



London Ambitions: Careers Curriculum
A Resource Supporting Your Careers Strategy

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The London Ambitions Careers Curriculum is a practical resource to support your careers strategy. It is designed to support teachers and governors to feel confident and well-equipped in preparing for a review of careers in the curriculum, including dialogue with Ofsted.

Responsibility for careers advice and guidance rests principally with schools and colleges, but it is also dispersed across a wide number of other local organisations. Over recent years this has led to a confusing landscape. For those entering the teaching profession and/or those with years of teaching experience they face new demands to link teaching in the classroom (both online and off-line) to 21st century careers, skills and the labour market.

Following on from last year's launch of London Ambitions, including the introduction of the London Ambitions Portal and the new formation of twelve 'Careers Clusters', significant action is taking place to strengthen the careers offer to all young Londoners. During our consultations with teachers and employers, we have been asked to make explicit what a good Careers Curriculum looks like, accompanied by some helpful resources.

Leadership is a critical success factor in shaping a careers offer for every young Londoner. A whole organisation approach to careers work will enable schools and colleges to deliver personalised careers education, alongside independent and impartial careers guidance. Young Londoners can be nurtured to accumulate at least 100 hours of experiences of the world of work starting from an early age. The future of education emphasises the immense need to prepare the coming workforce for the challenges ahead.

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Young People's Education and Skills, London Councils
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Acknowledgement

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This Curriculum Framework is intended to support the embedding of careers, employability and enterprise programmes and activities in London schools, colleges and other local community settings. We hope the contents will inspire schools and colleges to design and plan engaging careers, employability and enterprise programmes and activities for young people, parents, governors and employers.

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Useful teaching aides, including links to careers, employability and enterprise resources and free lesson plans

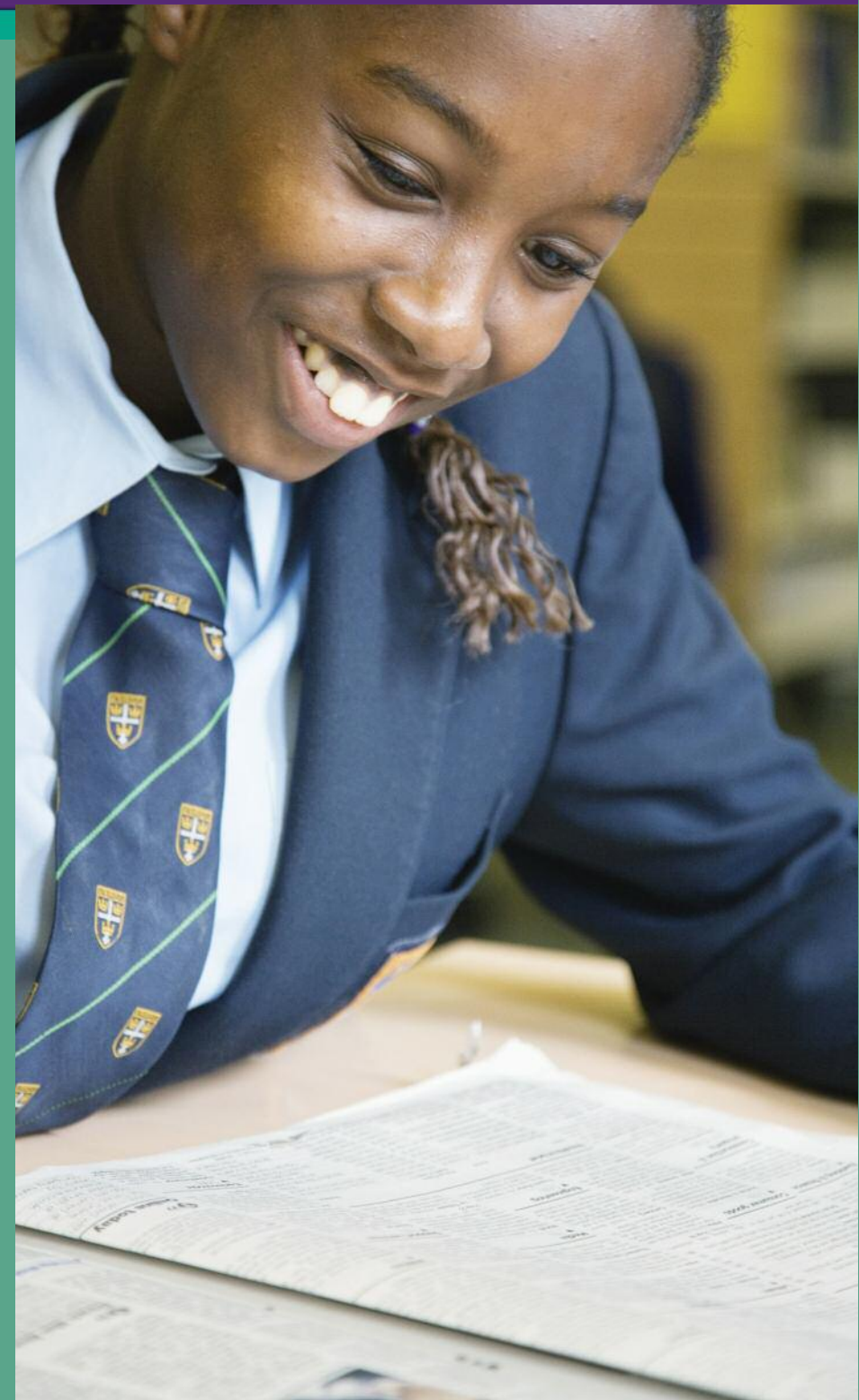
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Introduction to the London Ambitions: Careers Curriculum

This Careers Curriculum framework is aimed at middle managers, teachers, careers and enterprise specialists, businesses, local authorities and other relevant government agencies working with young Londoners in various education and community settings. It is designed to act as stimuli material for collective action in schools and colleges across London.

“Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams” (Dr. Russ Quaglia 2016)¹.

“Of course, technology is only one element in a portfolio of vital solutions that aim to close the 21st-century skills gap. These include strategies such as better teacher preparation, new modes of learning and wraparound services” (Davos, 2016)².

The Department of Education’s (DfE) new Careers Strategy for England will set the tone and new requirements for all schools and colleges to strengthen their careers, employability and enterprise programme and activities. Last year, London Ambitions: A Careers Offer for Every Young Londoner was co-launched by London Councils, the GLA and the LEP.

London Ambitions calls for:

Young People

- Access to impartial, independent and personalised careers education, information, advice and guidance
- At least 100 hours of experiences of the world of work for all young Londoners and a digital portfolio

Leadership and accountability

- An explicit publicised careers policy and careers curriculum in every secondary school and college
- A governor with responsibility for ensuring the institution supports all students to relate their learning to careers and the world of work from an early age

Support for a high quality careers work

- Up-to-date, user-friendly labour market intelligence/information (LMI)
- Formation and development of ‘careers clusters’ to improve awareness of London’s labour market and supporting school and college leaders in a

¹ www.youtube.com/watch?v=DJEwzGHgY3Y

² widgets.weforum.org/nve-2015/chapter3.html

whole-school approach to plan and deliver careers provision. In 2016, twelve new Careers Clusters were established, supported by European Social Funding (ESF).

- A London Ambitions Portal – linking education to business and the careers community. This is now a live resource for London schools, colleges and employers. Visit: www.london.gov.uk/ambitions



Getting Started

The London Ambitions: Careers Curriculum provides an evidence-based approach to careers education. It draws upon latest findings from an international literature review that defines careers education as:

“Careers-focused school-or college-mediated provision designed to improve students’ education, employment and/or social outcomes.” Hughes et al, 2016.³

For more details: educationendowmentfoundation.org.uk/public/files/Publications/Careers_review.pdf

In this resource, we have provided a practical pedagogical checklist for leaders, managers and practitioners who want to do more. The indicative content sets out:

- Objectives to inform and support pupils/students learning outcomes
- Activities to stimulate action supporting a young persons’ learner journey
- Practical resources including examples of careers, enterprise and employability activities designed to support enquiry-based learning.

We strongly encourage a ‘mix and match approach’ whereby new and experienced teachers and advisers can draw upon relevant sections in this resource that resonate with their own particular needs.

The ‘London Ambitions Portal’ makes it easy for schools, colleges and employers to connect. Join now: london.gov.uk/ambitions

The London Ambitions’ Careers Curriculum begins at Key Stage 2 – Key Stage 5. Once you have read this, you may also find it helpful to make use of the Career Development Institute (CDI) framework for careers, employability and enterprise education 7-19 (November 2015) – visit: www.thecdi.net/write/BP385-CDI_Framework-web.pdf



³ Hughes, D., Mann, A., Barnes, S-A., Baldauf, B., & McKeown, R. (2016) Careers Education: International Literature Review, Education Endowment Foundation & Merrill Lynch Bank of America, London. July 2016.

Overview of Key Stage 2 – Key Stage 5

Key Stage 2 Ages 7-11	Key Stage 3 Ages 11-14	Key Stage 4 Ages 14-16	Key Stage 5 Ages 16-18
Awareness about careers now and in the future: widening horizons and not closing down options	Knowledge about careers and the impact of making option choices and decisions	Knowledge about careers and experience in the world of work	Experience of and exposure to the world of work, career adaptability and resilience

Key Stage 2 – By The Age Of 11 Years Old

Awareness About Careers Now And In The Future: Widening Horizons And Not Closing Down Options

The content below builds upon best practice in London’s schools on children’s development, learning needs and capabilities and ensures teacher education is fully informed from this perspective. It should also inform work with parents and carers, as well as governors, employers/employees and other interested local community groups.

“London’s youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age”

London Ambitions: Shaping a Successful Career Offer For All Young Londoners, p.9

KEY FACT

Children begin to eliminate their least favoured career options between the ages of nine and 13. By those ages, it is argued they will have abandoned the ‘fantasy’ careers associated with the very young and have started to become more aware of potential constraints on their occupational choice.⁴



⁴ Gottfredson, L. S. (2002). ‘Gottfredson’s theory of circumscription, compromise, and self creation’ In D. Brown (Ed.), Career choice and development (4th ed., pp. 85 – 148). San Francisco: Jossey Bass. Cited in Gutman and Akerman (2008), Determinants of aspirations, Centre for Research on the Wider Benefits of Learning, Research Report 17. IoE.

London Ambitions Careers Curriculum: Key Stage 2

Learning Outcomes	Activities to stimulate action
1 Enable pupils to learn about themselves and develop a better view of their self-efficacy	<i>Take pupils on external visits</i> e.g. offering opportunities for encouragement about their future Pupils writing letters to individuals/organisations e.g. to thank visitors coming into the school
2 Increase pupils' awareness of career/work opportunities	<i>Role models</i> e.g. introduce inspiring people willing to offer at least one hour of their time to primary schools
3 Increase pupils' understanding of the link between education, qualifications, skills and work opportunities, prepare pupils for adulthood from the earliest years	<i>Curriculum integration</i> e.g. role play to help pupils see the connection between education, work and lifestyle; link with science, technology, engineering, arts and mathematics (STEAM) helping raise pupils' aspirations <i>Cross-curricular work</i> e.g. visits combined with classroom work on science, history, ICT, literacy and numeracy etc. Explain the option choice system to help pupils see the connection between their schooling and opportunities in the future.
4 Recognise gender stereotypes and identify opportunities to overcome barriers	<i>Encourage pupils to think beyond known familial occupations</i> e.g. use videos and lessons plans to highlight differing occupations
5 Develop pupils' evolving perception of their own potential place in a future world of work	<i>Curriculum work on enterprise education and personal finance education</i> e.g. taking pupils on public transport to explore their city centre and to spot the different types of jobs en route; meeting people who have started up their own business
6 Expose pupils (and teachers) to businesses and the world of work to develop a realistic view of differing occupations and sectors skills gaps	<i>Opportunities to learn from differing perspectives about what work is like or what it takes to be successful in the workplace</i> e.g. talks and visits to places learning about past, current and future work in or outside of the local community to carry out interviews on people's experiences. <i>Dedicated events</i> e.g. Apprenticeship Week, Enterprise Week, Industry Day, Community Day, National Careers Week, A Graduates Day and/or an Awards Day to boost confidence and self-esteem
7 Ameliorate restricted views by broadening horizons, raise aspirations for pupils with special educational needs and disabilities	<i>Introduce a mentoring scheme with Year 9 pupils from a local school</i> e.g. find some local contacts One-off events e.g. drama or theatre production based on a specific theme
8 Engage parents/carers' attitudes, perceptions and aspirations relating to their children's education and career choices.	<i>Deliver parents and carer workshops in school and in the local community</i> e.g. using images and/or metaphors to discuss past, present and future education and job trends.

Key Stage 2: Useful teaching aides, including lesson plans and links to careers, employability and enterprise resources

1. Artist in School

Visit: www.artistinschool.co.uk/index.html#sthash.GNUUzs35.Dpuf

A range of ideas for introducing artists' careers and inspiring children to think about their creative talents. This includes helping schools to plan their Art Days or Art Weeks. There are lots of hints and tips, links to drawing and painting videos for children and much more.

2. Aspire Toolkit: A practical resource to inspire school leaders

Visit: www.egfl.org.uk/sites/default/files/School_effectiveness/ExtendedSchools/raisingaspirations/9,ASPIRE%20TOOLKIT%20FINAL.pdf

This comprehensive toolkit (627 pages) supports schools to broaden pupils' experiences and exposure to the world of work, including primary age pupils with special educational needs and/or disabilities, as well as their teachers and parents. It contains ideas for action, where careers' activities are freely available and/or charged services and numerous weblinks to specialist organisations offering support to school leaders, manager and teachers in their everyday careers work.

3. Big Green Fox

Visit: www.biggreenfox.com

This resource focuses on careers education starting in primary schools supporting educators in delivering a competency, not just content, based education. It offers Career Detectives, a tool (charged service) designed to help teachers embed careers education within the core curriculum, making links between educational subjects and future career opportunities and Panjango (a free resource) which gives learning context and purpose by directly linking the curriculum to work-related challenges.

4. Forum-Talent Potential

Visit: www.forum-talent-potential.org/

This resource offers (i) templates to guide strategies and define needs for curriculum projects; (ii) Briefings, toolkit resources and exemplars to support implementation; (iii) A free, self-guided, active learning course for school teachers and leaders; and (iv) Case study examples of employer-supported, curriculum-linked projects - a basis for careers clusters and CPD communities among school alliances. It also includes an Employability and Learning Guide Key Stage 1 & 2.

5. London Councils

www.londoncouncils.gov.uk/londonambitions Careers/london-ambitions-careers-offer-resources

This contains a wide range of publications and resources relating to young people's careers education and skills development.

6. Medical Mavericks

Visit: www.medicalmavericks.co.uk/our-mission/

Bringing science and fun into the classroom including a FREE Career Inspiration Pack, including Free Book, 40 Career Posters & Workshop Information.

7. Primary Futures and Inspiring Governors Alliance

Visit: www.educationandemployers.org/programmes/primary-futures/

Visit: inspiringgovernance.org/

Primary Futures aims to raise aspirations and, by helping children understand the link between learning in school and the world of work, to motivate them to improve their academic performance. This and the Inspiring Governors Alliance offer a free matching resource supporting teachers to access a vast network of volunteers from different backgrounds and professions.

8. National Union of Teachers - 'Breaking the Mould'

Visit: www.teachers.org.uk/equality/equality-matters/breaking-mould

This resource offers practical strategies for challenging gender stereotypical choices and behaviours in primary schools. A series of resources include materials used by the schools including lesson plans, worksheets and drawings by children.

9. STEMNET

Visit: www.stemnet.org.uk/educators/primary-schools/

Working with schools, colleges and STEM employers, to enable young people of all backgrounds and abilities to meet inspiring role models, understand real world applications of STEM subjects and experience hands on STEM activities that motivate, inspire and bring learning and career opportunities to life. Runs the UK's only network of STEM Ambassadors: over 27,000 inspiring volunteers.

10. YES programme

Visit: www.yesprogramme.co.uk

The YES Programme is an online work-related teaching resource that provides extensive, easy-to-use, content consisting of bespoke films and associated lesson material. Schools pay an annual subscription fee to make the YES Programme accessible to all staff, both in and outside of school. Teachers can display the resources on interactive whiteboards, desktops, tablets or laptops in classrooms, libraries or resource centres.

11. Young Enterprise

Visit: www.young-enterprise.org.uk/what-we-do/primary-programmes/

Young Enterprise provides specially trained Young Enterprise business volunteers from the local community working with primary schools on a range of curriculum and enterprise activities e.g. The Fiver Challenge and Stories About the World Outside.

Additional links to free lesson plans

Barclays Life Skills

Visit: www.barclayslifeskills.com/teachers/

BBC Schools

Visit: www.bbc.co.uk/schools/teachers/ks2_lessonplans/

Free Teaching Resources

Visit: www.free-teaching-resources.co.uk/

The Houses of Parliament

www.parliament.uk/education/teaching-resources-lesson-plans/

TES

Visit: www.tes.com/resources/search/?&q=lesson%20plans



USEFUL TIPS

Add to or amend this listing – Create your own personalised checklist of useful teaching materials

Share examples – Network with others to discuss and assess what works best and in what particular circumstance

Go online to source new materials – Be mindful of your budget and quality guarantees when purchasing any new materials. Use social media to draw upon other people's first hand experiences.

Key Stage 3 – By The Age Of 14 Years Old

Knowledge About Careers And The Impact Of Making Option Choices And Decisions

As a global city, there is a growing commitment in London schools, colleges, training providers and other community agencies to embed the following ‘4 Rs’ in curricular and extra-curricular activities, namely:

- **Recognition – Students need to understand why they need to take action to develop their career learning and employability skills**
- **Reach – Students need exposure to career learning episodes using real life examples from a variety of sources**
- **Record – Students need to record their formal and informal experiences of the world of work to help them understand what has been learnt and their skills development needs**
- **Reward – Students need to be incentivised to build a digital portfolio to inform and support their future working lives.**

“Every young Londoner should have completed at least one hundred hours experience of the world of work, in some form, by the time they reach sixteen.” *London Ambitions: Shaping a Successful Career Offer For All Young Londoners.*

This checklist below supports teachers to draw upon and customise relevant learning outcomes and consider: ‘What questions do my students need to be able to answer in order to achieve a positive learning outcome?’ It can also inform work with parents and carers, as well as governors, employers/employees and other interested local community groups.

KEY FACT

A major research study ‘ASPIRES’ led by Professor Louise Archer, King’s College London (2009-2013) tracked the development of young people’s science and career aspirations from age 10-14. It found most young people, from primary through to secondary, find school science interesting. However, interest in science does not translate into post-16 participation in careers.⁵



⁵ www.kcl.ac.uk/sspp/departments/education/research/ASPIRES/Index.aspx

London Ambitions Careers Curriculum: Key Stage 3

Learning Outcomes Self Development	Activities to stimulate action
1 Students understand themselves and the influences on them	<i>Contact with industry experts</i> e.g. mentoring, confidence building, learning about work opportunities, talking about self and their Curriculum Vitae (CV) work experience, supported work experience. <i>Contact with volunteers</i> e.g. careers speed dating
2 Students can identify ways of staying positive about who they are, what they can achieve and how other people see them	<i>Contact with young ambassadors</i> e.g. alumni from universities, colleges, sixth form, special schools and colleges, apprentices/trainees/ supported interns, employees and entrepreneurs sharing their career stories.
3 Students understand how to write a Curriculum Vitae (CV), create a digital portfolio and gain experience of applying this in practice	<i>Mock interview/working interview</i> e.g. with teachers, employers/ employees, careers specialists including mentors, advisers, coaches, enterprise advisers etc.
4 Students and parents/carers understand the National Curriculum Framework	<i>Cross-curricular themes</i> e.g. career dialogue embedded in all subject areas with identified links between other areas such as work-related learning, and wider activities (e.g. extra-curricular and enrichment).

Career Exploration	
1 Students investigate opportunities in learning and work	<i>Talks and visits on career routes and destinations</i> e.g. within specific industries, occupational areas, including speakers' activities to enrich the learning experience and subjects. Use this to recognise and challenge the stereotypes that limit choices and opportunities.
2 Students work with partners in private, voluntary and/or public businesses where they set and solve problems together	<i>Attend a Skills Show and/or Careers Fair</i> e.g. Big Bang event gives exposure to STEM careers, Skills London etc. Global Entrepreneurship Week and/or Enterprise Activities/ Competitions, including financial literacy, fund raising events and links to the world of work e.g. business enterprise challenge where pupils work in teams to develop a business plan for a new commercial venture (shop, café etc.), inspired by local and national entrepreneurs
3 Students can access and use labour market information (LMI) about career paths to inform their own decisions on study options	<i>Use of apps and online LMI tools</i> for assessing labour market trends, including salaries, competition for jobs and career opportunities e.g. Skills Match London
4 Students are aware of the laws and by-laws relating to young people's hours of work and part-time jobs	<i>Groupwork and worksheets</i> on the Protection of Young Persons Employment Act (1996)

Career Management Skills⁶

1 Students feedback they have the information and advice they need to make their 14 to 16 choices	<i>Career guidance or coaching on a 1:1 and/or group basis</i> e.g. independent careers adviser. <i>Options breakfast and/or evening events</i> e.g. option choice explained with representatives from providers and careers specialists, including optional workshops on career management skills, routes to education and employment.
2 Students make and adjust plans to develop career adaptability and resilience in managing their current transitions	<i>Career-related learning activities for certain situations</i> e.g. coping with setback exercises; visit to a place of work and follow up reflection.

Resilience, Determination and Grit

1 Students can identify personal motivation, strengths, weaknesses, learning/work interests and ideas	<i>Achieve a Recognition Award(s)</i> e.g. School Award, Duke of Edinburgh Award, Warwick Enterprise Award etc. Enter a competition e.g. Community Apprentice
2 Students can identify how an individual's perceptions and expectations of themselves can change in the light of contact with people from different learning and work settings	<i>Quiz</i> e.g. How many times does the average person changes jobs? Where are the jobs? How does this compare to 5 or 10 years ago?
3 Students can identify ways of finding opportunities that will be rewarding	<i>Identify skills needed and valued in the workplace</i> e.g. project focused on problem-solving and communication skills; role play involving leadership, teamwork, coaching, networking and peer support roles
4 Students can recognise how work and economic independence affect personal and financial wellbeing	<i>Extra-curricular club for pupils</i> e.g. visits to places to understand more about training and employment opportunities
5 Governors, teachers, parents and carers are encouraged to access and make use of London's labour market intelligence/information and destination outcomes to support their learning and that of others	<i>Provide data on career destinations and aspirations</i> e.g. identify sector or job areas for exploration; produce a whole year group questionnaire for review; use destination data. <i>Work with local primary school pupils</i> e.g. positive support for children's thinking about education, work and enterprise

⁶ Career Management Skills are defined as "a range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions" (European Lifelong Guidance Policy Network (ELGPN), 2012, p.21)

Key Stage 3: Useful teaching aides, including lesson plans and links to careers, employability and enterprise resources

Join the London Ambitions portal to connect with businesses in the capital that offer careers education activities and resources for Key Stage 4 pupils.
Visit: www.london.gov.uk/ambitions

1. Bird and Bird: Lawyers in Schools

Visit: www.twobirds.com/en/community/lawyers-in-schools

This is a skills based employee volunteering programme run by the Citizenship Foundation. The scheme places practising and trainee lawyers into the classroom to work with young people to develop their awareness and understanding of the law.

2. Engineering UK

Visit: www.tomorrowsengineers.org.uk/

Engineering UK offers a wide range of careers resources, including lesson plans and activities to nurture tomorrow's engineers.

3. Global Generation

Visit: www.globalgeneration.org.uk/

Global Generation uses use land-based activities and the metaphors of ecological and cosmic processes to support building community between each other and the natural world. They primarily work with local young people, businesses and families in King's Cross area.

4. Inspiring Women

Visit: www.inspiringthefuture.org/

Inspiring Women: 20,000 inspirational women going into state schools/colleges to inspire girls to think about a wide range of professions.

5. iCould

Visit: icould.com

This popular and widely used inter-active website provides career inspiration and information for young people of all abilities. It shows what is possible in work and offers different ways to think about careers through free access to over 1000 personal video stories, detailed job and labour market information, plus practical tips, insight and advice.

6. London Education Business Partnership

Visit: www.londonebp.net/

Offers a wide range of services to schools and colleges ranging from apprenticeship insights, enterprise, mentoring and work experience.

7. Sky Academy

Visit: www.skyacademy.com/building-skills/

Sky Academy works with young people from primary school right through to starting their career, using the passion they share for TV, creativity or sport, to build skills and experience. The Academy links up with schools and bring together inspirational role models to offer a range of opportunities, supported by Sky staff and well-known faces from its TV channels.

8. Solutions for the Planet

www.solutionsfortheplanet.co.uk/ourPartners/

Encourages BIG IDEAS that can improve society, the economy and the environment. Runs competitions and activities in schools for young people.

9. Street Style Surgery

Visit: www.streetstylesurgery.co.uk

Fun and inter-active workshops for young people, including Dj-ing, Music production, Film making, Make up skills, Forensic science, Skateboarding, Soccer skills, Screen printing T-shirts, Cooking skills, Money Matters and many more.

10. Volunteer It Yourself

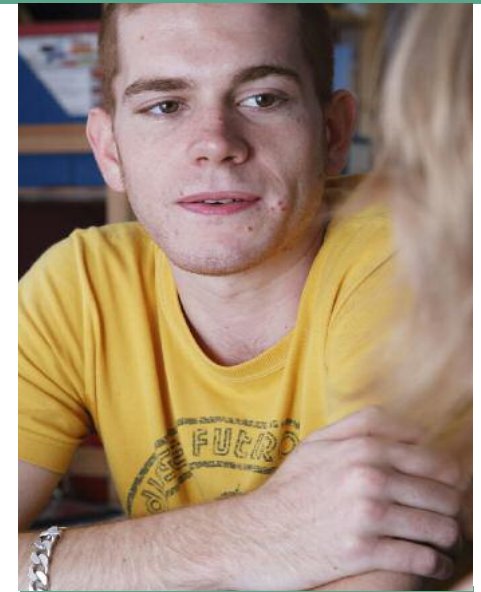
www.volunteerityourself.org/

VIY combines volunteering and DIY by challenging young people aged 14-24 to learn trade and building skills, on the job, by committing to fix local youth club and community centre buildings in need of essential repairs.

11. Your Life & MyKindaFuture

www.yourlife.org.uk/activities/best-school-trip

Memorable workplace visits to discover first-hand careers in STEM.



USEFUL TIPS

Note – Many of the above-mentioned resources are also applicable to Key Stages 4 & 5.

Question – Do any of these help support building your evidence of quality in careers provision within your institution for Ofsted or other purposes?

Ask – How many external partners can we realistically work with and have we got the right mix of providers?

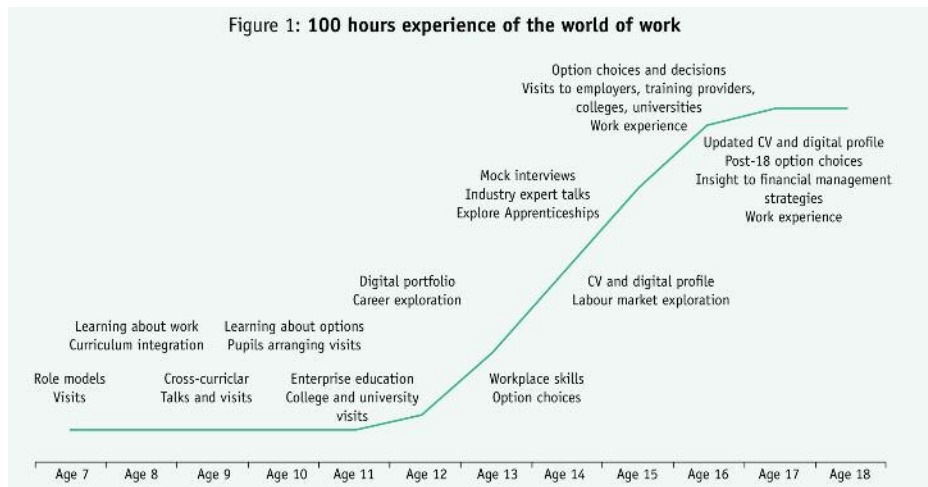
Key Stage 4 – By The Age Of 16 Years Old

Knowledge About Careers And Experience In The World Of Work

All 16 to 19 year-olds are expected to undertake 'Study Programmes' which will be either an academic programme, a substantial vocational qualification recognised by employers traineeship or a Supported Internship. Across London, there is an urgent need for all young Londoners to:

- understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living;
- assess their own state of readiness to progress smoothly into further education/training or employment after leaving school or college and know about financial risks, benefits and/or uncertainties; and
- appreciate the importance of Key Stage 4 and post-16 subject choices on longer-term work and career options.

Every young Londoner should have completed at least 100 hours experience of the world of work, in some form, by the time they reach the age of 16. This may include career insights from industry experts, work tasters, coaching, mentoring, enterprise activities, part-time work, participation in Skills London and The Big Bang Event, work shadowing, work experience/supported work experience and other relevant activities – see Figure 1 below



“In an intensely competitive global marketplace, London’s future workforce will need a capacity for adaptability and agility unmatched in the past”

London Ambitions: Shaping a Successful Career Offer For All Young Londoners, p. 48

KEY FACT

More complex careers, with more options in both work and learning, are opening up new opportunities for many people. But they are also making decisions harder as young people face a sequence of complex choices over a lifetime of learning and work.



London Ambitions Careers Curriculum: Key Stage 4

Learning Outcomes Self Development	Activities to stimulate action
1 Students have an up-to-date CV and a digital portfolio with testimonies of formal and informal achievements that demonstrate a range of employability skills	<i>Curriculum Vitae (CV) and personal digital profile update</i> e.g. artefact based on developing and recording accumulated work experience, achievements in formal and informal learning, capturing key employability skills.
2 Students are able to investigate opportunities for learning and work on their own	<i>Contact with industry experts</i> e.g. mentoring, confidence building, learning about work opportunities, talking about self and their CV, work experience, supported work experience, National Careers Week etc.
3 Students can set challenging but realistic learning and work goals	<i>Talk to visitors</i> who have invested in different forms of learning and investigate the financial return on investment from study options <i>Arrange to meet with an employer outside of school</i> <i>Find a mentor</i> who offers support. <i>Write a letter to themselves</i> to be opened in five years' time.
4 Students can articulate what motivates them, their strengths and their learning/work preferences	<i>At least two mock interviews</i> with differing employers/employees from business Meeting with a careers adviser/careers coach 1:1 or in a group setting resulting on a SWOT analysis
5 Students understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12 and know how to access this offer	<i>Attendance at careers fairs, assemblies and in tutor groups</i> e.g. preparatory work undertaken in advance
6 Students learn techniques for sifting and sorting accurate versus inaccurate or incomplete careers information	<i>Lessons exploring the relevance of school subjects on careers and enterprise</i> e.g. projects led by students and facilitated by the teacher investigating truths and myths.
7 Students are able to identify information for partiality and bias	<i>Encourage reading</i> ; use short videos in the classroom to elaborate on topics; create interactive reflective activities using materials from the internet; and device quizzes.
8 Students know how to access personalised and face-to-face information, advice and guidance	<i>Individual careers interviews/group work for pupils</i> e.g. personal guidance; conversations with employers, employees; online social networks.
9 Students are able to recognise and challenge stereotypical views of opportunities in learning and work	<i>Goldfish bowl exercise</i> e.g. role play and time out to reflect and ask questions.
10 Students are able to make challenging but realistic plans for their future learning and work	<i>Complete a range of self-assessment exercises and record the results</i> in their e-portfolios

Career Exploration

1 Students investigate the full range of options available to them in learning and work	<i>Write down differing ways in which people's jobs and lifestyles can unfold</i> e.g. self-employment, portfolio working (multiple jobs), zero contracts, temporary and permanent contracts
2 Students work with partners in private, voluntary and public businesses where they set and solve problems together	<i>Identify a challenge that needs to be solved in the local community</i> e.g. discuss and consider ways of solving the problem with local businesses
3 Students understand the skills and qualifications that they need to pursue their ambitions	<i>Discuss and reflect on experience of interviewing a visitor</i> and what they learnt from the answers to their questions
4 Students know how to access personalised and face-to-face information, advice and guidance (including from specialist agencies) at times, and in ways that reflect their needs	<i>Set up a careers treasure hunt</i> e.g. how easy or otherwise can students find personalised face-to-face information, advice and guidance? Produce short video clips to compare and contrast experiences.

Career Management Skills

1 Students can follow applications procedures and prepare for interviews	<i>Employers or recruitment specialists visit the school to provide feedback on students' competences</i> in completing applications and self-presentation in interviews.
2 Students understand the relevance to their future lives of each part of the curriculum	<i>Set a competition to see who can list the most jobs</i> linked to specific subject areas
3 Students have been positively challenged to consider opportunities that they might not otherwise have considered	<i>Share information on placements in similar working environments</i> compare and contrast what they learnt about themselves from their work experience
4 Students consider learning and work options that are not generally associated with their school	<i>Set a project where students work together to find student destination information</i> and ask them to record how this compares to student destinations in their own school
5 Students understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options	<i>Students Pupils use apps and websites to research post-16 subject choices</i> and combinations and record any worries or concerns.
6 Students understand how online applications work and how best to use these e.g. National Apprenticeship Service and other common application processes	<i>Provide a quiz to test motivation, knowledge and understanding</i> e.g. draw up free resources that can be used in the classroom from UCAS, the National Apprenticeship Service, Volunteering etc.
7 Students understand the added-benefits of continuous learning	<i>Interview an older person</i> to find out about their education experience and how things have changed over the years.

Resilience, Determination and Grit

1 Students recognise and know how to access learning options in and beyond the school that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background	<i>Role play differing scenarios and/or invite volunteers to meet with pupils to challenge stereotypes e.g. differing types of adults coming into assembly, careers fairs or groupwork sessions.</i>
2 Students recognise barriers to the achievement of their plans and understand how these can be overcome	<i>Pupils interview employers about their practice in carrying out duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'</i>
3 Students are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances	<i>Set a challenge such as finding out how continuous learning has benefited athletes e.g. what lessons can be learned from this for everyday life</i>
4 Students consider learning and work options that are not generally associated with their school	<i>Produce a talent/career portfolio to discover, record and develop ideas outside of one's comfort zone. Focus on the art of the possible.</i>
5 Students influence the design and delivery of careers support services	<i>Ask what should be in an induction programme for a young people going into the sixth form, a college, work-based learning or an apprenticeship e.g. how can careers support be improved?</i>
6 Students feed back that they have received personalised support that they have needed to make informed choices	<i>Tutor group discussion e.g. students briefly interview each other to learn from experiences e.g. what worked, what didn't work and what more needs to be done.</i>
7 Students know how to access information about community, voluntary and self-employment opportunities	<i>Actively involve a wide range of providers in the work experience programme, preparation, placement and debrief. Students' newsletter captures key learning points from differing perspectives.</i>
8 Students feed back that they are satisfied with the initial decisions that they have made.	<i>Use smiley, neutral and sad faces to capture feelings about making decisions. Design an exercise to encourage peer and/or parent/carer support.</i>

Key Stage 4: Useful teaching aides, including lesson plans and links to careers, employability and enterprise resources

Join the London Ambitions portal to connect with businesses in the capital that offer careers education activities and resources for Key Stage 4 pupils.
Visit: www.london.gov.uk/ambitions

1. Business in the Community and Career Ready

Visit: careerready.org.uk/employers/business-benefits

These partners offer a structured programme of employer engagement to support schools and colleges to meet their statutory duty for careers. They offer employer-endorsed materials, which deliver a set of Skills for Career Success.

2. Careers of the Future

Visit: www.gov.uk/government/publications/careers-of-the-future

A guide based on research and data from the UK Commission for Employment and Skills (UKCES), highlighting a range of jobs which are all Careers of the Future.

3. Central London Careers Hub

Visit: www.centrallondoncareershubs.co.uk

A London-based organisation focused on improving the knowledge and expertise of Career Development Professionals across London and its commutable area.

4. Creative Choices

Visit: www.creative-choices.co.uk

An online hub of advice and opportunities for anyone that wants to work in a creative career.

5. Engineering Development Trust (EDT)

Visit: www.etrust.org.uk

The Trust delivers a range of tasters, projects and placements aimed at 11-21 year olds, in order to provide exposure to industry, business and higher education. They also offer an accreditation for workplace experiences through Industrial Cadets, aimed at 11-19 year-olds.

6. Fast Tomato

www.fasttomato.com

This is a popular online careers programmes for teenagers to explore the many different career opportunities open to them. Fast Tomato (part of the

Morrisby Organisation) has been assessed to meet all elements of the 'matrix' quality standard. This is the unique framework supporting the effective delivery of information, advice and guidance on careers, learning and work

7. Future first

Visit: <http://futurefirst.org.uk/>

Future First's vision is that every school should be supported by a thriving, engaged alumni community. It works with schools and colleges to collect contact details of leavers, as well as re-establishing connections with more distant graduates.

8. Inspiring the Future

Visit: www.inspiringthefuture.org/

This initiative connects teachers with volunteers from the world of work. It provides free resources such as an Events Checklist for Schools - www.inspiringthefuture.org/wp-content/uploads/2014/12/Checklist-for-Schools-and-Colleges.pdf - How working with volunteers can boost your careers information and advice provision in line with Ofsted's Common Inspection Framework. Visit: www.inspiringthefuture.org/wp-content/uploads/2014/12/How-working-with-volunteers-from-the-world-of-work-can-boost-your-careers-information-and-advice-provision-in-line-with-Ofsteds-Common-Inspection-Fra.pdf

9. IntoUniversity

Visit: intouniversity.org/

IntoUniversity offers an innovative programme that supports young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration.

10. Half Moon Theatre Careers in Theatre programme

Visit: www.halfmoon.org.uk/%20participate/educators/secondary-college/careers-in-theatre/

Careers in Theatre gives participants the opportunity to work alongside theatre specialists culminating in creating a performance piece over just one day.

11. LMI for All

Visit: www.lmiforall.org.uk

This data can be used to power apps and websites in schools and colleges. 'LMI for All' includes information from two key products from the Office for National Statistics: the Labour Force Survey and the Annual Survey of Hours and Earnings; plus data from two products from the UK Commission for Employment and Skills: the Employer Skills Survey and Working Futures. It also includes vacancy data from Universal JobMatch, and data on skills, interests and abilities from the US O*NET database. Currently being piloted in schools and colleges across the UK.

12. National Careers Service: London

Visit: nationalcareersservice.direct.gov.uk/aboutus/newsarticles/Pages/Events-London.aspx

A website offering careers tools, careers advice, calendar of events, news and real life stories from across London.

13. Skills London

This is London's biggest jobs and careers event for 15-24 year olds and their families. The event features over 45,000 job opportunities, including Apprenticeships, 185 exhibitors from top employers, colleges, training providers and careers advisers. 32,490 visitors attended the 2014 event and were inspired towards their future. Visit: www.skillslondon2016.co.uk/

Free lesson plans

Centre of the Cell

www.centreofthecell.org/learn-play/games

An online science education centre based at Queen Mary, University of London. It is the first science education centre in the world to be located within working biomedical research laboratories. It has free online educational activities, games, fun facts and teacher resources.

Future Morph

Visit: www.futuremorph.org

The website hosts resources, quizzes and lesson plans that have been created to show that studying science, technology, engineering or maths beyond the age of 16 isn't just a one track road to becoming a scientist or engineer – the skills and knowledge you gain at different stages in schooling are valuable in almost any career and will make young people very employable.

National Schools Partnership

Visit: nationalschoolspartnership.com/resources.html

This partnership works to encourage and support businesses and other organisations to establish programmes that benefit schools. It offers free online teaching resources, lesson plans and numerous examples of cross-curricular activities.

plotr

Visit: www.plotr.co.uk

This game analyses your personality, interests and needs in life to help you find the best careers for you. It also has many other features including job

search facilities and a series of lesson plans and quick-fire activities to help embed careers learning within schemes of work using Plotr with students. All are suitable for careers lessons/PSHE/form time/dropped timetable days, but some also lend themselves to specific subjects.

USEFUL TIPS

Share ideas - Find someone in your school, college or local community that has a strong interest and/or passion for careers work helping young people to make well-informed and realistic decisions about learning and work.

Identify new resources - Review the London Ambitions' curriculum resources and highlight those that may support curriculum design and improvement.

Check to find out – Is there is a local 'Career Cluster' in your area that you could connect with to share experiences and pool resources?



Key Stage 5 – By The Age Of 19 Years Old⁷

Experience Of And Exposure To The World Of Work, Career Adaptability And Resilience

Work related activity plays a key role in shaping young people's futures: many competitive undergraduate programmes use non-academic indicators, such as the personal statement, to distinguish between equal achievement candidates, and work related activity forms a central part of this statement. Work-related activity can therefore make a real difference to a young person's chances of attending a leading university, and may provide a partial explanation for reported differences in success rates among equal attainment applicants of different socioeconomic backgrounds and school types (Jones, 2014).⁸

Almost every young Londoner should by the age of 19 secure at least Level 2 qualifications in English and mathematics. For some young people with special educational needs, whilst attainment of GCSEs in mathematics or English might not be achievable we still have the highest aspiration for their progress throughout their experiences of schooling and the world of work beyond to the age of 25. The London Careers Curriculum offer for all young people should be of the highest quality which both challenges and supports them to make maximum progress.

“Students evaluate the impact of positive challenges by people in different learning and work settings on their performance and aspirations”

London Ambitions: Shaping a Successful Career Offer For All Young Londoners, p. 55

KEY FACT

In London, 25 per cent of Year 12 (Level 3) students dropped out of their sixth form before the age of 18. The proportion of young people in Apprenticeships and jobs with training stood at half the England average in 2014 and had fallen over the previous 12 months (London Councils (2014)).⁹



⁷This may be extended up to 25 year olds for young people with special educational needs or disabilities

⁸Jones, S. (2014) The role of Work Experience in the UK Higher Education admissions process. In Understanding Employer Engagement in Education: theories and evidence, ed. Louise Archer, Anthony Mann and Julian Stanley. London: Routledge

⁹www.londoncouncils.gov.uk/node/27700

London Ambitions Careers Curriculum: Key Stage 5

Learning Outcomes Self development	Activities to stimulate action
1 Students have an up-to-date Curriculum Vitae (CV) within their digital portfolio with testimonies of formal and informal achievements that demonstrate a range of employability skills	<p><i>Assess the quality of CVs</i> available online e.g. what does good look like and why? Create a digital portfolio and share this with others. How does this compare and contrast to one's other peers? Discuss ways of keeping one's own portfolio up-to-date including recording soft skills Share CVs with a careers adviser for general feedback Use award badges to encourage student to keep adding to their portfolio</p>
2 Students know how to use individual learning and career planning to help them make progress, reflect on their achievements and maintain challenging but realistic learning and work goals	<p><i>Mock-interview sessions</i> that link students to a mentor to prepare them for their next steps Practise sessions on how to perform well when completing a group problem-solving exercise as part of a selection process.</p>
3 Students research and interpret information about their personal, learning and work options	<p><i>Present a storyboard of examples</i> that demonstrate personal skills, learning and work options</p>
4 Students analyse and interpret labour market trends in the economic sectors that interest them	<p><i>Check understanding of different salary models</i> and structures linked to Apprenticeships, University, Taking a Gap Year, starting our own Business etc.</p>
5 Students feed back that they have the skills that they need to plan, manage and develop their careers	<p><i>Skills assessment exercises</i> e.g. complete the icould Buzz Quiz and discuss findings. Encourage students to record a wide range of skills and experiences, including part-time jobs.</p>
6 Students evaluate the impartiality and accuracy of their sources of careers information when considering opportunities in learning and work	<p><i>Calculate the cost of higher education against an apprenticeship</i> and how this compares with the return on their investment</p>
7 Students develop their self-understanding and expand their horizons for action, taking into account their changing personal, educational, social and economic circumstances.	<p><i>Where am I now and where do I want to be in 5 years time?</i> e.g. identify barriers and enablers to success. Draw a set of circles and think about who should be in your support network now and in the next 12 months? How will you achieve this and who can help?</p>

Career Exploration

<p>1 Students evaluate and know how to choose learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background</p>	<p><i>Introduce 'What's My Line of Work?'</i> to encourage students to reflect on their assumptions and gather information on how people have arrived in their current job(s).</p>
<p>2 Students recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work</p>	<p><i>Complete a learning styles questionnaire and discuss</i> how students can best use their preferred style when participating in careers, employability and enterprise activities</p>
<p>3 Students know how to be a discerning user of formal and informal information, advice and guidance to help them with their decision making.</p>	<p><i>Brainstorm what good formal and informal information, advice and guidance.</i> Discuss or use a quiz to discuss ways of identifying mis-information</p>



Career Management Skills

1 Students identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them	<i>List skills and qualifications needed and visit places or talk to people to check the accuracy of this information e.g. employers/employees, university/apprenticeship providers, volunteer bodies. Share findings with a mentor, tutor or adviser</i>
2 Students develop personalised plans to support their further progression in learning and work	<i>Host a celebratory event to encourage and/or reward students for creating their own personalised plan</i>
3 Students feed back that they have received relevant and knowledgeable personalised support that they have needed with their learning and work plans	<i>Evaluation feedback e.g. verbal and/or written to capture the views of students on what has worked well and things that can be improved</i>
4 Students access and use the full range of information sources on opportunities in learning and work, including taking a gap year and/or self-employment	<i>Set up a competition e.g. who can cover all options and tell a story about the benefits and drawbacks of following different routes. Use a game e.g. where might you land and why?</i>
5 Students evaluate the opportunities for progression post-18, including to higher and advanced further education, apprenticeships, self-employment, traineeships, gap year and employment	<i>Attend a careers fair e.g. prepare in advance to gather information and afterwards discuss ways of deciding between options.</i>
6 Students evaluate the benefits and drawbacks of choosing different forms of work such as employment, self-employment and voluntary work in their next career move.	<i>Interview people in differing forms of work e.g. benefits and drawbacks from the job Interview someone out of work e.g. lessons learned</i>
7 Students evaluate the opportunities afforded by self-employment in specific sectors	<i>Talk to an enterprise adviser e.g. find out about start up grants etc</i>
8 Students evaluate the impact of positive challenges by people in different learning and work settings on their performance and aspirations	<i>Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.</i>
9 Students evaluate the opportunities, benefits and drawbacks of participating in different forms of voluntary work and community activities for individuals and society.	<i>Walk in my shoes e.g. volunteer to work alongside someone in the local community. Afterwards, reflect on this experience and consider lessons learned</i>

Resilience, Determination and Grit

Students know how to manage their own money and, where appropriate, how to apply for financial support for higher education/apprenticeship/traineeship, working or studying overseas, gap year or volunteering	<i>Group, trios or individual project</i> e.g. complete a series of application forms and identify frequently asked questions. Identify trusted websites e.g. financial planning
Students are aware of opportunities within European and international labour markets in the economic sectors that interest them	<i>Find at least two websites that advertise apprenticeships or jobs abroad</i> e.g. EURES and Eurojob and compare and contrast the information available
Students understand their responsibilities and rights in relation to terms and conditions of employment and health and safety regulations	<i>Discuss and review what students have learned about the discipline and responsibilities</i> of work from participation in work experience and/or voluntary work. Create the conditions for all students to gain experience of the world of work in some meaningful form. Use critical incidents to encourage lively debate on health and safety in the work place
Students feed back that they have had the information and advice they have needed to make their choices of what to do next	<i>Questionnaire feedback</i> e.g. gather student feedback to inform quality standard assessment, including Ofsted visit
Students evaluate the impact of positive challenges by people in different learning and work settings on their performance and aspirations	<i>Introduce a Human Resource professional to students</i> e.g. encourage them to find out what their work involves and coping strategies when challenged by employers/employees
Students develop a positive self-concept based on maintaining realistically high aspirations, confidence and self-esteem and taking into account challenge and feedback from others	<i>Measure self-confidence</i> e.g. use stories such as those from the Sky Academy and National Schools Partnership to show how people can and do overcome barriers.
Students can explain how they will realise their expectations of work	<i>Encourage the sharing of recent experiences</i> e.g. who has a part-time job? who has met an employer, a mentor, an adviser, a coach? Explore these differing roles e.g. what's the difference?
Students recognise when advice provided from formal or informal sources may be inaccurate or incomplete	<i>Quiz exercise</i> e.g. Compare student expectations of salaries to actual salaries using 'Careers of the Future' findings ¹⁰
Students apply personal strategies for countering the stereotypes that limit choices and opportunities for them and other people	<i>Use inclusive language</i> e.g. explore ways of overcoming barriers Invite speakers to share their strategies and tactics that address stereotypical situations Use role play to encourage students to practise assertiveness versus aggression.

¹⁰ www.gov.uk/government/publications/careers-of-the-future

Key Stage 5: Useful teaching aides, including lesson plans and links to careers, employability and enterprise resources

Join the London Ambitions portal to connect with businesses in the capital that offer careers education activities and resources for Key Stage 5 students.
Visit: www.london.gov.uk/ambitions

1. The Brokerage Citylink

Visit: www.thebrokerage.org.uk

This charity builds links between the wealth of opportunities in London's financial districts and the local communities surrounding them. Since 2000, they have introduced tens of thousands of young Londoners to City careers and helped thousands to access actual career opportunities.

2. East London Business Alliance (ELBA)

Visit: www.elba-1.org.uk/what-we-do/%20employment

This Alliance works with member companies to get east London people into training and jobs, as well as delivering employability skills training, facilitating work experience placements for local residents and providing capacity building for organisations.

3. EEF- The Manufacturers' Organisation - www.eef.org.uk

This organisation offers an apprenticeships and skills service to young people interested in working in a manufacturing environment.

4. National Apprenticeship Service

Visit: www.findapprenticeship.service.gov.uk/apprenticeshipsearch

Search and apply for an apprenticeship in England.

5. Skills Match (London)

Visit: skillsmatch.intelligentlondon.org.uk

This interactive tool allows the visual exploration of the relationship between skills supply and employer demand (at Level 3 and below) in London up to 2020. It brings together skills data and labour market data enabling policy-makers, practitioners and employers to take an intelligence-led, geographically-specific approach to addressing youth unemployment in London.

6. Speakers for Schools

Visit: www.speakers4schools.org

Providing state schools with inspiring talks from leading figures, free of charge

7. Teen Tech

Visit: www.teentechevent.com/schools/careers-advice/teachers

An industry-led initiative, founded in 2008 by Maggie Philbin and Chris Dodson to help the “X Factor” generation understand their true potential and the real opportunities available in the contemporary STEM workplace. TeenTech events take place at venues across the UK – at each event 300 pupils from 30 different schools benefit from hands-on exhibits and challenges run by leading organisations.

8. The Big Bang Fair

Visit: www.thebigbangfair.co.uk

The Big Bang UK Young Scientists & Engineers Fair is the largest celebration of science, technology, engineering and maths (STEM) for young people in the UK. Its aim is to show young people (primarily aged 7-19) the exciting and rewarding opportunities out there for them with the right experience and qualifications.

9. Tower Hamlets Education Business Partnership

Visit: thebp.org/

Tower Hamlets EBP has worked closely with teachers and schools to make sure young people have had, and continue to have, as many opportunities as possible to broaden horizons, build confidence and develop the skills they will need in the future to succeed.

10. UCAS

Visit: www.ucas.com/

Provides a wide range of resources, including a dedicated section on 16-18 choices.

11. WISE

Visit: www.wisecampaign.org.uk

This organisation inspires girls and women to study and build careers in science, technology, engineering and manufacturing (STEM).

12. Young Enterprise

Visit: www.young-enterprise.org.uk

This organisation is a leading enterprise and financial education charity. It gives young people – from all backgrounds – the opportunity to realise their full potential through a range of practical enterprise programmes, from one day master classes to year-long projects.

Free lesson plans/posters

Apprenticeships (including Teachers Handbook)

traineeships.apprenticeships.org.uk/partners/iag.aspx

Personal Finance Education Group

www.pfeg.org/resources

Teaching Ideas

www.teachingideas.co.uk/

UCAS

www.ucas.com/ucas/16-18-choices/help-and-support/teachers-and-advisers/classroom-resources

Conclusion

The successful achievement of the London Ambitions: Careers Curriculum, as envisaged in this online resource for teachers and other interested parties, will require a strong commitment and collaboration between schools, colleges, employers, local authorities, careers and enterprise specialists, training providers, young people and their parents/carers. Your efforts make a positive difference to people's lives in narrowing the gap between the education and employment sectors and improving social mobility for young Londoners.

Thank you!

Contacts

For the London Ambitions Portal: london.ambitions@london.gov.uk

For the Enterprise Advisor Network: enterpriseadvisers@london.gov.uk

For general enquiries about London Ambitions: 14-.19@londoncouncils.gov.uk



USEFUL TIPS

Add to or amend this listing – Create your own personalised checklist of useful teaching materials

Share examples – Network with others to discuss and assess what works best and in what particular circumstance

Go online to source new materials – Be mindful of your budget and quality guarantees when purchasing any new materials. Use social media to draw upon other people's first hand experiences.

The voices of young people, teachers, careers/enterprise advisers and employers

Designing a meaningful London Ambitions: Careers Curriculum, some examples of key issues that really matter to young people include:

“Young people across London need access to good quality careers advice from an early age. We’ve been left to our own devices and many of us are struggling to make sense of where we fit into the London economy!” **Sarah Safo (23 years old)**

“As future assets to the economy, work experience is vital for young Londoners to be able to make important decisions regarding our futures. Consistent, valuable advice, support and opportunities should be available to all young people as early as possible to ensure we reach our full potential.” **Georgia Brown (18 years old)**

Young people from Youth Employment UK, London indicated their desire for a curriculum that incorporates some or all of these features:

“More focus on the arts, small businesses, tax returns, information on being a freelance worker.”

“Make it more fun and challenging and also bring lots of inspirational speakers.”

“More personalised advice.”

“Jobs clubs, looking at different industry sectors, where jobs are available, vocational routes.”

“More events, inspirational discussions, enterprise days, trips out, presentations, more opportunities that engage different cultures.”

“More qualified careers and/or recruitment experts speaking to pupils. Pupils made aware of the wide range of options available rather than being pushed toward one option e.g. university.”

The LEP and London Councils sought the views of young Londoners on what a good careers offer would look like. Their voices are captured in a short video available that can be used in the classroom and/or in other local community settings. Visit: www.londoncouncils.gov.uk/londoncareers

Teacher bodies such as the Association of Schools and College leaders (ASCL), the Association of Teachers and Lecturers (ATL), the National Foundation for Educational Research (NFER) and the 157 Group have produced ‘Careers engagement: a good practice brief for leaders of schools and colleges’. Visit: www.ascl.org.uk/news-and-views/news_news-detail.careers-a-clear-brief-for-schools-and-colleges.html The National Association for Headteachers is supporting a major national campaign ‘Primary Futures’ Visit: www.inspiringthefuture.org/primary-futures/

“Young people need high quality careers support to help set them on the road to a fulfilling working life.”

Virginia Isaacs, President of the Career Development Institute

The Learning and Work Institute produced a useful guide and video that explains ‘What Employers Want from Young People that can also be used in the classroom and/or in other local community settings. Visit: www.learningandwork.org.uk/our-resources/work-and-careers/what-employers-want

A final word from Seyi Obakin, CEO at Centrepoint:

“The world is changing and London, a global city, is changing with it. But young people are not always able to understand how these changes affect them or could affect them in the future. In order to make the most of the London Careers Offer, young people need good careers advice, offered by people who are up-to-date about which sectors have the most job vacancies and where opportunities are likely to come up in the future.”