

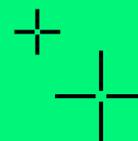
Careers in the Curriculum: Labour Market Information, A Guide for English Teachers

How including careers in your lessons can boost attainment and engagement, and ensure all your pupils can make the most of the opportunities available to them.

What is LMI?

Labour Market Information (LMI) is information about the current jobs market that helps people make informed decisions about their future careers. It includes:

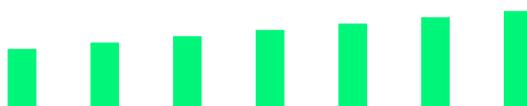
- The qualifications needed to access and work in a career.
- The learning and training opportunities available.
- The industries and businesses that operate in an area.
- The different types of jobs and what they involve.
- The skills that are currently or will be in high demand.
- Salaries and working conditions.
- Career progression routes.



Why is LMI important?

Using LMI, your students can understand:

- What choices they could make for GCSE, post 16 and post 18 education and work.
- How their current studies affect their future career options.
- What job opportunities there are in their local area and further afield.
- If they need to consider relocating for their career.
- What skills, qualifications and experience they need in the labour market.
- What jobs are really like for the people who do them.
- If there an adequate number of opportunities in their chosen career, or do you need to consider other options?
- If the salary matches their expectations.
- If they need to consider an entry route such as university, apprenticeship or entry-level jobs.
- The development opportunities and pathways in careers.



Teachers, Why use LMI and talk about careers in the classroom?

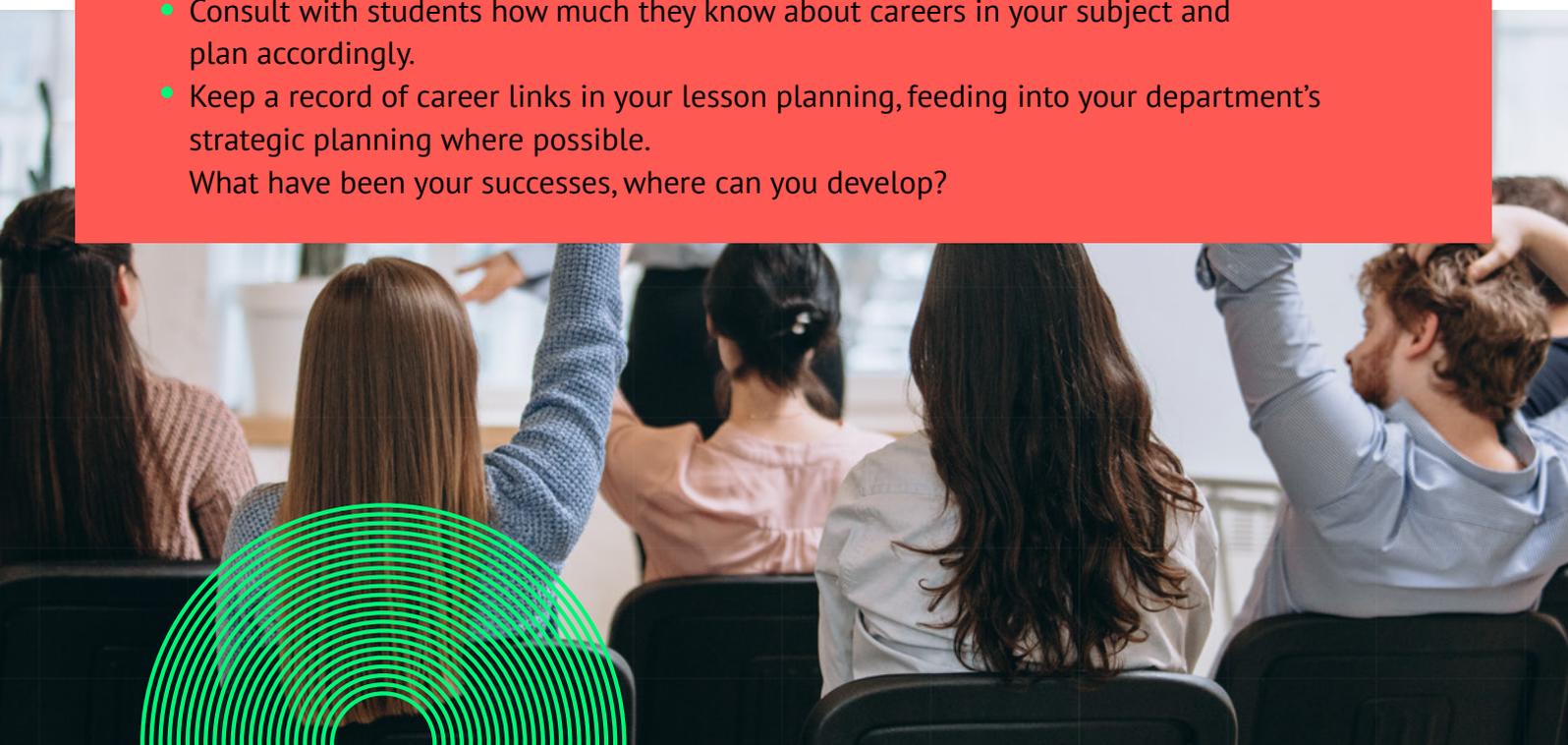
Using LMI in the classroom can support students to make great career decisions but also boost their engagement, attendance and attainment. A 2019 study found that participation in career talks with employee volunteers can change the attitudes of Key Stage 4 pupils to education, influence their future plans and subject choices, motivate them to study harder, and support an improvement in academic attainment. Schools also find that students who are well informed on careers in key stage 3 make more successful options choices at Key Stage 4 and beyond. This is a chance to ensure the young people you work with understand the value of your subject to their future and how they can use the skills and knowledge you are teaching in their own lives and careers.

What can you do?

- Take a look at the quick wins and long term plans on the following pages for lots of ideas and suggestions for great ways to let young people know about careers related to your subject.
- Involve Employers: Employers are often the best people to deliver labour market information. They can really bring to life information about shortage skills and how skills students learn in the classroom are used in the workplace. You don't have to be a careers expert, invite in employers or organise a Teams call for them to speak to your students. Speak to your Careers Leader for support in contacting employers, or use the sites suggested on the following pages.
- Level the playing field: make sure that the young people you work with from the most disadvantaged backgrounds have the best opportunities. Young people can't aspire to what they don't know exists.
- Challenge assumptions: young people (and adults) often have assumptions about the world of work that can be challenged by exposing them to a wide range of opportunities and people from different backgrounds.

Planning, Monitoring and Evaluation

- Consult with students how much they know about careers in your subject and plan accordingly.
- Keep a record of career links in your lesson planning, feeding into your department's strategic planning where possible.
What have been your successes, where can you develop?



ENGLISH QUICK WINS



- When meeting your new Year 7 students, introduce them to where English can take them with this [video](#).
- Display the [Where Can English Take You](#) Poster and by National Apprenticeship Service (3rd poster in the set), and [Careers using English](#) poster.
- When introducing a new topic, explain its career links. There are some videos that can do this for you [here](#).
- How have the writers you study overcome or challenged prejudice?
- Profile [famous dyslexics](#) and share information about [careers with dyslexia](#).
- Set a homework task for students to interview relatives or family friends about how they use English in their work and home life.
- Raise awareness of people using English skills in various industries (e.g. dental nurses communicating with clients). There are useful videos [here](#).
- Highlight learning pathways with English using this [presentation](#).

English Take it Further

- Author visits: invite authors to speak to students and talk about their career in the publishing industry, self-employment and experiences and jobs they have had and how that has contributed to their writing.
- Invite a variety of employers in to support in class activities or speak about how they use English, for example script writing, Marketing, HR, Law and what their jobs entail.
- Consider building careers into DEAR (Drop Everything and Read) time. Newman School in Cumbria have purchased class sets of 'The Boy Who Harnessed the Wind' (Y8: STEM and BAME author) 'Hidden Figures' (Y8: STEM and BAME author) 'A Short History of Nearly Everything' (Y9: STEM theme) and 'Wise Words' (Y10: Non-fiction text from famous people from different backgrounds sharing their experiences).
- Embed careers into tasks. For example, script writing for an advertisement is also writing to persuade. Ask students to write a CV and covering letter for a key character in a novel or play.
- Find out about the career aspirations of your students and use this information as a context for an upcoming topic, e.g. ask students to record and research their aspirations as a homework exercise or as part of an activity in class. Ask them to present on or write about a career they are interested in. Ask your school's careers leader if there is a school careers website they should use, or use [National Careers Service](#). Ask students to find out 'What can you earn in different roles?', 'Is the sector expected to grow?', 'What routes can you take to get in?', 'What would be the good and not so good parts of the job?', 'What skills do you need for the job?'
- Careers and job searching are full of specialist vocabulary which can hamper young people entering the job market if they do not understand it. How many of [these words](#) and phrases are your students familiar with?
- Show students a range of role models by arranging for volunteers to speak to students in lessons, either face to face or online. See the section on engaging with employers for websites you can use to do this.

- Invite English alumni to meet with students and give them experience of someone from their local area who is successful in their industry. Speak to your careers leader about the school/college's alumni network or use LinkedIn.
- Create a display that shows how the skills learned in your subject are transferable to a range of careers.
- Build careers into trips and visits. Before you visit the theatre or any other workplace, can you arrange a pre-visit video call with someone who works there to discuss their role? You can ask who they work with, what their job involves, what they like and dislike about the job, what routes there are into that career. Museums, theatres, employer workplaces, post-16 college facilities and university campuses are just some examples of destinations that you can use for English trips.

