

Careers Guidance E-Pack

for schools and colleges



**National
Careers
Service**

Helping you take
the next step

Contents

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Appendices (supplied as separate PDFs)

Appendix 1: Labour market information by region

Appendix 2: E-Pack poster

0800 100 900
nationalcareersservice.direct.gov.uk

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#AskNationalCareers

Using the E-Pack

Welcome to the National Careers Service E-Pack of careers resources. The resources within this pack have been designed based upon valuable feedback from teachers, careers advisers/coordinators and a range of other careers professionals.

This pack has been designed in line with the Gatsby Benchmarks (www.gatsby.org.uk/education/focus-areas/good-career-guidance) for effective careers education for students in Year 8 and above. The pack is a comprehensive tool designed to complement your existing careers provision and assist with the delivery of impartial careers information, advice and guidance, in line with the Government's statutory guidance.

This pack will hopefully help your school, college/sixth form work towards an outstanding level of careers education. We aim to support students throughout their career journey and provide teachers and careers professionals with time saving tools and lesson activities.

The contents of this pack has been created by National Careers Service's Education and Awareness Team who are always keen to hear you thoughts and feedback. You can reach the team on nationalcareersservice@serco.com

E-Pack Contents

Resource	Information	Gatsby Benchmark	Age Group and Reading Age
Apprenticeships and Traineeships	Key apprenticeship and traineeship information with a fun info wheel activity	Fulfil benchmarks 1 and 3	For ages 13–18 Reading age = 60 (13–15 years)
Career Pioneer	Starts with a personality test, self-awareness activity, careers values activity and an action plan	Fulfil benchmarks 1,3 and 4	For ages 13–18 Reading age = 60.3 (13–15 years)
Digital Workshop	Be part of our free student workshops with an activity to support	Fulfil benchmarks 1,3 and 8	For ages 13+ Reading age = N/A
Employability	Key resources to support employability lessons. CV templates, covering letters and interviews	Fulfil benchmark 1	For ages 13+ Reading age = 60+ (13–15 years)
Life Skills	Preparing students for working life. Activities on reading payslips, budgeting, decision making and teamwork	Fulfil benchmarks 1 and 3	For ages 14/15+ Reading age = 74 (13–15 years)
PSHE Lesson	Ongoing activity to be done at school and home, encouraging contact with the service, writing their first CV and seeking school support	Fulfil benchmarks 1,3 and 4	For ages 13+ Reading age = 60 (13–15 years)
What Makes A Good...	An activity designed to help students start to think about what careers require different skills. Tested with younger students and SEN	Fulfil benchmarks 1 and 2	For ages 13–15 Reading age = 74.4 (13–15 years)
LMI Poster	12 Regional Posters showing regions' current and future employment prospects	N/A	For ages 13+ Reading age = N/A
Additional Resources	Case study, PowerPoint session and parent support	N/A	N/A

A tailored service for you...

If you need ideas or support on how you can embed the E-Pack into your current careers curriculum, or need some general support with ensuring you are meeting your statutory guidance duties, please fill out the form here and send it back to nationalcareersservice@serco.com. One of our Education and Awareness Coordinators will be in touch.

Your Name

School/College Name

Contact Email

Contact Number (optional)

Postcode

Can you summarise your current careers provision

Can you summarise the help you are looking for from National Careers Service

Please provide any additional information below that you feel we need to know. (E.g. ages of the students you support, Special Educational Needs support)

Useful tips

You can edit this document in PDF format by adding text and saving a copy. Or you can print this document, fill out the form, scan it and send it through to us via email.

Case study

What are you saying about National Careers Service?



Mark Fox is responsible for providing careers, education and employment advice to secondary school students at the Northumberland Church of England Academy in the North East of England. The students range from 13 to 18 years of age.

Mark Fox

Careers Adviser
Northumberland Church
of England Academy

particular the job profiles. All young people learn in different ways and the variety of resources on offer means we are able to send clear messages about career planning to the majority of our students. There are a number of ways students can be made aware of the services offered by National Careers Service. All schools need is time to deliver and a person to coordinate! 11

11 We have found the National Careers Service resource pack to be an extremely versatile toolkit to support our learners. Most learners are well aware of the service and make use of the website, in

What else have you been saying about us?

- 11 I found the pack extremely useful, the lesson plans fit in well with my 15 minute career slots and many students were happy to take the resources away for their own personal development. 11
- 11 I liked the pack because it was adaptable to fit in with our current resources. I found the resources intuitive and simple to use. 11
- 11 The resource looks excellent. I will use it when rewriting our career programme. This is a very handy resource, and great that it's free and will complement our Ofsted criteria too. 11
- 11 I found it useful particularly the Career Pioneer. Students responded to this very positively. 11
- 11 I like the E-Pack very much and have found it very useful for my sixth form personal development. 11



Take the right steps towards a better future

Your introduction to the
National Careers Service

0800 100 900
nationalcareersservice.direct.gov.uk

@NationalCareers
#AskNationalCareers

- National Careers Service provides information, advice and guidance across England to help you make decisions on learning, training and work opportunities.
- We know that everyone has the ability and potential to develop and grow in their lives and careers. We also understand that sometimes things get in the way and can hold you back.
- Whatever your situation, whatever your barriers, we're here to help you overcome them and reach your potential.



National Careers Service key points:

- **Confidential** – National Careers Service will not share your information with anyone else and any information you provide is covered by the Data Protection Act (1998).
- **Impartial** – we are independent from any schools, colleges, sixth forms, training providers and employers. Our advisers will listen to your situation to help you make a decision based on what is right for you.
- **Expert** – the National Careers Service advisers are trained to a high standard in areas affecting young people. We can offer in-depth information and advice to help you progress with your next steps and feel confident moving forward.



Frequently asked questions

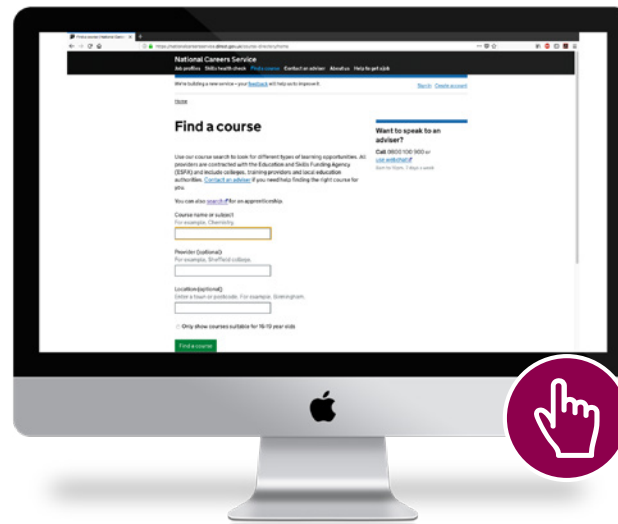
- ❓ How can I gain work experience for the future?
- ❓ What GCSE options should I take in Year 9?
- ❓ What is UCAS?
- ❓ What are my options after Year 11?
- ❓ Can I get a part time job while I am studying?
- ❓ Can you help me write my CV?
- ❓ Do you have any tips to help me revise?
- ❓ What is the right career path for me?
- ❓ How do I start looking for apprenticeship opportunities?

Career tools...

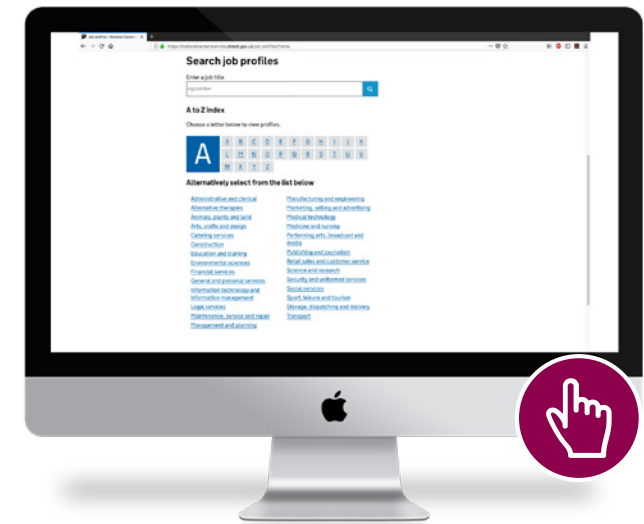
■ Skills health check



■ Find a course



■ Job profiles



Facebook

- Join our weekly QandA sessions!
- Send messages directly for advice
- Get inspired and make positive decisions about your future



Twitter

- Vote in our daily polls!
- Join our weekly QandA sessions!

National Careers @NationalCareers

It's **#NationalTechiesDay** and we're asking, if you were stranded on an island & could take one tech item what would it be?

Please vote & RT

68%	Smartphone
19%	Laptop/tablet
8%	Games Console
5%	Smart Watch

37 votes · 18 hours left

National Careers @NationalCareers

Don't forget our live Q&A's are at our new time tomorrow 2pm-4pm with expert adviser Tom. Use **#AskNationalCareers** to send your question.

National Careers Service helping you take the next step

It's simple! Just Tweet

#AskNationalCareers

@NationalCareers

Find us on...



@NationalCareersService



@NationalCareers

Website: job profiles



What will I do?

- Overall role
- Duties and responsibilities
- Day-to-day



How much will I get paid?

- Starting wage
- National averages
- Promotion possibilities and wage increases



What do I need to get in?

- Qualifications
- Skills
- Eligibility



Who will I work for?

- Businesses
- Self-employment
- Charities



Want to know more?

- Visit our website or contact an adviser for free

Contact us



nationalcareersservice.direct.gov.uk



07766 413219



0800 100 900



[youtube.com/user/
RightDirectionForYou](https://youtube.com/user/RightDirectionForYou)



Chat online



[@NationalCareersService](https://www.facebook.com/NationalCareersService)



Online email form



[@NationalCareers](https://twitter.com/NationalCareers)

- To speak to a professional careers adviser, search '**National Careers Service**' online.
- Advisers are available 8am to 10pm, 7 days a week.



Career pioneer

Intended learning outcomes

Self exploration and awareness regarding skills and strengths. Understand how to explore careers and how to effectively plan for the future.

Duration

Each activity has an estimated completion time of 30 minutes. The activities have been placed in order of completion to allow for the best student experience however, all activities can be used as standalone resources.

Accessibility

Limited internet access needed. Adaptable to SEND. Printable resources.

Age group and reading level

13–18 Years

Reading level = 60.3 (13–15 years)

Suggested steps

- 1** We recommend starting with our What Makes You Tick test then grouping the students based on results to discuss together whether they agree or disagree.
- 2** Complete the self-awareness exercise using their personality type to support. Time permitting ask students to work in small groups to present their worksheet asking peers to identify strengths and interests they may have missed.
- 3** Ask students to think about a career idea and complete their values pyramid based on this career. If possible use the job profiles on our website to see if they match up with the reality of that career. The final activity is an action planner designed specifically for students in an easy to understand and straightforward format. This can be done in lesson time or at home and should be given to the student to take away.



What makes you tick?

Have you ever wondered what your skills and strengths are?

Are you struggling to decide what career path you should take?

Well, you are in luck! Our What Makes You Tick test is a quick and easy way to help you understand more about your personality and help match you to some suggested career ideas.

Activity instructions

What Makes You Tick is a short list of statements; you must decide which statement you agree with the most (pink or blue) and place a tick in the box next to it.

There are four sections, each has ten statements. Read the statement on the left (pink) then read the statement on the right (blue) and decide which statement you agree with. At the end of each section you should have no more than five boxes ticked. Count which side has the most ticks to get your overall letter. For example if you selected all the statements on the left hand side you would end up with ESTJ as your personality type.

After the final section, you should be left with four letters giving you your personality type, which can be recorded at the bottom of the worksheet as you go along.

The What Makes You Tick test from National Careers Service is designed on Carl Jung's and Isabel Briggs Myers' personality type theory. Please note – this short test is intended to guide students to explore career options.

What do all these letters mean?



Extroversion



Introversion



Sensing



Intuitive



Thinking



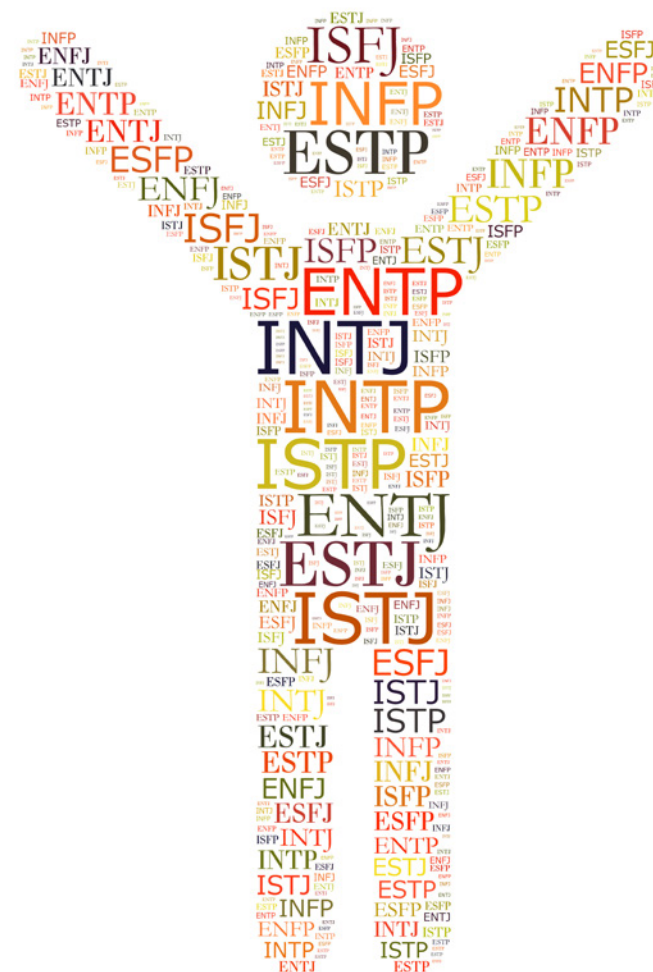
Feeling



Judging



Perceiving



Section 1

E

- I don't think before I speak
- I like to have an active social life
- I act without thinking
- I talk more than anyone
- I really enjoy group work

I

- I think before I speak
- I prefer to stay indoors
- I overthink a lot
- I listen more than I talk
- I tend to work best on my own

Section 3

T

- I generally follow my head
- My decisions are based on logic
- I say it like it is
- I ask myself if something is the right decision
- I can give and take criticism well

F

- I generally follow my heart
- My decisions are based on feelings
- I prefer to sit on the fence
- I think of others when making a decision
- I avoid giving or receiving criticism

Section 2

S

- I'm a bit of a perfectionist
- I think literally
- If I start I have to finish
- I like to be presented with facts
- I like to be realistic

N

- I'm quite messy
- I always want things to be bigger and better
- I like to jump in anywhere
- I like to visualise my thoughts
- I daydream a lot

Section 4

J

- I always have a to-do list
- I like to plan and organise
- I'm the decision maker
- I need to understand things so I can do a good job
- I can only relax when my work is done

P

- I don't like writing lists
- I prefer to go with the flow
- I like to have lots of options
- I like changing things up
- I find it easy to switch off and relax

Record your personality type here ►

Personality types

E N F J

2.8% of the population are this personality type



The motivator

Strengths

You are a charismatic person who can communicate well with others. You tend to be sociable, friendly and trustworthy. You are innovative and creative and can easily use your initiative. You focus on the needs of others and you tend to have things well organised.

School and learning

You learn through interaction and by watching and repeating. As you learn your mission to find your calling in life grows.

Job suggestions

Event Organiser, Advice Worker, Sales/Marketing, Public Relations, Teaching, Law, Media, Journalism, Tourism, Trainer, Retail, Paramedic, Youth Work, Care Work, Chef, Entertainer, Fundraiser, Politics, Town Planning, Hotel/Hospital Porter.

Your personality

You can be very popular within your social circle. People see you as intelligent, warm with great vision and charisma. You tend to have a busy life so you need to move fast to fit everyone in.

I N F J

1.7% of the population are this personality type



The visionary

Strengths

You have the ability to analyse the world around you and understand what is going on. You can deal with complex issues and focus on the possibilities. You are concerned with the welfare of others and you enjoy helping others. You are creative, a good learner and good with words. You are a visionary and like to be in intense situations.

School and learning

You love to learn. You like to untangle problems that lead to more questions. Interested in the theories behind concepts.

Job suggestions

Counselling, Psychologist, Teacher/Teaching Assistant, Languages, Journalism, Youth Worker, Hair/Beauty, Care Worker, Social Worker, Sports Therapist, Medical Therapies, Tattooist, Admin, Editor, Writer, Life Coach, Customer Relations, Call Centre Worker.

Your personality

Others often see you as deep and quiet but imaginative. You come across as warm and caring and you value other people's thoughts, opinions and uniqueness.

I S T P

6.4% of the population are this personality type

The risk taker

Strengths

You tend to be more of a risk taker as you are confident and independent. You can make decisions without being emotional and work towards a practical solution or outcome. You thrive on solving problems and you are realistic and results driven. You can detach yourself from emotional aspects of problems and remain objective.

School and learning

Normally mechanically gifted and can sometimes favour mechanical/technology based subjects. Learn through experimentation, like to keep active in lessons and learn through problem solving.

Job suggestions

Environmental Worker, Agriculture, Horticulture, Forestry, Chef, Construction, Paramedic, Uniformed Services, Driver, Car Mechanic, Warehouse Worker, Medical Technician, Photographer, Building Surveyor, ICT, Health Services Technician.

Your personality

Others see you as determined and strong in character. You can be confident and assertive and like to explore. You enjoy discovering the world around you.



I S F P

6.1% of the population are this personality type

The carer

Strengths

You are quite a private person and can be hard to get to know. However once people get to know you they see you are trusting and kind, considerate and loyal. You can be sensitive but you're tolerant in difficult situations. You have the ability to calm things down and you are realistic and down to earth. You can be very observant and you work best with a step by step approach.

School and learning

Strong learners who tend to learn best when asking questions and taking a hands on approach to learning. Tend to prefer art and music based subjects.

Job suggestions

Care Work, Advice Work, Retail, Hospitality, Animal Care, Horticulture, Driver, Arts and Crafts, Sports Therapy, Countryside Ranger, Roofer, Tree Surgeon, Agriculture, Nurse, Social Worker, SEN Teacher, Support Worker, Drug/Alcohol Worker.

Your personality

You can be very popular and friendly even though you enjoy spending time alone. You have strong perspective and you are detailed with everything you do. You can be impulsive and you are good at improvising.



I S F J

12.7% of the population are this personality type



The defender

Strengths

You're cooperative and caring by nature, you work at a steady pace until the job is done. You work towards practical outcomes and you are generally a reliable person. You are conscientious about your work and studies as well as being loyal, thorough and accurate. Friendly, but usually won't express their views till asked as you are quiet but dependable.

School and learning

Solid learners and prefer practical subjects, like to have clear instructions and direction. They work hard and hand work in on time.

Job suggestions

Nursing, Medical Therapies, Sports Therapy, Health Care Assistant, Veterinary Nurse, Childcare, Customer Service, Call Centre Work, Administration, Accountancy, Library Worker, Legal Executive, Teacher.

Your personality

Others see you as popular, warm and you like the security of family and friends. You are loyal and caring to those around you but also strong, protective and determined.

I S T J

13.7% of the population are this personality type



The detective

Strengths

You are trustworthy and you focus hard on the task in hand. You approach things sensibly and realistically with a calm and serious head. You can work at a steady pace until the job is done. You are happy to work alone and work towards practical solutions. You are logical, consistent, orderly and you like to follow the rules.

School and learning

You often do well in your studies and have an attention to detail and work hard. You may prefer subjects which require observation such as Maths and enjoy reading.

Job suggestions

Accountancy, Law, Uniformed Services, Building Surveying, RSPCA, Administration, Postal Worker, Traffic Warden, Bricklaying, Plumbing, Painter and Decorator, Financial Adviser, Court Clerk, Dentist, Optician, Pharmacy Assistant, Farmer, Locksmith, Watch Repair, Management.

Your personality

Others see you as strong and determined and you quite like to be the boss. You like to perfect your skills throughout your life and you tend to be happy in your own company.

I N T P

2.4% of the population are this personality type



The inventor

Strengths

You enjoy working on your own ideas and require little routine in your life. You are curious about how things work and have ingenious and inquisitive strengths. You approach situations logically and can work independently. You tend to be quiet, calm, observant and adapt easily to change.

School and learning

Usually love learning. Like to share ideas and knowledge. Like to have their intellect challenged and strive for perfection in their work.

Job suggestions

ICT/Digital and Computing, Engineering, Research and Development, Inventor, Scientific Work, Building Surveying, Photography, Sign Writing, Car Mechanic, Stone Mason, Solicitor, Architect, Welder, Quality Control, Manufacturing, Electronics.

Your personality

Others see you as intelligent and wise with a great amount of determination. You are more likely to speak out if you have something valuable to contribute to a conversation.

E N T P

6.1% of the population are this personality type



The artist

Strengths

Your strengths include being firm and confident. You love to solve complex problems as you are resourceful and curious. You like to work on more imaginative projects as you are creative, lively and energetic.

School and learning

You learn best by getting involved and can dislike lectures and routine. Prefer to learn through debating ideas with others and being challenged about your own ideas.

Job suggestions

Detective, Musician, Town Planner, Politics, Campaigner, Creative Design, ICT, Legal Work, Media, Film/TV, Advertising, Marketing, Engineering, Construction, Scientific Work, Advice Work, Retail, Youth Work, Self-Employment, Entrepreneur.

Your personality

Others see you as someone who likes to try new experiences. You are fast with work and actions and you like to move quickly from one idea to the next. You are a multi-tasker.

E N F P

6.3% of the population are this personality type



The enthusiast

Strengths

You have an infectious enthusiasm in life which makes spending time with you fun for others. You enjoy creating and taking part in new experiences but you can get bored quickly. You are able to solve problems at the last minute and you are always the optimist. You are creative and aware, cooperative and provide and seek support.

School and learning

May be more of a social learner and like to let your creativity and imagination run free. You may also like to link your knowledge to the bigger picture.

Job suggestions

Teacher, Teaching Assistant, Medical Therapies, Retail Work, Advice Work, Care Work, Chef, Psychologist, Media, Journalist, Advertising, Politics, Design/Creative Work, Sports Therapy, Coach/Trainer, Paramedic, Medicine, Writer, Film Maker, Actor, Event Organiser.

Your personality

Others see you as energetic and creative and always like to keep yourself busy. You are always thinking about new ways to do things and you prefer variety in your life to peace and quiet.

I N F P

3.2% of the population are this personality type



The dreamer

Strengths

Your strengths include being calm, adaptable, idealistic, curious and thoughtful. You have strong beliefs and you are devoted to others and the causes they care for. You have a lot of patience with complicated situations but less so when you are dealing with routine. Your ideas are original and theoretical.

School and learning

Generally you enjoy learning and do well at school. You may find you work well on your own and you also tend to be creative and feel the need to express yourself.

Job suggestions

Advice Work, Welfare, Media, Journalism, HR, Languages, Care Worker, Picture Framer, Sports Therapy, Retail, Waiter/Waitress, Youth Worker, Photographer, Counsellor, Web Design, Interior Design, Medical Therapies, Psychologist, Drug and Alcohol Worker, Support Worker.

Your personality

Others see you as imaginative and playful and very supportive within your social group. At the same time you can also be careful and tend to wonder whether to jump head first or take a step back and assess.

E N T J

2.9% of the population are this personality type

The entrepreneur

Strengths

You are a leader, mover and shaker. You are determined, clear and assertive. You dislike routine and you like to be challenged in life. You tend to be impartial, fair and motivating. In your work life you like to be working on imaginative projects leading with your initiative. You are a good planner and prefer forward thinking.

School and learning

Keen learners who love to read. Unlimited curiosity and a thirst for knowledge. Tend to do well at school when you feel engaged. Self-motivated and learn well alone and don't like to waste time.

Job suggestions

Self-Employed, Business Owner, Hotel Manager, Countryside Ranger, Driver, Painter/Decorator, Tiler, Carpet Fitter, Web Designer, Computer Programmer, Psychologist, Market Trader, Catering, Hospitality, Retail Supervisor, Administration, Sales and Marketing.

Your personality

Others see you as a leader, as you have strength and you can generate new ideas and ways of working. You are determined to make things happen.



I N T J

1.4% of the population are this personality type

The strategist

Strengths

You are more of a problem solver. You have strengths which include being clear and concise, enjoy understanding complex theories and ideas, organised and enjoy self-improvement. Generally you have very high standards, you are creative and driven to succeed. You prefer to develop your own ideas and you are private and independent.

School and learning

Usually you love to learn. You aim to excel and achieve all your goals. You prefer theoretical and complicated subjects.

Job suggestions

Designer, Engineer, Finance, Accountant, Scientist, Management, Building Surveyor, Photographer, Dental Hygienist, Car Mechanic, ICT, Web Design, Self-Employment, Environmental Health, Administration, Telephone Helpline Worker.

Your personality

Others see you as intelligent and that you have a lot of determination. You are wise and high flying with big ideas, You always pay attention to detail.



ESFP

8.7% of the population are this personality type



The performer

Strengths

You're a team player. You prefer to be working as part of a team and you're good at predicting how others will react to certain situations. You thrive on variety and socialising, you live in the moment. Aside from this you are very generous with your time and money and can be very supportive and sympathetic. You're persuasive, sensitive and a skilled negotiator.

School and learning

Strong learners with a curiosity in subjects such as art, music and environmental sciences. Enjoy learning through hands on experiences.

Job suggestions

Social Worker, Counsellor, Health and Social Care, Retail, Estate Agent, Hospitality, Catering, Tourism, Performing Arts, Entertainer, Scaffolder, Taxi Driver, Bar Work, Youth Work, Paramedic, Animal Care, Carpenter, Environmental Worker, Marketing and Sales.

Your personality

Others see you as sociable as you enjoy spending time with your friends and family. You are graceful and skilled in sports and leisure activities.

ESTP

1.4% of the population are this personality type



The explorer

Strengths

You are an adventurer. You are full of energy and like to keep your life busy. You are excited about most things and fun loving. You are often fearless, adaptable, inventive and resourceful. You also tend to be observant and assertive and solve problems logically. You don't tend to keep things to yourself and think out loud. You like to be productive and you are driven by results.

School and learning

You enjoy practical skills and you tend to gain these through hands on learning. You sometimes find it hard to sit still and prefer to learn through interaction.

Job suggestions

Youth Work, Law, Engineering, Construction, Driving Jobs, Environmental Work, Paramedic, Auctioneer, Actor, Self-Employment, Bricklayer, Outdoor Activity Leader, Warehouse Worker, Roofer, Mechanic, Detective, Uniformed Services, Horticulture, Chef.

Your personality

Others see you as confident and fearless. You like to explore and learn by doing as opposed to watching. You like your life to be full of action and you're fun to be with however you get bored easily.

E S T J

10.4% of the population are this personality type



The ruler

Strengths

You are someone who stands up for what they believe in. You are good at achieving goals as you are productive and results focused. You are good at making decisions, you are direct and realistic. You are well organised and a good forward planner. You can be outspoken but you are confident and firm and approach things logically.

School and learning

Strong learners who tend to do well in school. You may have a studious nature, study hard and excel in school.

Job suggestions

Finance, Business Manager, Law, Uniformed Services, Engineering, Constructions, Call Centre Manager, Floor Layer, Outdoor Work, Driving Jobs, Market Trader, Self-Employment, Estate Agent, Trainer/Coach, Buyer, Prison Officer, Administration, Health and Safety, ICT.

Your personality

You hold strength and courage and you enjoy taking charge of situations. Others see you as the organiser which you prefer as you ensure things get done and have a no nonsense approach.

E S F J

12.6% of the population are this personality type



The chatterbox

Strengths

You are social and you like to keep everyone in the loop. You are a loyal friend and you respect others and their traditions. You are enthusiastic, practical and realistic and you like to get things finished once you have started. You tend to be happiest when you are focused on a task which has clear and practical outcomes. You are friendly and kind and can be decisive and tend to be consistent with your decisions.

School and learning

You tend to do well in school, you stick to the guidelines set and you have a desire to make a difference in people's lives. You prefer doing things and you don't engage as well with theory.

Job suggestions

Health Services, Therapist, Hospitality, Catering, Chef, Waiter/Waitress, Tourism, Marketing, Hair and Beauty, Teacher, Advice Work, Call Centre Work, Administration, Legal Executive, Air Cabin Crew, Fund Raiser, Personal Trainer, Drug/Alcohol Worker, Hotel/hospital Porter.

Your personality

Others often describe you as a bit of a chatterbox, but you are popular as you are generous and kind. You come across as warm and friendly to others and you are loyal within your friendships and family.

Raising your self-awareness

Introduction

Many young people contact National Careers Service to find out how they can understand what they are good at and how their skills and strengths link up to certain jobs.

As we go through our lives, we develop a sense of self-awareness, which helps us to understand what we are good at and what we enjoy doing to help us develop our transferable skills.

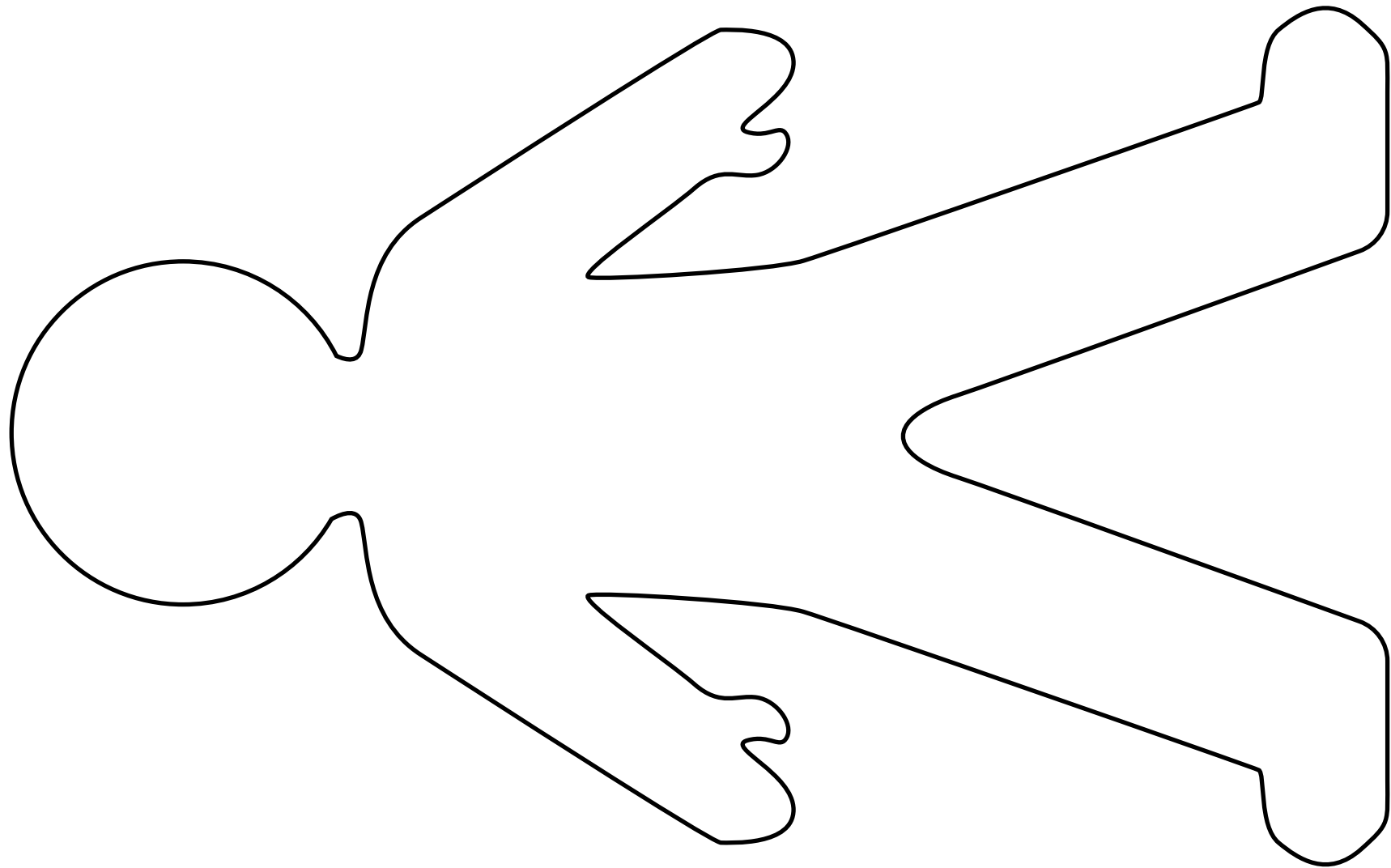
We all go through growth and development stages when it comes to decisions about our futures, and it can be difficult to see what our own skills are and recognise what our strengths are. Sometimes we need some encouragement to figure this out or we need our friends, family and teachers to point them out.

This activity is designed to help you recognise and visualise your skills and strengths.

Activity instructions

1. Pair up with a classmate who you feel knows you well.
2. Using the worksheet provided, draw your partner the best that you can and take around 5–10 minutes with this.
3. Now swap and take a look at each others' drawings, use the next 10–15 minutes to both write down all the skills and strengths you see in yourself.
4. Now swap worksheets with your partner, now fill in the skills and strengths that you think your partner has.
5. In your pairs, share your drawings with the class picking out three skills and strengths that you added and three that your partner added that you did not think of.





Career values pyramid

Introduction

Welcome to the eighth wonder of the world – the Career values pyramid!

Understanding your skills and strengths is one thing, but remaining realistic about the world of work is another.

The idea behind this activity is get you thinking about what is important to you when it comes to your job and then to see if it matches up with the reality of what the job actually involves.

Activity instructions

1. Think of a job that you are interested in and cut out the squares below.
2. Each square contains a value, if you disagree with the value you can write a new one on the back.
3. Using the pyramid worksheet place your values from lowest at the bottom to highest at the top.
4. Now, using our job profiles take a look over what your job idea involves and see if your values match to the reality of the job.

Earn a high salary

Progression and Promotion

9am to 5pm
Monday to Friday

Work outdoors

Big house and nice car

Lots of holidays

Working with other people

Working alone

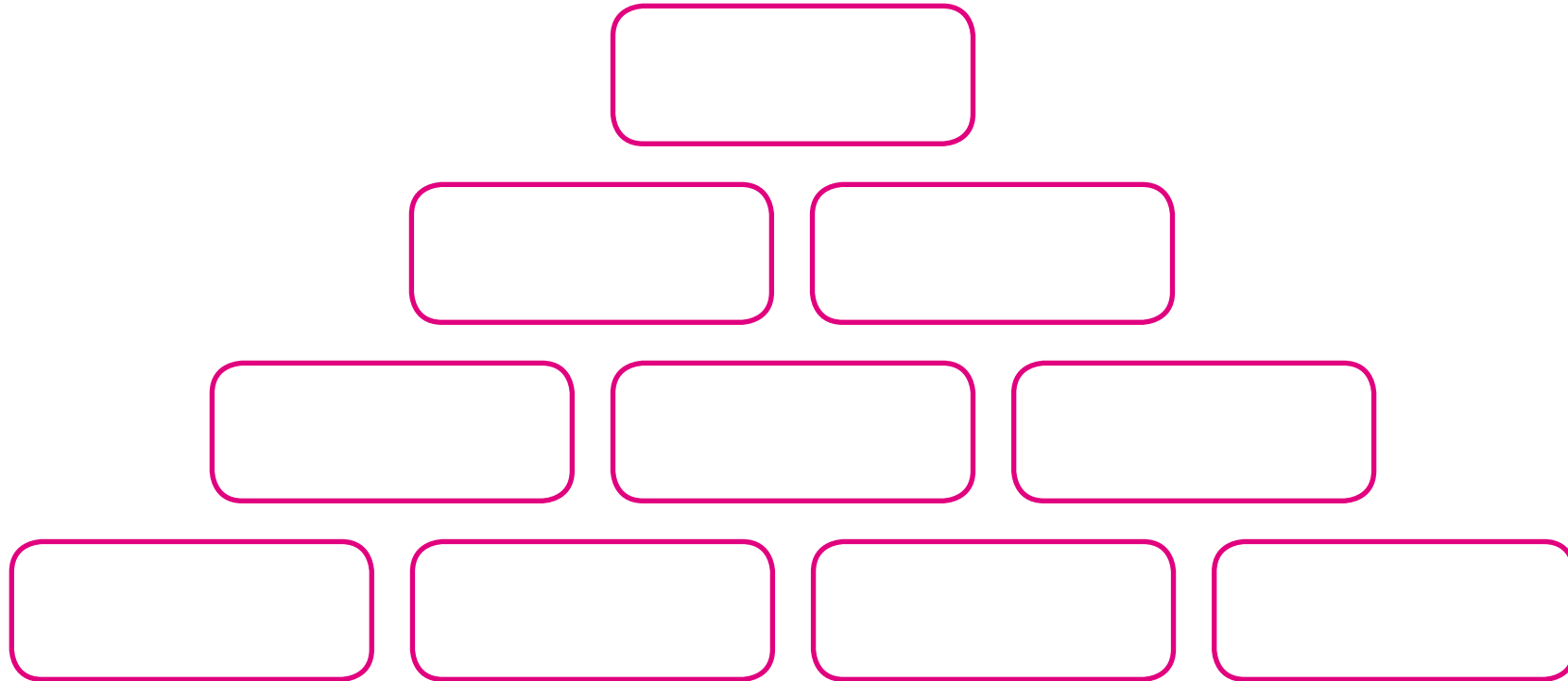
No additional training or qualifications

Flexible working hours





My chosen job is _____



Three things I learnt about the job I am interested in:

1. _____
2. _____
3. _____

My future action plan My current goal/career goal is _____

Red Stop – Think

Where are you in your career journey? E.g. GCSEs, A levels.

Is there anything stopping you from progressing?

What do you need to do more of? E.g. Revision, volunteering, research.

Amber Get Ready – Plan

Where do you want to be in 1 year, 5 years and 10 years' time?

How do you plan to get there?

Green Go!

List 3 goals you want to achieve.

When will you achieve them by? A month/Year/5 years.

Who are you going to speak to and what will you use to help you get the information that you need?
E.g. Internet – which websites? Teacher, National Careers Service adviser.

PSHE lesson

Intended learning outcomes

- to raise awareness of careers to inspire learners
- to encourage learners to be creative with careers research and document their findings
- to encourage learners to use the network of support available to them

Duration

Each section has been designed to be completed within a normal lesson; however, sections such as speaking to a National Careers Service advisor via webchat, or speaking with the school's careers adviser may need to be completed outside of class.

Accessibility

This resource uses the National Careers Service webchat facility and website resources so internet access is needed for this particular section. After this, all further necessary resources are included in the E-Pack.

Age group and reading level

Recommended age group = 13+ / Year 8+

Reading Level = 60

Suggested steps

- 1** The Career Pioneer pack is a great addition to this activity as it contains the action plan resource and a short fun careers match test for students to understand more about themselves and their possible career ideas.
- 2** Provide your students with the Careers Portfolio Checklist (the checklist is provided below). There is no right or wrong order for completion of the portfolio however the steps are ordered to create a career progression journey for your students.
- 3** This activity can be completed by students in the classroom or at home. Students will need to submit either a hard copy or an electronic copy of their completed portfolio. Feedback on their careers progression is recommended and learners should be able to keep their portfolio for future reference.



This lesson activity is designed so that the elements can be completed both in class and as part of a homework project, enhancing the learners' knowledge of careers, and raising awareness of the network of careers support available to them both at school and through our flexible out of hours service.

There are other elements of the teacher resource pack that can complement this activity, especially if your learners are unsure of what careers may be best suited to them.

Our Career Pioneer resource includes the following activities which may help support your students:

- What Makes You Tick test – short careers and personality quiz
- Student Action Plan
- Raising Your Self-Awareness activity

The idea behind the portfolio is to provide hard evidence of their careers research and to submit a well presented portfolio, challenging their abilities to present their work professionally.

All of the activities in the teacher resource pack are designed to support young people with their career journey and to encourage independent research leading to well informed and realistic decisions. The pack is also designed to support schools, colleges and sixth forms with the statutory guidance for careers education and to work towards providing young people with impartial and well rounded careers advice.

If some of your learners don't have access to printers or your school stores work electronically, the lesson can be easily adapted. Our action plans are available through the Career Pioneer resource.

If you have any questions or would like to know more about how our Education and Awareness Coordinators can support your school please do not hesitate to contact our team on nationalcareersservice@serco.com; all of our support is free of charge and easy to access.



1

Webchat a National Careers Service adviser

- visit nationalcareersservice.direct.gov.uk
- click Chat Online on the main page and follow instructions
- make sure you provide us with your email address for your transcript and print your careers webchat off to evidence in your portfolio

2

Get creative with your careers poster

- after your webchat, try doing some research on your career ideas using National Careers Service Job Profiles
- try to pick one career idea to focus on and using the job profile create a poster which explains your career idea

3

Create your first action plan

- Using the information you have gathered so far it's time to start planning ahead.
- Using the action plan provided, fill this in the best you can. Don't worry if you don't know all the answers yet, the action plan is designed so you can come back to it at any time.

4

Write a winning CV

- use the resources in the 'Employability' section of the E-Pack to complete a CV
- make sure you print off a copy for your portfolio once finished

5

Speak to your school's/college's careers adviser

- make an appointment with your school's careers adviser and talk through your portfolio progress so far
- make sure you make a note of the advice and guidance that your adviser provided to add to your portfolio and your portfolio is complete

Life skills

Intended learning outcomes

- prepare students for life after school
- support students decision making skills
- support students problem solving skills

Duration

The entire resource is estimate to take around 1 hour 30 minutes. Each section is broken up into activities of around 20–30 minutes.

Accessibility

This resource is designed so that it can be completed without the use of computers and internet access. This resource has a mix of group work and individual work and the problem solving activity Stranded! works well with mild SEND students.

Age group and reading level

Year group: Year 9+

Reading level: 74 (13–15 years)

Suggested steps

- 1** Pair up the class and provide each pair with the payslip worksheets. Talk through the example payslip before allowing 15–20 minutes for each pair to fill out the blank payslip. Allow for some time after to go through the answers and support any students who didn't fully fill in the blank payslip.
- 2** If you have time we would advise following this activity on with the budgeting task. This task isn't about students getting this exactly right but opening their minds up to financial factors they will need to consider later in life.
- 3** For the Stranded! activity place the class into equal groups and provide them with a Stranded! worksheet. Allow 20 minutes or so for the group to get an open discussion going and then ask each group to present their crew and the reasons why. The cereal box challenge is a task which can take up a whole lesson but is great for practising basic skills like teamwork, presenting, creative thinking and decision making.



Your first payslip

Introduction

Have you thought about how you will be paid when you start working? Does the money you earn go straight into your hands or into your bank account? Do you know how much you'll be taxed or where your tax goes? Chances are you've probably never really thought about it, and that's OK, why would you it seems so far away. Truth is you'll be getting your first payslip before you know it and it will have a lot of new words, numbers and terms that can be confusing. This activity will hopefully put you in a good position to understand your first payslip with confidence.

Activity instructions

Below is an example of a payslip, all payslips differ as each company does things slightly differently however the below example is a good starting point.

1. In your pairs read over the example to the right.
2. Now using your worksheet see how much of the blank payslip you can fill in using the example as a guide.
3. Once everyone has finished your teacher will go through the answers and help you with any blanks.

Employee No. 123456	Mr J Smith	Date: 01/01/2017	
Company Name: Mega Store	Tax Code: 1150L	NI Number: AB1234567C	
Payments		Deductions	
Basic Pay	£2008.33	Tax Paid	£233.33
Total Payments	£2008.33	NI Contribution	£169.40
		Pension	£50.00
		Total Deductions	£442.73
Payment Method: BACS		Accumulations	
Company Messages		Total Gross	£25000.00
Join our cycle to work scheme and receive £100 in vouchers towards your bike.		Tax Paid	£2799.99
		Employees NI	£169.40
		Pension	£100.00
		Net Payment	£1620.60



Key information

Jane Bloggs has just started to work for a company called The Craze. She started working there on the 01/12/2017 and has just received her first pay slip. Jane is fresh out of university, and is excited at getting her first job. Jane celebrated her birthday in her first month working at The Craze and her company has included a nice birthday message for her.

Employee Number: 00123
Tax Code: 1100L
NI Number: AB 8765432C
Basic Pay: £1717.00
Tax Paid: £157.40
NI Contribution: £123.92
Student Finance: £25.00
Pension: £12.31
Payment Method: BACS
Total Gross: £1717.00

Tax Codes are combination of numbers and letters which work out how much you can earn before you are taxed. Jane can earn £11,000 without being taxed. Your tax code is calculated at the start of each tax year and is based on how much you earn.

NI stands for National Insurance. Over your working life, your NI contributions will help towards benefits you may be able to claim including your state pension.

It is now law that you pay into an employer pension scheme to help you save for retirement. Whatever you pay in your employer matches it.

Employee No.		Date:
Company Name:	Tax Code:	NI Number:
Payments		Deductions
Basic Pay		Tax Paid
Total Payments		NI Contribution
Payment Method:		Pension
Company Messages		Total Deductions
		Accumulations
		Total Gross
		Tax Paid
		Employees NI
		Pension
		Net Payment

Budgeting exercise

Activity instructions

Jane has now received her first pay slip in her new job and hopefully you now know that her net pay is £1398.37 after all deductions. It's now time for Jane to sit down and budget for the rest of the month to make sure she can make it to the next pay day in a month's time. One of the best feelings is seeing your wages hit your account, but then the bills come and it starts flying back out again!

Jane lives alone in a small house with her dog. She drives to and from work every day five days a week. Jane has an active social life and likes to keep fit, she plays hockey twice a week, and is a member of the local gym.

In pairs, write a list below of ten things that Jane might need to budget for based on the information above.

Now using the Monthly Budget Plan, see how many you included, and how many you missed out. Your next task is to fill out the blanks on Jane's budget plan so that she has at least £300 left over. Talk in your pairs about how much you think each item costs, and ways that Jane can save money each month. Your teacher will ask you to discuss this as a class at the end.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Monthly budget plan

Total Income	£1398.37
Total Outgoings	£
Total Leftover	£

Item	Amount
Home	
Rent/Mortgage payment	£400
House repairs	£
Utilities	
Council Tax bill	£100
Gas and Electricity bill	£
Water bill	£
TV licence	£
Phone bill	£
Debt, savings and insurance	
House insurance	£
Pet insurance	£
Car insurance	£
Credit card	£50
Savings account	£
Other	
Food	£
Petrol/Fuel	£
Internet	£
Pet food	£
Gym membership	£28
Hockey fees	£10
Daily food and coffee	£60

Stranded!

Activity instructions

You have been working so hard recently that you decided to take a holiday to treat yourself. However, the worst thing has happened and your plane crash-landed into the ocean. Everyone made it off safely and the closest land to you is a deserted island. After spending several months on the island, resources are running low.

Things seem like they could not get any worse! However, your luck changes and you find an old speedboat on the other side of the island. Problem is it only has five seats and there are seven of you.

In your groups, pick from the list below who you will take and who you leave behind. Each of your fellow islanders has special items so you need to decide together who will get you back safely and why. Remember, it will take you weeks to get back if you are not discovered, and there are sharks in the water!

Tip – Check out our job profiles to find out the skills and strengths for the job roles above at nationalcareersservice.direct.gov.uk

Islanders

- 1. **Pilot of the plane that crashed** – special item is a compass
- 2. **A doctor** – special item is medical supplies
- 3. **Army soldier** – special item is an army knife
- 4. **Engineer** – special item is fuel for the boat
- 5. **Fisherman** – special item is a fishing net
- 6. **Scientist** – special item is flares and rope
- 7. **You** – special item is a rowing oar

Your chosen crew

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



Cereal box challenge

Activity instructions

You will need to be in teams of five or six for this activity and you will all play a key role in your team's success.

Each team will be given a worksheet which has the template of a cereal box on it. It's your job as a group to create a brand new cereal product. You will need to think creatively and logically to compete in what is already a very busy industry!

Below is a list of team roles and what each role is responsible for, in your teams you must now decide who will take on each role. Think about the skills each role will need and who in the group is best placed to take on that role. The quicker you make your decisions the more time you will have to create your product, but be wary – is speed always better than quality? Good luck!

Role 1 – the team leader

This person will be responsible for making sure everyone is staying focused on the task in hand. You will be responsible for making sure everyone is contributing and working towards the deadline set. You will need to get involved in all aspects of the challenge, providing a helping hand especially when time is running out.

Role 2 – the designer

This person is responsible for the design of the product. It would be good if this person has strong art skills as you will need to draw your design on the template. This person needs to be able to think creatively. What colours will you use, will your product have a mascot?

Role 3 – the marketer

This person has a very important role which is the naming of the cereal and thinking of a strong advertising slogan. The marketer must work closely with everyone in the team to make sure the name of the product and the slogan matches up with the design and the pitch.

Role 4 – the pitcher

This person will be responsible for delivering your team's advertising pitch to the rest of the class. This person needs to be charismatic, well spoken and enthusiastic. This person must work with the rest of the team to come up with a well thought out pitch to convince everyone that your cereal is the best.

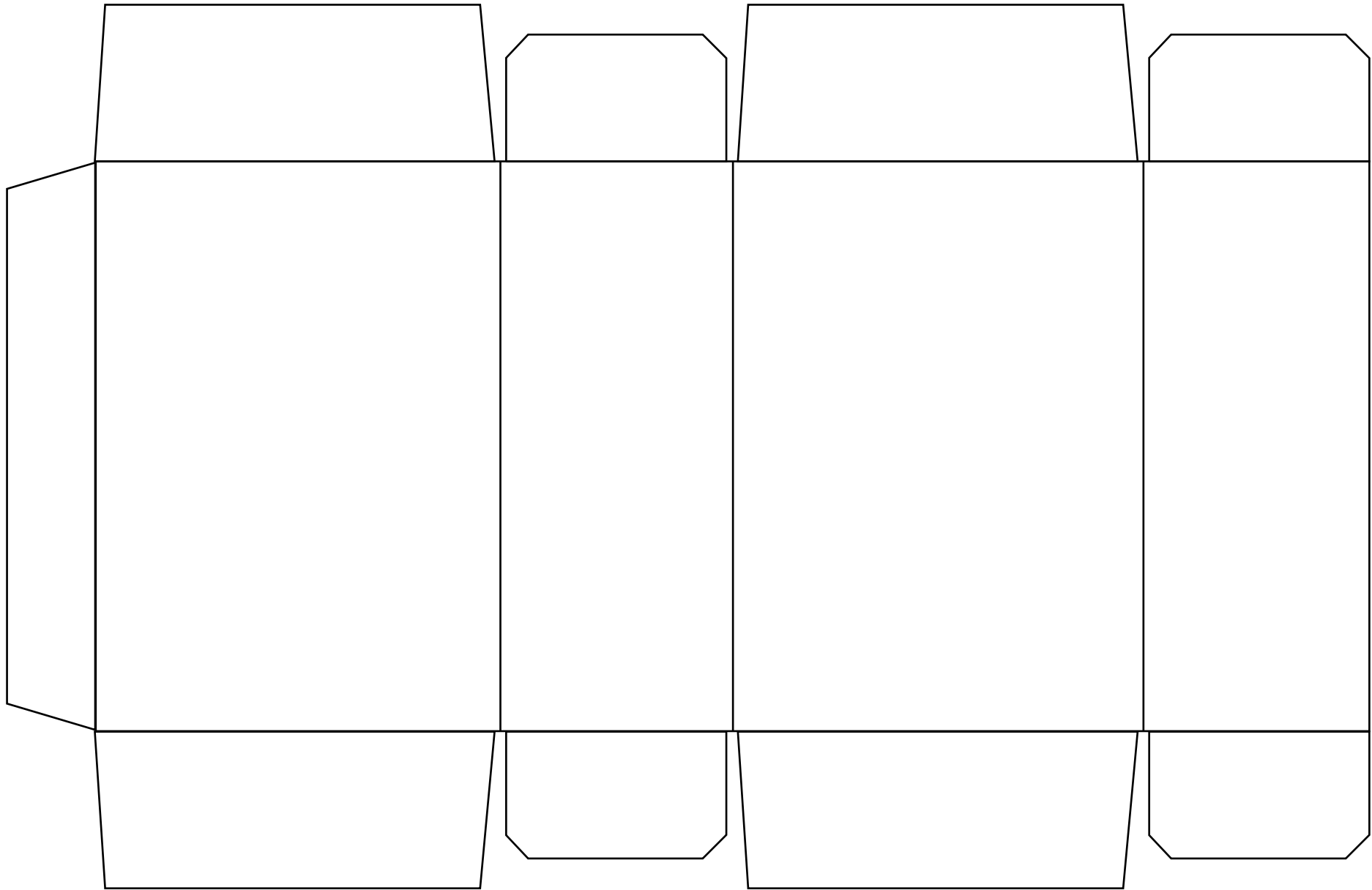
Role 5 – the researcher

Possibly the most important role within the team. This person will need to have strong research skills as you will be thinking about important parts of the sales pitch such as price, where you will sell your product and who your target audience is. It's your job to know who your competition is, and you will need to work closely with all your team members to keep things running smoothly.





Worksheet



Employability activities and resources

Intended learning outcomes

The employability section of the National Careers Service E-Pack contains a range of resources and lesson activities to allow students to experience a variety of employment based situations and understand skills and abilities needed for further employment opportunities.

Duration

The resources in this section can be used over a number of sessions depending on the time available to the students.

The lesson activities are designed to be completed in a single session but are easily adaptable to cover a longer timescale.

Accessibility

All necessary materials needed to complete activities can be found within; however, additional access to internet sources such as the National Careers Service website can easily be utilised.

Age group and reading level

Recommended age group = 13+

Reading level = 60+

Resources and activities

- **CV Template** – a step by step example of how to put together a CV. Focuses on sections to be included, information to include in each section and how to make your own experience and information relevant to the job in question.
- **CV Example** – an example of a finished CV with all sections included.
- **Create a CV Activity** – this activity allows students to create a CV example from information based on a recognised fictional character.
- **Cover Letter Template** – a step by step example of how to put together a cover letter. Focuses on sections to be included, information to include in each section and how to make your own experience and information relevant to the job in question.
- **Cover Letter Example** – an example of a finished cover letter with all sections included.
- **Work Experience** – to understand how work experience can help students, and how to find these for a successful career.
- **Career Stereotypes Activity** – this activity explores and challenges gender stereotypes in the world of work.



CV template

Activity instructions

Keep it nice and simple – include your name, address and contact details. You don't need to include your age or nationality.

Personal statement

This is a mini-advert for you and should include:

- your skills and qualities
- your work background and achievements
- your career aims

Again, this doesn't need to be too complicated; just three or four lines will be fine. You can always expand the information later in the CV or at an interview.

Key skills

Include achievements that are relevant to the job you are applying for and place you in a positive light.

Example:

- IT skills: excellent Microsoft Office (Word, Excel and PowerPoint) skills
- Customer service: retail and hospitality
- Admin: filing, diary management

Education history and qualifications

Start with your most recent qualifications and work back to the ones you got at school. Use bullet points or a table and include:

- the university, college or school you went to
- the subjects or qualifications taken, dates they were awarded and any grades received
- any work related courses, if they're relevant

Employment history

Employers understand that you may not have much work experience at this point but this doesn't mean that you can't relate your skills and experience to the job description or what you think the employer is looking for. Remember to include any relevant temporary work and volunteering experience.

Use bullet pointed lists and positive language.

Use 'action' words to describe what you did in your job like: 'achieved', 'designed', 'established', 'supervised', 'coordinated', 'created' or 'transformed'.

Interests and achievements

Include hobbies, interests and achievements that are relevant to the job.

If you're involved in any clubs or societies, this can show that you enjoy meeting new people and have demonstrated teamwork skills. Interests like sports and physical recreation activities can also show employers that you are fit and healthy.

References/referees

References are used by employers to confirm the information you've provided is accurate. Teachers who have known you for a couple of years or family friends in responsible employment positions (such as Government employees) can also be used.

You can list your references on your CV, or just put 'references available on request'.

If you decide to include their details you should explain the relationship of each reference to you – for example 'Claire Turner, school teacher'.

It's also important to ask permission from whoever you are thinking about adding as a referee; not only is it polite to ask but it can allow your referee to think about how to answer any questions the employer might ask rather than be caught on the spot!

CV example

Diana Prince

1142 Wonderwall
Anytown
Anycounty
JL1 2DC
07172737475
d.prince1@email.co.uk

Personal Statement

As a highly motivated self-starter, I have recently set up a business crafting bracelets and selling these at local markets alongside my studies at college. Through this I have developed great attention to detail, organisation and communication skills.

I am searching for an employment position within business administration to enhance my skills and gain professional qualifications as I aim to build a long term career in the business sector.

Key Skills

- From crafting unique bracelets I have developed great attention for detail.
- I am a great team player which I demonstrate by playing Ice Hockey on a regular basis.
- I have proven time management skills from managing my business alongside attending college and completing coursework.
- Using my own initiative is a skill gained from starting my own business.
- I have excellent ICT skills including a good knowledge of the Microsoft Office and computer design programs.

Education History and Qualifications

Lasso College (September 2017 – Present)

BTEC National Diplomas:

- Business Finance – DDD
- Sports – DDD

GCSEs:

- English Language – 7
- Maths – 6
- English Literature – 5
- Combined Science – 66

Employment History

Wonder Bracelets – Manager (January 2017 – Present)

Duties involved:

- creating and sticking to budget for materials to ensure a profit
- crafting bracelets
- marketing products through social media and local websites
- setting up stalls at local markets whilst providing great customer service

Darnells & Co. Anytown – Secretary (December 2015 – Jan 2016)

Duties involved:

- answer telephones and give information to callers, take messages, or transfer calls to appropriate individuals
- arrange conferences, meetings, and travel reservations for office personnel
- greet visitors and callers, handle their inquiries, and direct them to the appropriate persons according to their needs
- maintain scheduling and event calendars

Interests and Achievements

In my spare time, I play ice hockey in the Just Ice League as I find it a great way to stay healthy and active. I enjoy this immensely as it gives me the chance to work with others and I am alternate captain so I often take a lead role in training sessions and assist in developing strategies.

An achievement of mine is passing my driving test and buying my own car. In order to make this possible I had to plan time to practise driving, budget to afford lessons and save money to buy my own car. I made a schedule of my college, work and social commitments and set aside time to take lessons. I also made a budget that I had to stick to and planned with my instructor a projected timescale to pass within. Ultimately I was able to pass my driving first time within my designated timescale and have been able to buy a car and manage the subsequent running costs.

I feel proud to have build up a small yet successful business without falling behind on my school work or sporting commitments which shows excellent time management abilities.

References

Available on request.

Create a CV

Intended learning outcomes

This activity allows students to create a CV example from information based on a recognised character. This ensures all students can discuss and experiment how best to portray the information offered within the CV and how their own skills, interests and experiences can be applied to their own CV in the future.

Duration

45–60 minutes

Accessibility

This resource is designed so that it can be completed without the use of computers and internet access.

Age group and reading level

13+

Reading Level = 60

Suggested steps

- 1 Split the class into groups and offer each group a character and job vacancy from the suggested list (or any of your own choosing).
- 2 Each group are tasked with creating a CV tailored to the relevant job vacancy for their particular fictional character. The CV Example and CV Template resources can be used by students to help make their CV.

Each group is allowed time to present their CV example to the class and explain the reasons behind their choices. If two or more groups have selected the same character/vacancy, discuss the differences in their CVs.
- 3 While this activity is designed to allow students to practise identifying the skills needed to produce a CV, this task can be combined with the PSHE Lesson activity to help students create their own CV.



Suggested characters:

Katniss Everdeen
Harry Potter
Hermione Granger
Sherlock Holmes
Gandalf
Frodo Baggins
Princess Leia
Iron Man
Black Widow
Wonder Woman
Captain America
Batman

Suggested job vacancies:

Pepper Potts Cafe:

WAITING STAFF NEEDED

Pepper Potts Cafe is looking for a number of confident, reliable staff members to offer quality customer service. Submit your CV in store.

Quicksilver Delivery Service:

DELIVERY STAFF NEEDED

A small, newly formed company is looking for delivery staff to supply a range of products for customers. Applicants should be responsible, work well under pressure and deliver excellent customer service.

Loki's Menswear:

CUSTOMER SERVICE STAFF NEEDED

Loki's Menswear is offering a full time customer service position in our flagship store. Applicants should be well presented, articulate, and capable of creating excellent relationships with customers.

Fury's Opticians:

CUSTOMER SERVICE STAFF NEEDED

An exciting opportunity has arisen at Fury's Opticians for the right applicant. We are looking for a receptionist to start immediately. Customer service experience is desirable but not essential. Please offer CV directly in store if interested.



Personal details

Address:

Email:

Phone:

Date of birth:

Key skills:

Education history and qualifications:

Employment history:

Interests and achievements:

References/referees:

Cover letter example

01/04/2018

Peter Parker
1 Webb Street
Anytown
Anycounty
SP1 3DR
Tel: 07172737475
Email: p.parker@marvelmail.com

Dear Sir/Madam,

I am aware that the Daily Bugle is an industry leader in journalism and I have recently come across a vacancy for a photographer as advertised on your website. I wish to apply for the advertised position as I feel that I have the passion, skills and experience needed for the role and I am extremely interested in progressing into a career in this area.

I understand that your company would require photographers with excellent communication skills for developing new contacts and understanding what is required for a story. I have shown great communication skills in my role as a customer service assistant at Radio Active Wear, and feel I could apply these to the work your newspaper does. An example of this is when a customer complained that their item was faulty. I understood that this was a pressing concern and that the matter needed to be dealt with effectively. I listened to the customer's complaint and explained to them how I could help. I was able to follow the company returns process and offered a refund to the customer. The result of this was that the customer received their refund and was happy with the outcome of the situation. They are now a regular customer.

I am very hard-working and have developed time management skills that are vital to meeting the tight deadlines in your company's work. I believe I have proven these skills through my commitment to earning money through taking a part time job alongside my studies at school. I made a revision timetable which meant that I could fit in my coursework and revision on the nights when I wasn't at my part time job. This meant that I could do my job and my schoolwork at the same time and do my best in both.

I have also enclosed my CV and value the time you have spent in looking at my application. I would welcome the opportunity to meet with you to explain more about how I can add to the service you provide and the continued growth of the Daily Bugle. I look forward to hearing from you and I'll follow up my application with an email in two weeks to see if you have had the chance to consider it.

Yours faithfully,
Peter Parker

Enc. CV.

Cover letter template

01/04/2018

Name
Address

Company name and address

Dear Sir/Madam [name if known],

I am aware that [name of company] are [Demonstrate what you know about the company from research, which you have carried out in order to demonstrate your interest in working for this company.]

After coming across a vacancy for [job title] on [name of website], I am keen to apply for the advertised role of [job title]. I feel that I have the passion, skills and experience necessary for the role and I am extremely interested in learning more about [sector of work/job title] to be able to progress into a career in this area.

OR

I am keen to find out if you would consider offering any opportunities to join your company. I feel that I have the passion, skills and experience necessary to work with your company and I am extremely interested in learning more about [XXX] industry, particularly in [XXX] to be able to progress into a career in [XXX].

[The information must be changed for each vacancy you would like to apply to/ each role you are interested in.]

I am a committed individual who has a desire to learn, develop and progress. I am honest and hard-working and highly motivated.

[Talk about the main skills which you have that you feel would be relevant in the position you are applying for/the aims and objectives of the team. Show how the duties which you have carried out have specifically allowed you to develop skills that will assist you in working with the company.]

Through an employment position in [XXX], I hope to develop my skills further so that I can confidently work independently within your company, learning from experienced staff. I have attached my CV for you to take a look at and please feel free to get in touch if you have any questions or require additional information. Thank you for your time, I look forward to hearing from you.

Yours faithfully [sincerely if name known],

Name

Enc. CV. [included if you are sending as a physical letter as opposed to an email.]

Work experience

Intended learning outcomes

Students can gain a better understanding of how work experience can help their future careers and how to find potential work experience placements.

Duration

Estimated time – 30 minutes

Accessibility

Fact sheets can be used at home or at school when pupils are doing their research.

Age group and reading level

13–18 years

Reading Level = 74.2 (13–15 years)

Suggested steps

- 1** We recommend that teachers have two signs on each side of the classroom – one with the word 'Myth' and one 'Fact'. The 'Myth or Fact' statements can be read out and students choose a sign as an answer. Teachers can also make a note of the number of students on each side.
- 2** Teachers can then go through the factsheet with the class on a projector or share a sheet in pairs to understand how work experience can help the students.
- 3** Then the teacher can ask the 'Myth or Fact' statements again with the signs on each side of the classroom to see the result of how many students end up with the right answer compared to the first time round.

This should hopefully allow the students to better understand their work experience options.



What is work experience?

Work experience gives you the chance to learn new skills and improve the ones you already have. You will be helping others at the same time and helping yourself build a better future.

It is important to choose the organisation or group you wish to help carefully. Make sure it does something you feel is important, something you feel passionately about. Make sure that the experience will improve your own chances of getting into work in the future.

How can work experience help you?

Work experience can help you to:

- develop skills by working hands-on
- boost your CVs with impressive recent experience
- make contacts that can lead to job offers

Getting work experience is a win-win situation – you gain extra skills and the organisation gets someone passionate and committed to the work they do as an organisation.

How do I find work experience?

You could:

- use websites such as Yell.com to research local businesses
- search local newspapers for jobs and local companies that interest you
- look for the type of business you'd like to work for (hairdressers or accountants, for example)
- look on Facebook and Twitter
- make a list of the companies you'd like to work for
- make a note of phone numbers, addresses and websites
- find out more about any companies you want to contact
- choose who you will get in touch with first – you need to be sure that you will accept if a company offers you a placement

What is a good length of work experience?

A good length of work experience is six months; this can also be a combination of job placements that makes up this amount of time. If you are unable to find a placement for this length of time, any experience will certainly be useful.

Are there any age limits on doing work experience? No, but for insurance reasons there may be some restrictions for young people under 16 or people over 65.



Work experience: fact or myth

Instructions

Write down the words 'Fact' and 'Myth' on two pieces of paper; have these on opposite sides of the classroom. Ask the students if they think the statements below are a 'Fact' or 'Myth'. Students need to answer by walking to the side of the classroom they believe the answer to be. Make a note of the numbers on each side; after this go through the fact sheet so that the students understand how work experience can help them with their future career plans. Then set up the room again with the words 'Fact' or 'Myth' on opposite sides and read out the same statements to see if their answers have changed.

Statements

1. **Work experience can help boost your CVs with impressive recent experience.**

2. **You have to be over 18 to do work experience.**

3. **You can look in local newspapers for jobs and local companies that interest you.**

4. **Work experience won't help you get a job in the future.**

5. **Companies will contact you when they are offering work experience opportunities.**

6. **You can contact companies direct to ask about work experience.**

7. **It's good to have an idea of the type of industry that you would like to get some work experience in.**

8. **Work experience may help you pick what career is best for you.**

9. **National Careers Service can help me find work experience.**

Answers

1. **Fact**

2. **Myth** – There are no age limits but for insurance reasons there may be some restrictions for young people under 16.

3. **Fact**

4. **Myth** – Work experience can help you gain skills needed for future applications.

5. **Myth** – You will need to contact companies to find out about work experience opportunities.

6. **Fact**

7. **Fact**

8. **Fact**

9. **Fact**

Career stereotypes

Intended learning outcomes

This activity explores and challenges gender stereotypes in the world of work. Students will be able to discuss and debate the different points of view generated by the suggested questions.

Duration

30–45 minutes – the amount of debate time allowed for each statement can be altered depending on the timescales in place.

Accessibility

This resource is designed so that it can be completed without the use of computers and internet access. This resource has a mix of group work and individual contributions.

Age group and reading level

Recommended age group = 15+ / Year 10+

In order to create independent debate, it is recommended this activity is completed with older students; however, the questions can also be easily used with younger students but may need specific teacher guidance.

Reading Level = 63

Suggested steps

You will need:

- 2 x A3 size sheets of paper with "AGREE" on one and "DISAGREE" on the other, stuck on opposite sides of the room
- career stereotype statements (examples provided)

1

Ask the young people to listen to the statements and then move to either the "AGREE" or the "DISAGREE" side, depending on their opinion. If they are undecided, they can stand between the two signs.

After each round, stop to allow people to express their points of view and engage in constructive discussion with each other. Explain that anyone can change their mind about a statement at any time, but that they should say why they have done so.

2

It is also important to highlight that this activity is designed to stimulate debate and to discuss alternative viewpoints rather than agree as a class on a specific answer.

3

Adaption – students are asked to choose an 'AGREE' or 'DISAGREE' side before hearing the question. Each side must then develop an argument to back up their side even if it is not their opinion.



1

Men usually earn more than women because they work longer hours

2

Women are better suited to caring professions

3

It is a man's job to support his family financially

4

Women are not good managers because they are more emotional than men

5

More men work in the haulage industry because they are better drivers than women

6

There are some jobs that women just can't do

7

There are more male celebrity chefs because men are better cooks

8

Women are better at teaching younger children because of their mothering instincts

9

Men find it hard to take orders from women, which is why there are fewer female bosses

10

Men are physically better suited to manual work

Digital workshop activity

Intended learning outcomes

To be part of a National Careers Service Digital Workshop and learn more about the free support on offer. Students will also learn more about their own thoughts and values on their futures and plan their next steps together.

Duration

The length of the session is down to your discretion, there are no time restrictions. We would recommend 20–30 minutes. The activities can be done before, after or throughout.

Accessibility

All workshops are specifically tailored to meet the needs of the school and the students. We take into consideration group size, topic, ages and any Special Educational Needs and Disabilities requirements.

Age group and reading level

Age group = 13+

Reading level = will be appropriate for the audience.

Suggested steps

- 1** Contact the Education and Awareness Team to book your free Digital Workshop on a time and date that suits you. Call us on **0800 100 900** or email nationalcareersservice@serco.com
- 2** After all the workshop details have been finalised decide how you would like to run the activity. The presenter will take their instruction from you, however if we are limited on time you can ask students to complete the first section of questions before the workshop begins.
- 3** Once finished, the bottom section of the worksheet needs to be cut off and this is for the students to keep and work towards. If you wish this to be an ongoing exercise you could check their progress at regular intervals. The actions are designed to be time-bound so this may fit well into tutorials or personal, social and health education.





Worksheet

In pairs take turns to ask each other the following questions and write down your partners answers. Try to be as honest as you can there is no right or wrong answer as this is about what you think.

1. How important do you think it is to decide upon a career?

2. Do you think that your grades will affect your future next steps?

3. Do you have any career ideas?

4. Who do you think you should talk to for career advice?

5. How important do you think it is to have work experience and skills?



We are now at the end of the session. In your pairs discuss three actions for each other to take away to help you with your future careers.

Example – I will chat to National Careers Service on the webchat channel in the next two weeks about my options after school.

Action 1

Action 2

Action 3

What makes a good...

Intended learning outcomes

To enable learners to think about how different careers requires different skillsets. To help learners understand that many jobs have similar basic skills that are transferable.

Duration

This task can take up to 45 minutes depending on class size. Allow students around 20 minutes to pick their hat, equipment and skills and to decorate their person. Spend around 10–15 minutes discussing as a group their drawings and why they picked the skills and strengths they did.

Accessibility

This resource does not require access to the internet however job profiles can be used to support researching skills and strengths. Can be completed in groups, pairs or individually. Has been used successfully with Special Educational Needs and Disabilities students. Will require scissors, glue, colouring pens and pencils.

Age group and reading level

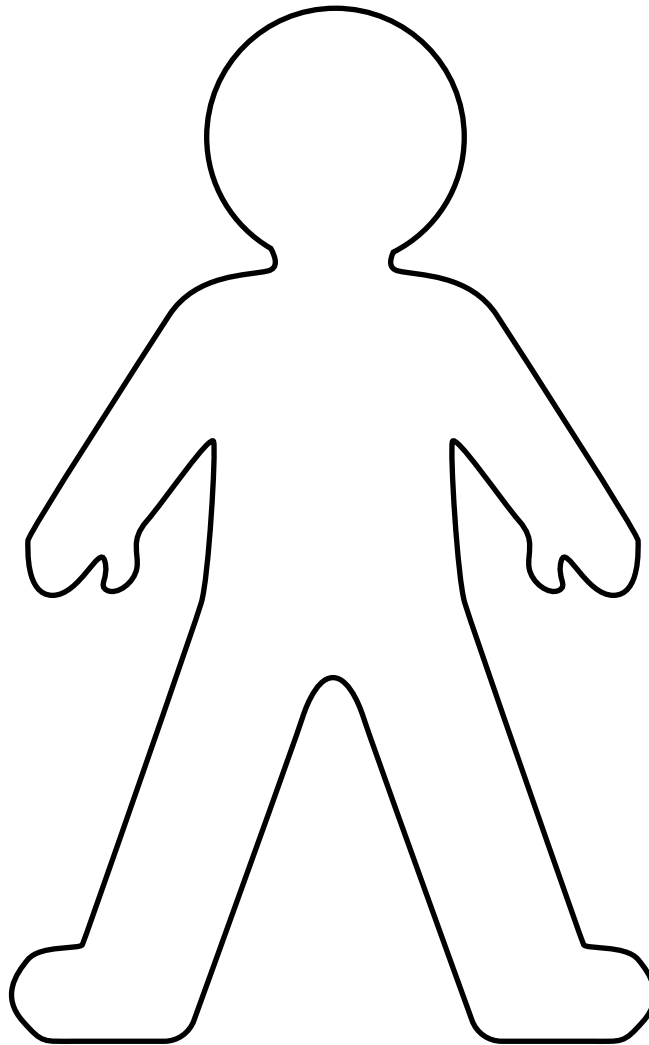
Age group: 13–15 and Special Education Needs

Reading Level: 74.4

Suggested steps

- 1** Decide if you will put learners into groups, pairs or ask to complete individually.
- 2** Provide each group, pair or learner with all of the worksheets below and ask them to follow the steps. Learners will ideally glue the hat, tools and skills they have chosen to the blank image of a person. Pens or pencils will need to be provided to allow learners to draw the uniform.
- 3** Once everyone is finished, encourage everyone to discuss their creations and why they selected the skills and subjects they did. If the learners can provide examples of when they may use these skills in this job this will help to solidify the learning outcomes that are intended for this exercise.







Step 1: Pick your hat...



Racing driver



Chef



Astronaut



Firefighter



Builder



Police



Sailor



Army



Pilot

0800 100 900
nationalcareersservice.direct.gov.uk

Use our Job Profiles to research your chosen job here:
nationalcareersservice.direct.gov.uk/job-profiles

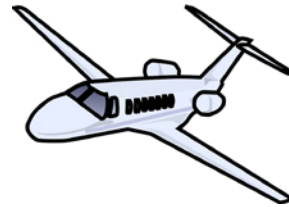
@NationalCareers
#AskNationalCareers



Step 2: Pick your tools...



Wooden spoon and whisk



Aeroplane



Fire extinguisher



Radio



Jet pack



Backpack



Racing car



Telescope



Tool box

0800 100 900
nationalcareersservice.direct.gov.uk

Use our Job Profiles to research your chosen job here:
nationalcareersservice.direct.gov.uk/job-profiles

@NationalCareers
#AskNationalCareers



Step 3: Pick your skills and subjects...

Talk to People

Teamwork

Focus

Calm

Fitness

Organised

Solving Problems

Making Choices

Be on Time

Maths

English

Sciences

Sport

Technologies

Languages

Geography

Apprenticeships and traineeships

Intended learning outcomes

To understand apprenticeship and traineeship options after school.

Duration

Estimated time – 1 hour

Accessibility

Factsheets can be used at home or at school when pupils are doing their research.

Age group and reading level

13+

Reading Level = 60.0 (13–15years)

Suggested steps

- 1** We recommend that students start by reading the factsheets to understand both of the options fully.
- 2** If possible, the students could then look into vacancies online or contact the helpline to get some further advice about both options.
- 3** Ask the students to build the apprenticeship fact wheel:
 1. Print and cut out both wheels.
 2. Cut out white sections of coloured circle and stick together with a paper fastener/split pin through the centre of both wheels, with the coloured wheel on top.



What is an apprenticeship?

Apprenticeships allow you to learn while you earn, so you'll get paid in a real job while studying towards a relevant qualification.

How old do I have to be?

You can apply for an apprenticeship as long as you are 16 or over.

Will I get any holidays?

You should get a minimum of 20 days paid holiday per year.

How many hours will I work?

You would work for at least 30 hours per week, but your employer will decide on the hours of work you do.

How much will I get paid?

As of April 2018, employers must pay apprentices at least the National Minimum Wage, which is £3.70 an hour but often pay more. As you progress and get older your wage may rise. You can check the Gov.uk website for up to date information.

How much time will I spend studying?

You might spend 3–4 days per week on the job and then go on block release to study with a local training provider.

How long does an apprenticeship last?

Apprenticeships can last between one and six years, depending on the sector, your skills and level of apprenticeship. Levels are divided into Intermediate (Level 2), Advanced (Level 3), Higher (Level 4–5), Degree (Level 6) and Masters (Level 7).

What qualifications do I need?

Most employers ask for at least GCSE grade 4 (grade C) in Maths and English GCSE (or an equivalent Level 2). If you don't have these qualifications, you could re-sit your exams or apply for a traineeship.

How can I find an apprenticeship?

You can search for vacancies on:
www.gov.uk/apply-apprenticeship

How do I apply for an apprenticeship?

You would apply for an apprenticeship by submitting an application form or a CV.

What are higher and degree apprenticeships?

Higher and degree apprenticeships are available at levels 4–7. These are now becoming an alternative to university. They combine work with academic studies.

What qualifications do I need to do a higher or degree apprenticeship?

Entry requirements can depend on the sector and your previous skills. However, most require a level 3 qualification, such as A levels or a BTEC qualification.

Why should I choose to do a higher or degree apprenticeship?

Key facts:

1. 90% of apprentices stay in work after completing an apprenticeship.
2. 71% of apprentices stay with the same employer.
3. One in five companies have a former apprentice at board level.
4. There are no tuition fees.

How much will I get paid if I do a higher or degree apprenticeship?

Degree and higher apprenticeship starting wage can be £13,000 to £18,000 depending on the employer and sector.

How long do higher and degree apprenticeships last?

Higher and degree apprenticeships can last between 2–7 years depending on the apprenticeship subject.

What is an traineeship?

A traineeship is an education and training programme that combines work experience and study, designed to prepare young people for employment or an apprenticeship.

Who can do a traineeship?

Anyone aged 16–24 with academic qualifications below Level 3, or 16–25 with a learning difficulty.

How much will I get paid?

You will not be paid for a traineeship but your travel and food may be paid for.

How long does a traineeship last?

Six weeks to six months.

What are the advantages of traineeships?

They provide help with your studies and quality training which can lead to paid employment or an apprenticeship and look great on your CV.

What types of traineeships are available?

Traineeships are available in 170 sectors with 1400 different job roles.

How many hours will I spend studying?

All traineeships are individually tailored and flexible and may be part or full time.

What experience do I need?

If you're a school leaver who hasn't achieved GCSE grade 4 (grade C) or equivalent in Maths and English, finding it hard to get an apprenticeship or out of work with little work experience, you may be eligible.

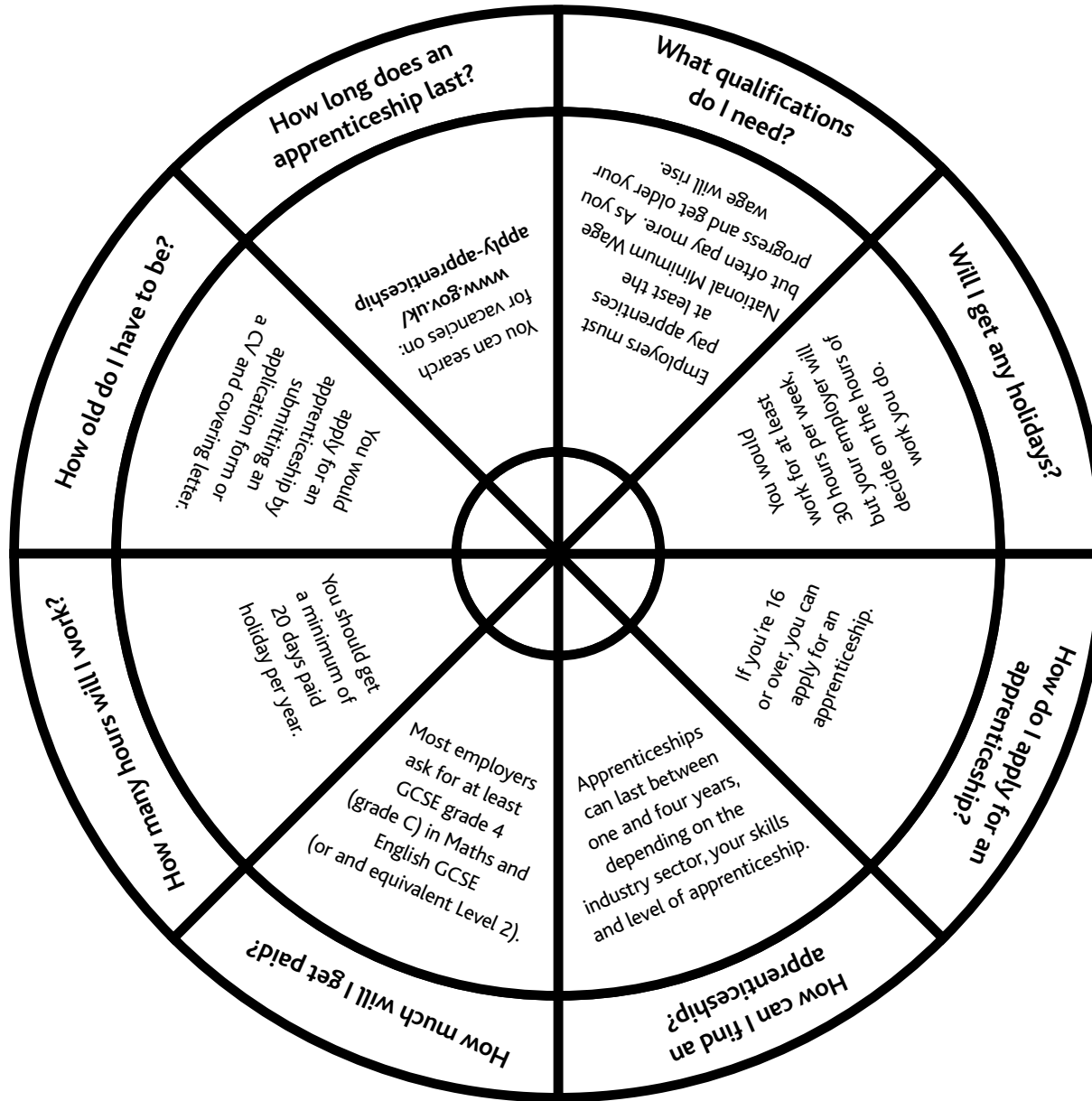
How can I find a traineeship?

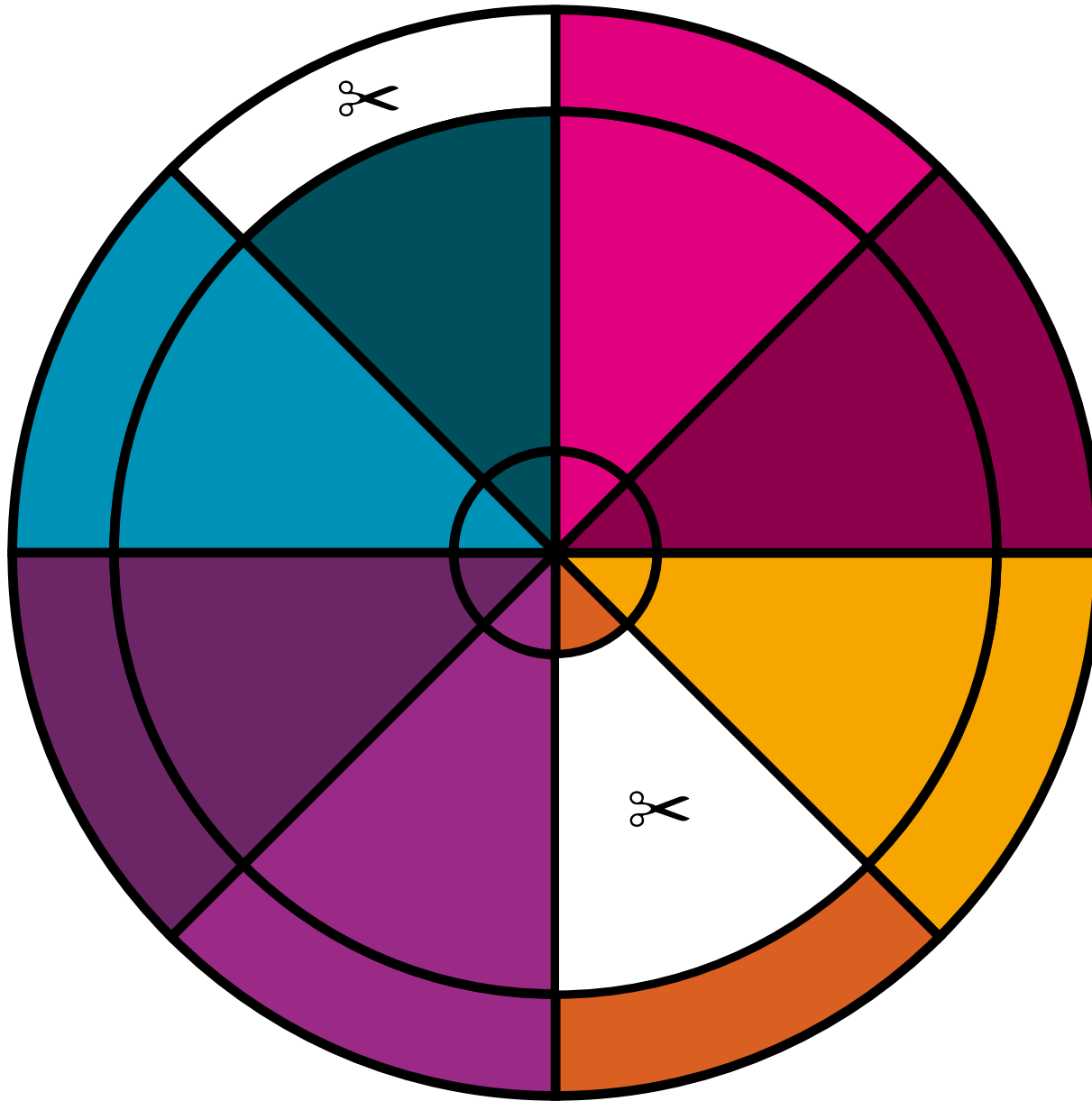
You can register online to find vacancies on:
www.gov.uk/find-traineeship

Where can I find out more?

Contact a National Careers Service adviser on **0800 100 900**.







Labour market information (LMI)

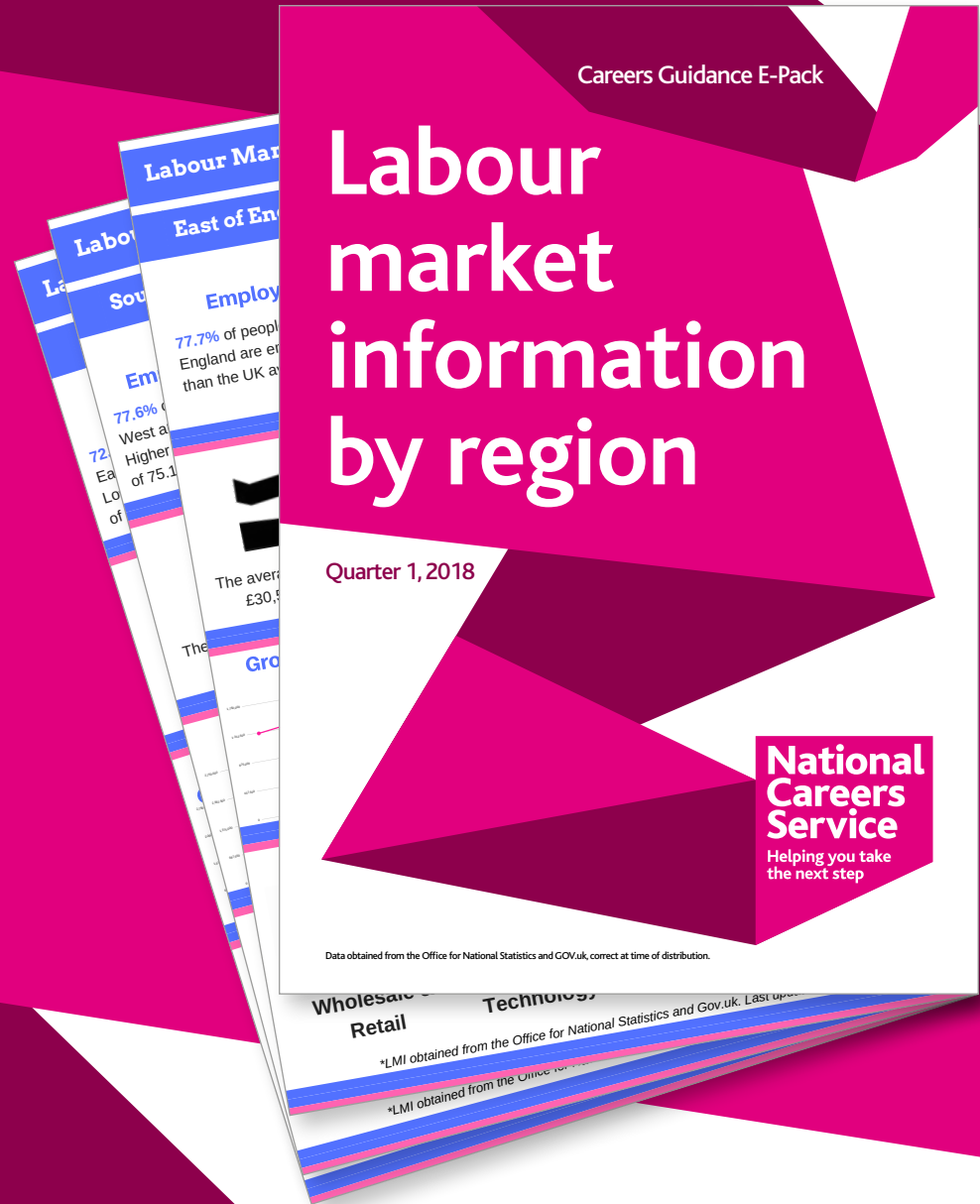
This E-Pack is accompanied by an additional PDF *Appendix 1: Labour Market Information*. This provides you with an overview of labour market trends for 12 regional areas within ENGLAND.

Each page in the LMI PDF can be printed off individually and can be used as a poster and/or a lesson handout.

The LMI data is updated on a quarterly basis using information published by the Office for National Statistics and Gov.uk. You will receive the most up to date LMI information when you request your E-Pack and then you will automatically receive updates each quarter to the email address you have provided.

If you wish to opt out of receiving quarterly LMI updates or have any feedback or questions please email: nationalcareersservice@serco.com

0800 100 900
nationalcareersservice.direct.gov.uk



@NationalCareers
#AskNationalCareers

E-Pack poster

As an additional resource, included with your E-Pack is a third PDF entitled *Appendix 2: E-Pack poster*, which you can print off in A4 or A3 format for display in classrooms and/or communal areas throughout your building.

Careers Guidance E-Pack tailored for schools and colleges

To order your free
copy phone the
National Careers Service
on 0800 100 900





- designed in line with the Gatsby Benchmarks
- lesson activities
- labour market information
- employability resources
- parental support guide

Get yours today

**National
Careers
Service**

Helping you take
the next step

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Call us: 0800 100 900

Connect with us:
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 NationalCareersService

Or search online for:
National Careers Service

0800 100 900
nationalcareersservice.direct.gov.uk

@NationalCareers
#AskNationalCareers

A parent's guide

What do you need to know?

As a parent, you are incredibly influential when it comes to the decisions your child makes in all areas of their lives and that is especially true when it comes to their education and careers. We know that the choices, which are open to your child today, may be very different from when you were in their position and you may feel as if you're unsure about what advice to offer.

We want to try and make it as easy as possible for you to talk to your child about their options confidently and know that the information you have is as accurate and as up to date as possible.

National Careers Service is available for anyone aged 13 and over providing advice and information on a range of topics including careers, education, employment and training/apprenticeships. Our free helpline – **0800 100 900** – is open from 8am to 10pm every day and you are more than welcome to get in touch with our trained advisers, to ask any questions you may have about your child's education or career opportunities.

Our website has a range of contact channels which are accessible to all; we offer a free online chat with an adviser, you can send us an email, text or arrange a call-back and we also have minicom (for customers who are deaf or have hearing difficulties).

Your child can complete a free Skills Health Check test through our website which will suggest specific job sectors they may be suited to, based on their skills and strengths. They can also research their career ideas using our popular job profiles.



General Advice

You don't need to become a qualified careers adviser to be able to offer your child advice and support with their education and career decisions. The most important thing you can offer is the knowledge of where to find the right information, so you can do the research into their options together.

To begin with, it's important your child knows what their strengths are and their skills and abilities. You will undoubtedly know what they are good at but it's difficult to recognise your own skills and strengths. You can use the Skills Health Check test on our website to help your child become more aware of their strengths, weakness and career sectors they may be suited to.

The Skills Health Check is a great starting point and can help your child with researching specific career sectors and understanding more about themselves as an individual. It's important to remember that any careers related test you take is purely meant as a guide.

The career choices which the test may offer up can be researched further on the 'Job Profile' pages. We have over 800 different types of career options, from gardener to graphic designer and everything in between! Each one explains which skills and qualifications you need to get into that job. You can also read about what the work would be like, the average salary you could expect and what the career prospects might be.

One of the most popular search methods for the job profiles is through the 'Job Families' list. This groups similar jobs into one area so you can browse all the different jobs within this field. For example, if your child

knows they want to work with animals but isn't sure what jobs are available, you can look through the profiles for a vet, a kennel worker, a police dog handler, a farm worker or even a beekeeper!

GCSE choices

One of the first instances of your child making a firm decision about their future may come with them choosing their GCSE options. Up to this point, they have been learning the same subjects as most secondary students but now they will be asked to make a number of choices to ensure their learning is more individual and suited to their interests and skills.

Year 9 choices

To make sure you can offer the best support, it's good to know a little bit about what subjects their school considers 'compulsory', which subjects the school classes as 'option choices' and what ideas your child may be considering.

Each school is different, compulsory subjects may include English language and literature, maths and science (physics, chemistry and biology). Some schools also class subjects such as modern foreign languages (German, French, Italian, Spanish), design and technology (graphics, textiles), religious studies and ICT as compulsory subjects.

It's also possible that there will be a number of subject options available which your child may not have studied before, such as business studies, health and social care, travel and tourism, so it's worthwhile talking through all the choices they may be considering, not just the ones

they are familiar with. Option choices are normally set out in 'option blocks', the below image is an **EXAMPLE** of how schools can set out option choices:

Current option choices in Year 11

Options	Subjects
Option 1	Geography, History, Business Studies, Resistant Materials and IT
Option 2	Drama, Geography, History, Music, PE and Art
Option 3	Food Technology, French, German, Spanish, Business Studies, Sociology and Performing Arts
Option 4	French, German, Spanish, Business Studies, Graphics, Textiles, Food Technology and IT

BTEC qualifications

There may also be the option of taking a BTEC qualification. BTEC stands for Business and Technology Education Council and they offer vocational qualifications in areas such as engineering, health and social care, travel and tourism plus many more. You can do a BTEC, equivalent to one or two GCSEs, alongside other GCSEs.

As BTECs are offered in more vocational, hands on subjects, taking these qualifications can affect the routes available to your child in the future so it's worth making sure they speak to their teachers or a careers adviser about what career path they might be thinking about taking, just to make sure all options are open to them.

Not every school will be set up to offer a BTEC option, but if it's something that might seem a good fit for your child, it's worth speaking to the school to find out more. Different BTEC subjects will become available after GCSEs and these tend to be studied at college rather than through sixth form.

Benefits of Parental involvement

- Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.
- Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- Children generally achieve better grades, test scores, and have better attendance.
- Research indicates that when students feel supported and loved by their parents, they have more confidence in their own ability to research careers and to choose a career that would be interesting and exciting.

Choices after GCSEs

The choices, which your child makes after completing their GCSEs or BTEC qualifications, are dependent on a number of different factors including their own ambitions, the opportunities offered locally and the grades they have achieved.

These choices will really allow your child to tailor their own education and study towards subjects they feel passionate about and allow them to gain the knowledge

and experience needed to progress into their desired career path.

When thinking about steps after compulsory education, it's important to keep in mind that there is no one size fits all style of education and that everyone learns in different ways. There is no right or wrong or better or worse but with the raising of the participation age coming into effect, this now means your child needs to stay in some form of education or training until their 18th birthday.

Education until their 18th birthday isn't quite what it sounds; in fact school leavers have a range of choices:

1. To stay in full time education working towards, A levels, BTEC, NVQ or an alternative level 1/2/3 qualification at a local college or sixth form.
2. An apprenticeship.
3. A traineeship with the idea of progressing on to an apprenticeship or education.
4. Employment or volunteering of 20 hours a week while working towards an accredited qualification part time with the study hours adding up to 280 guided learning hours over the course of a year.

Sixth form

Young people who feel they work and learn best in a classroom environment are likely to be interested in moving into sixth form where the most common qualifications are A levels. A levels are offered in a wide range of subjects – from academic subjects like English, maths, history, biology to more work based subjects like health and social care, sport and exercise and business

studies. They are most likely to be studied at a sixth form but can be offered at further education colleges as well.

Entry requirements for A levels are usually at least five GCSEs grade 4 (grade C) or above which include subjects maths, English and sometimes science. Your child will be asked to pick three to four A level subjects, at this point in their education their choices begin to narrow so it may be worthwhile talking through their options with one of our advisers to keep them on track for the future. If your child doesn't know exactly what they want to do in the future, they can still study a combination of different subjects to allow them to keep as many options open as possible.

Some careers need a person to have specific A level qualifications as these qualifications directly influence what university courses could be available. If your son/daughter is thinking about a particular subject at university, it's best to make sure the A level choices they make are acceptable for entry and you can do this by checking the entry requirements through UCAS (Universities and Colleges Admissions Service).

For example, in order to become a doctor, it requires a student to take biology and usually chemistry at A level. If a student doesn't have a qualification in these subjects, they wouldn't be able to apply successfully for a medical degree at university.

However some degrees do not have any subject specific entry requirements but ask that you achieve specific grades which are then converted into UCAS points for entry onto a degree. The UCAS tariff table for A levels are detailed in the table below. Full details of UCAS tariff tables can be found online at www.ucas.com/advisers/guides-and-resources/tariff-2017

Grade	Tariff points
A*	56
A	48
B	40
C	32
D	24
E	16

College

The teachers at your child's school are likely to have a lot more information about A level options than other areas; this is simply because it is the route they will most likely have taken to get into teaching and can draw on their own experiences when offering advice. However, for a lot of young people, staying in a school environment is not the best thing for them, as their abilities may lie with more practical or vocational learning.

There are a wide range of college courses your child can choose from and it will all depend upon the grades they receive at school in their GCSEs. Further education college qualifications are listed below:

Entry level qualifications – Designed to support students who received no GCSE grades and need support with basic Maths and English.

Level 1 NVQ – Designed to support students who may have left with some GCSE grades but at a low level 2-1 (E–G), student likely to focus on one specific subject.

Level 2 NVQ – Likely to be offered to students who achieved grades 3/2 (D/E) and as above students will focus on one specific subject.

Level 1 BTEC Introductory Diplomas and Certificates – This gives you basic knowledge and skills to show you can do a certain job.



Level 2 BTEC First Diplomas and Certificates – Equivalent to GCSEs in a specific subject and are generally offered to students who achieve 4/3/2s (C/D/Es) at GCSE.

Level 3 BTEC National Diploma – Equivalent to two A levels and can be used as a pathway to university. It is likely to be in one specific subject.

Level 3 BTEC Extended National Diploma – Equivalent to three full A levels and widely accepted by universities as an alternative to A levels for degree courses, again likely to be in one solid subject.

Functional/Key Skills – Can be a mandatory part of your course at college and are generally levels 1–3 in Numeracy, Literacy and ICT.

Both sixth forms and colleges will hold open days where students can visit and look around, speak to current students and teachers, check out the resources and facilities; basically see if they can picture themselves there in the future.

Visit – www.opendays.com to find out more.



Apprenticeships

Apprenticeship/traineeship options

Apprenticeships and Traineeships are becoming a real alternative route for those leaving school as it allows them to gain real life work experience, study towards a relevant qualification in that industry field and receive a wage for their work. There has never been a better time to consider an apprenticeship.

Apprenticeships are stereotyped as a 'second rate' option but this couldn't be more misguided; there are many subject options which allow an apprentice to study to degree level, same as what they would receive at university and get the benefit of combining these qualifications with years of practical experience.

Apprenticeships take between one and six years to complete, and cover 1,500 job roles in a wide range of industries, from engineering to accountancy, public relations to veterinary nursing.

The **parent's guide to apprenticeships** on **GOV.UK** offers useful downloads as well as more information on the benefits of an apprenticeship and the entry requirements.

We would recommend all young people start their research and vacancy searches using the following website – www.getingofar.gov.uk

Facts about apprenticeships

- The National Minimum Wage for an apprentice is £3.70 per hour (as of April 2018) with apprentices aged 16–18 taking home around £151.88 (on average) per week.
- After finishing, the majority of apprentices (90%) will stay in employment (including 2% self-employed), with seven in ten (71%) staying with the same employer.
- A quarter of former apprentices had received a promotion (23%) within 12 months of finishing, and for intermediate and advance apprentices, three quarters reported taking on more responsibility in their job after completing their apprenticeship.
- All apprentices work towards an accredited qualification which could include: NVQ, BTEC, HND/HNC, foundation degree, and undergraduate degree and in some industries masters degrees.
- Most apprenticeships will support individuals with their maths and English if they were not able to achieve a C grade at GCSE level.

Facts about traineeships

- A traineeship is an education and training programme with work experience that unlocks the great potential of young people and prepares them for their future careers by helping them to become 'work ready'.
- Designed to help young people aged 16 to 24 who don't yet have the appropriate skills or experience, traineeships provide the essential work preparation training, English, maths and work experience needed to secure an apprenticeship or employment.

- You will not be paid a training wage on a traineeship however young people should be aiming to progress onto an apprenticeship upon completion of a traineeship.
- It's important that young people speak to their employers on the traineeship as they may be able to offer financial support with transport or equipment costs.

University

While there is a lot of information available, it can seem overwhelming, with so many things that students need to take into account when making what is probably their most important decision so far!

Your child's teachers are usually the main source of information about applying for university as it's something they deal with year in, year out but there are plenty of instances where your son or daughter will need a bit of extra support from home.

For example, their teacher will have a good idea about their academic ability, what sort of grades they are likely to achieve and if a particular set of subjects would be suited to them. However, you are much more likely to know more about their personal and emotional needs. Gaining an impartial perspective from a service such as National Careers Service can help your child make a well rounded and realistic decision.

UCAS (Universities and Colleges Admissions Service) is a great source of information for both students and parents. All students will apply for their university places through UCAS so it's certainly worth becoming familiar with.

One of the main things you may be worried about is the cost of university and over the past few years, these costs have been significantly increased. £9250 is now the maximum amount a university can charge, so finding the funds to ensure your child is able to move forward towards university can seem daunting. However, there are a number of financial aids on offer depending on your situation which you might be able to take advantage of.

Facts about Student Finance England

- It's important to know that everyone is eligible for the financial support in the form of the 'Tuition Fee Loan' from the Government which is offered regardless of household income for their first undergraduate degree.
- Everyone is eligible for 4 years' worth of student finance for an undergraduate degree.
- As well as a tuition loan, you can also apply for maintenance loans (means tested) and maintenance grants (non-repayable). The university you choose to go to may also offer bursaries and grants to support students which you do not need to pay back.
- As the threshold for tuition fees is now £9250 with many universities charging the full amount allowed, Student Finance have raised the threshold for which you start making repayments which is now £22,000 a year.
- Once you are earning over £22,000 a year, you will automatically start making repayments through the tax system. Student Finance will take 9% of your taxable earnings. For example if your monthly earning was £1833 you would pay back £7 to Student Finance each month.

The **Gov.uk** website has more information about applying for student finance.

How can you get involved?

You may be struggling to figure out how you can best help your son or daughter so we've created a short checklist of ideas that might prove useful.

- Try to speak with your child as soon as possible about what type of career or job they might enjoy. This doesn't need to be an in depth conversation at first, just enough to allow them to be aware that they can come to you to ask about anything they aren't sure about.
- Encourage your child to speak with their career adviser at school. Every school has a responsibility to provide impartial careers advice for their students, which means the school can't just promote their own offers, such as sixth form for students whom it may not be best suited for.
- Get in touch with an adviser yourself. When your child comes to you to ask any questions, you'll want to make sure the information you have is as up to date as possible. Try speaking with our advisers to find out more about how you can best help.
- Have a look through the online resources together. The National Careers Service website is an excellent starting point no matter which stage of education your child is currently in.

- Seek impartial advice and guidance. Knowing all of your options and not just one or two is really important to ensure that your child takes the right next steps in their education and career. National Careers Service is dedicated to offering young people and adults the right advice at the right time and we are free to contact on **0800 100 900**, online through our webchat, via email or text, 7 days a week from 8am till 10pm.

Useful terminology

NVQ – National Vocational Qualification

GCSE – General Certificate of Secondary Education

UCAS – University and Colleges Admissions Service

BTEC – Business and Technology Education Council

A level – Advanced Levels

FE Colleges – Further Education Colleges

LAs – Local Authorities

PRU – Pupil Referral Unit

SEN – Special Educational Needs

AQA – Assessment and Qualifications Alliance

HE – Higher Education

DfE – Department for Education

Dip – Diploma

HND/HNC – Higher National Diploma/Certificate