



Careers Bulletin

Spring 2022

Gatsby Benchmark 4

Linking curriculum learning to careers

What?

All subject staff should link curriculum with careers.

- 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.
- All subject areas should promote the importance of English and maths.
- 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.

Why?

- Students feel more engaged in their learning when they perceive the relevance of what they are studying to their own and other people's lives.
- Students become more aspirational, understanding that perceived barriers can be overcome and that there are numerous pathways to success.
- Subject teachers are highly influential – students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.
- Staff highlighting the relevance of their subject to future careers and opportunities creates social capital for young people with more limited networks.
- Improving career guidance in secondary schools and colleges can lead to better student outcomes, while also raising aspirations and increasing engagement with education", (ICEGS).
- 'Strong essential skills such as speaking, listening and staying positive can positively influence young people's employment prospects.' (Skills Builder – Better Prepared Report <https://www.skillsbuilder.org/better-prepared>).



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How?

- **Make careers learning explicit.** Use the Careers @ CVEA logo to highlight careers in your subject area. We want students to recognise when they are learning about careers.
- **Make clear links between the topic and careers.** Ask students to think about how the topic relates to the real world. Help students to see the relevance of what they are studying.
- **Link the skills students are using in the lesson to careers** e.g. communication, problem solving. Use the Skillsbuilder icons to support these discussions (these should be displayed in the classroom).
- **Careers Starters.** For example, a careers video linked to the topic, a news article, a job profile.
- **Careers Talk.** Organise a careers talk (face to face or virtual) or use a pre-recorded talk (see Speakers for Schools Video Library)
- **Careers Homework.** For example, careers research tasks, reading an article.
- **Careers Case Study.** Reading an article or watching a video about a successful person linked to your subject: what was their career journey?
- **Careers Displays.** Each curriculum area should have a display promoting progression routes and career links.
- **Workplace, HE, FE Visit.**
- **Educational Visits.** During any type of educational visit, take the opportunity to make links to careers. Could someone you meet on the visit talk to students about their role in the organisation for 5 minutes?
- **Alumni.** Invite past students in to talk to students about their progression route from your subject.
- **Subject Masterclasses.** Link up with local colleges and universities to run a masterclass. This can also be used to explain progression routes in your subject.
- **Progression Routes.** Talk to students about progression routes in your subject at KS4, KS5 and beyond.
- **Medium Term Plans.** Map and plan out careers within your existing medium term plans. Careers should link to already planned content and compliment this rather than being 'shoe horned in'.

If you need any support, please let me know.

Please visit our Careers@CVEA Teams channel for more resources, useful websites, careers posters etc.

Thank you

Emma McDermott (Careers Leader).