

Teacher Notes

Statutory Guidance for Impartial Careers Education.

This activity will contribute to the following learning outcomes:

- 1.1 are able to investigate opportunities for learning and work on their own
- 2.3 understand the skills and the qualifications that they need to pursue their ambitions
- 3.3 understand the opportunities for progression to further learning afforded by each course/pathway including to Higher Education
- 3.4 understand the work opportunities and rewards afforded by each course/pathway
- 3.9 are aware of opportunities within local, regional and national labour markets
- 4.1 have been positively challenged to consider opportunities that they might not otherwise have considered
- 6.1 understand the relevance to their future lives of each part of the curriculum
- 6.6 understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living

This activity could also contribute towards outcomes relating to Personal Learning and Thinking Skills (PLTS), which feature in curriculum planning in many schools, and represent a framework for describing the qualities and skills needed for success in learning and life.

There are six areas which PLTS aim to develop in students, in order to make them:

- Independent Enquirers
- Team Workers
- Effective Participants
- Team Managers
- Reflective Learners
- Creative Thinkers

Opportunities should be taken during the activity to refer students to the relevant PLTS that are being developed, and also refer to the importance of these for job seeking. An extension would be to suggest which PLTS would be most useful to develop for the jobs that the students suggest.

Lists of jobs related to geography could be provided as a prompt, (Some can be found at <http://www.geography.org.uk/resources/careers/geoskills/>) but emphasise that other jobs could be equally applicable to some of the skills.

Develop the activity by discussing qualifications likely to be needed (including other relevant subject areas) and progression routes (e.g. apprenticeships, Diplomas, A levels, Higher Education options) that could lead into specific jobs identified. Are these available locally or would learners need to travel or move away? Local opportunities can be checked through the 14-19 online Local Area Prospectus at http://www.direct.gov.uk/en/Diol1/DoltOnline/DoltOnlineByCategory/DG_170372.

Additional activities could include completing a Job Profile for a chosen job using the **Job Profile Activity Sheet** (http://www.geography.org.uk/download/GA_RECareersJobProfileActivity.pdf). This could be done in class or as homework.) Further extension could include learners presenting their findings in any way you (or they) choose, or additional discussions. E.g. ask learners if they think there may be any barriers to getting into a chosen job and how they might overcome them.

If an appropriate careers computer programme or internet access is available these could be used. Jobs4u (<http://www.connexions-direct.com/jobs4u/>) is a free database through Connexions Direct.