



Careers in the Curriculum: Careers Leader Guide

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Introduction

This guide and the [My Learning My Future](#) resources aim to support Careers Leaders to support staff to link curriculum learning to careers.

Curriculum learning that highlights the relevance of subjects to future careers and opportunities will inform, inspire, and engage students.

We have identified three approaches with related resource and support for Careers Leaders to ensure that staff are supported to see the value of and understand how to highlight the relevance of their subject, make links from curriculum to careers and to potentially embed curriculum learning in the context of the world of work.



A progressive careers programme

The main purpose of the CDI's [Career Development Framework](#) is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living.

The CDI [Career Development Framework: Learning areas by Key Stage](#) supports Careers Leaders to identify key learning areas per key stage according to student needs and school/college priorities. These become the scaffold of a progressive careers programme that supports students to make their best next step. For resource and support on building a progressive careers programme, please access this [guidance](#) on our Resource Directory.



Idea: Future Skills Questionnaire

The [Future Skills Questionnaire](#) gives students the opportunity to reflect on their career-related knowledge and skills.

The Future Skills Questionnaire results provide a baseline and impact measurement data that drives continuous improvement and supports student progress by supporting Careers Leaders to identify key learning areas that will address the needs of students.

Find out more about Future skills Questionnaire [here](#)



Idea: Curriculum Careers Audit

Careers Leaders can work with curriculum staff to raise awareness of 'what careers is' and how much is already being covered through curriculum areas. To support staff in understanding key elements of what will inform, inspire and engage students, it may be useful to distil key elements of what you mean by the term 'careers'.

Examples to highlight to staff may include:

- Knowledge of all pathways (including technical and vocational)
- Knowledge of sectors and roles from the world of work
- Relevant labour market information and context
- Essential skills development

The CDI have created an [audit template](#) of learning areas from the framework for Careers Leaders and Curriculum staff to use to audit where and how key learning areas are covered across the curriculum. This allows Careers Leaders to have confidence that key learning areas are being covered consistently and to address any gaps in learning.

Careers in the curriculum: three approaches

Foundation Approach: Highlighting the relevance of subject learning to future careers and opportunities

As a minimum, and as a solid starting point, all subject areas should be highlighting the relevance of their subject to future careers and opportunities.

The Foundation approach is relevant for all settings and is the approach all schools, special schools and colleges should aim to achieve as a starting point.

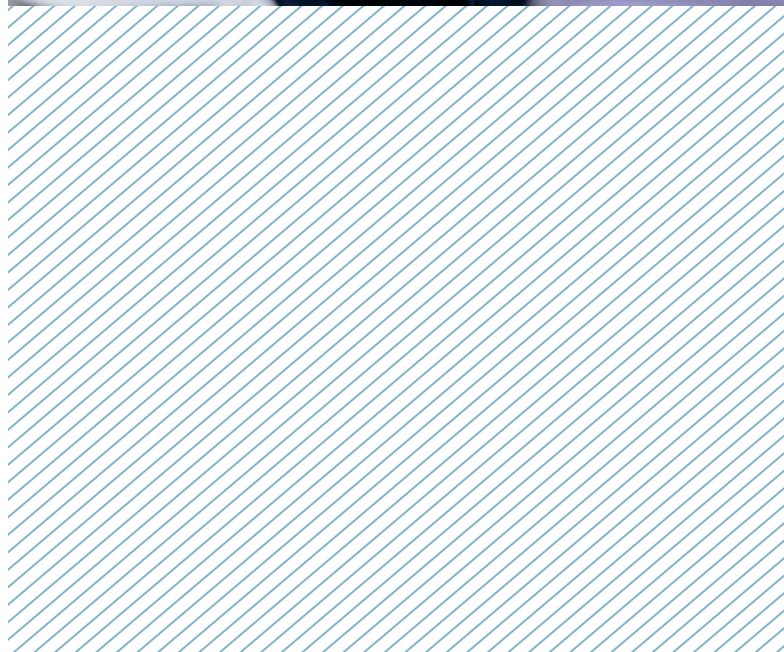
Curriculum staff highlight the links between their subject, essential skills and future careers and opportunities to help students engage with the learning content



Idea: My Learning My Future

Visit our Resource Directory, [My Learning My Future](#) page to access the individual subject guides for over 25 subject areas that can be shared with curriculum staff and that are supported by ready made PowerPoint decks to highlight the relevance of the subject to future careers and opportunities.

The aim of the resources is for students to see the relevance and value of subject curriculum teaching & learning and to be explicitly supported in making connections between subjects and pathways to positive transitions.



Developing Approach: Making links from curriculum to careers

Curriculum staff contextualise elements of the curriculum to help students see the application of learning and how this is connected to careers. The [My Learning My Future](#) subject guides aim to support staff with key knowledge, understanding and signposting in order to make effective links from curriculum to careers.

My Learning, My Future subject guides 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
- Identify extra-curricular and employer engagement opportunities to enhance students engagement in subjects

Employer Engagement

Curriculum staff may wish to engage employers/providers to further highlight the relevance of subject learning to future careers and opportunities or to make links from the curriculum to careers. There is guidance in the [My Learning My Future guides](#) for staff as they consider potential encounters or experiences with employers/providers. Engage curriculum staff in understanding the value of employer engagement through reference to [key research](#) highlighting how employer engagement positively effects young people's attitude and motivation and contributes towards improvements in attainment.



Expert Approach: Embedding curriculum learning in the context of the world of work

This approach builds upon both the foundation and developing stages of highlighting the relevance of subject learning to future careers and opportunities and to making links from curriculum to careers. This final approach of embedding curriculum learning in the context of careers does rely on strong curriculum staff engagement.

Engage students and support progress by embedding curriculum teaching points in the context of the world of work.



Idea: A guide to engaging students and supporting progress by embedding teaching in the context of the world of work

This [guide](#) supports colleagues to facilitate work between curriculum staff and employers to develop teaching and learning resource that embed curriculum learning in the context of careers. We recommend that this guide is read in conjunction with the “Careers in the Curriculum: KS3/4 Curriculum Resources” produced by teachers from Academies Enterprise Trust, who worked with a range of employers to construct teaching & learning resources across different curriculum areas.

“These resources are a clever blend of context and authentic mathematical content. They are engaging and real but the workplace context doesn't dilute any of the Maths elements. Instead, the tasks offer a brilliant alternative to traditional delivery approaches for maths topics found in every curriculum. The resources bring mathematics alive in the real world, rooting classroom maths in the glorious and challenging reality of real data and problems faced in the workplace.”

Deborah McCarthy
Academies Enterprise Trust*

**AET and Pinewood:
Careers in Maths resource**

**AET and The National Trust:
Careers in Geography resource**

**AET and Tesco:
Careers in English resources**

**AET and EKFB:
Careers in MFL (French) resource**

Contact us

We're here to help. Our Education Development Team are here to provide support and guidance to Careers Leaders in schools, special schools and colleges to help deliver excellent careers education. If you have any questions about the resources provided, please contact the team at education@careersandenterprise.co.uk