEC Resource Directory \(careersandenterprise.co.uk\)](https://www.careersandenterprise.co.uk)

Weekly job

Once a week, teachers could share the details of a job linked to their subject or area, then show how their work in lesson links with a particular job. E.g.

- ✓ **Explore different sectors, e.g. Health.** – Use the Careers Pilot website to explore the range of roles within a sector, the qualifications needed, duties/responsibilities, routes into that role, and job prospects. <https://www.careerpilot.org.uk/job-sectors/sectors>
- ✓ **Explore jobs linked to your subject** – Use the Careers Pilot website to look at job roles linked to your subject area, this could then be followed up with a YouTube video. [Careerpilot : Jobs by subject](#)
- ✓ **YouTube** - on YouTube you can search for a "day in the life of a ..." video and show it to the class. Learners could take it in turns to pick a different career.

Monthly skills focus

Each month, there can be a skill which the students are focused on. This could be a whole school skill for each year group, or a skill specific to a particular subject area. The skill in focus can be shared with parents and through social media. E.g.

- ✓ Head of year introduces a key skill at the start of the month in an assembly and gives an example.
- ✓ The skill can be a focus in each lesson for that month, or reflected on during form time.
- ✓ E.g. Year 7 - to develop resilience. Year 11 in September – to develop decision making skills.
- ✓ Each subject area could develop the top 5 skills needed to succeed in that subject – could focus on different skills at different times of the year and have progression criteria for each.
- ✓ At the start of the month a criteria for each skill could be developed to show progress.

Skill in focus: Research skills

Good	Better	Outstanding
<p>Students can:</p> <ul style="list-style-type: none">✓ Site a source or material in their work.	<p>Students can:</p> <ul style="list-style-type: none">✓ Use a range of sources in their work which includes different views.	<p>Students can:</p> <ul style="list-style-type: none">✓ Use a range of sources and evaluate the reliability of each source.

Termly progress reviews

During the progress review process, careers targets can also be discussed. E.g.

- ✓ Next term, ... should focus on developing their leadership potential, by taking the lead to plan and organise a group during the upcoming team work projects in class.”

Yearly subject notice boards

Each subject within the school can have a notice board in their curriculum area, showing:

- ✓ Famous celebrities who studied their subject
- ✓ Destinations data of previous students in their area, e.g. ex-A-level students
- ✓ Jobs linked to their subject
- ✓ Skills needed in their area
- ✓ Progression routes within the subject
- ✓ University degrees linked to their subject/Apprenticeships linked to their subject