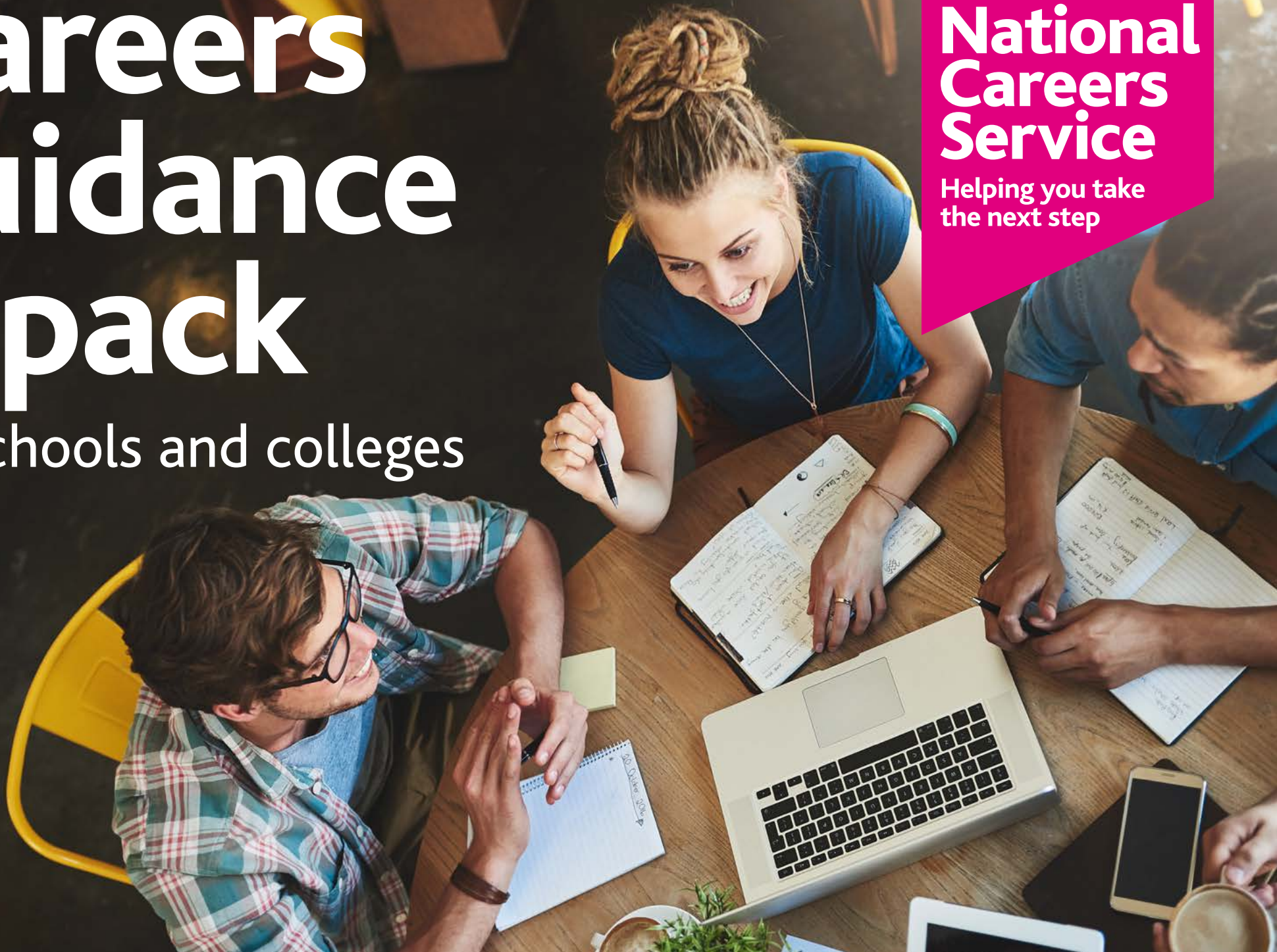


# Careers guidance e-pack

For schools and colleges

**National  
Careers  
Service**

Helping you take  
the next step



# Contents

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# Using the e-pack in line with the Gatsby Benchmarks

# Using the e-pack in line with the Gatsby Benchmarks

## Before you start...

Our e-pack of careers guidance resources will help you deliver impartial careers information, advice and guidance in line with your statutory guidance duties and help you work towards several of the Gatsby Benchmarks.

This pack is designed to add value to your existing careers provision and give you time-saving tools and resources to help you effectively and efficiently plan careers lessons.

Benchmark	What the benchmark includes	Resources in this pack
1	A stable careers programme	All
2	Learning from career and labour market information	LMI activity and LMI posters
3	Addressing the needs of each pupil	Career pioneer Life skills PSHE lesson SEND activities
4	Linking curriculum learning to careers	PSHE lesson
5	Encounters with employers and employees	Employability pack
6	Experiences of workplaces	N/A
7	Encounters with further and higher education	N/A
8	Personal guidance	PSHE lesson

Find out more about the Gatsby Benchmarks at <https://www.gatsby.org.uk/>



# Case study

# Case study

“ We regularly use the National Careers Service’s free school support to enhance our careers programme, which has helped us to achieve all 8 of the Gatsby Benchmarks, a fantastic achievement for our school. We’ve booked many Virtual Careers Lessons and incorporated the e-pack into our careers lessons which has added substantial value to our existing provision. Our students particularly like the Life Skills resources, and find that the payslip, tax and budgeting exercises really help them prepare for life after education. The ‘What Makes You Tick’ test really helped open up the students’ career ideas and has them thinking more passionately about their futures. One of the great things about the e-pack is its versatility and can be easily adapted to different ages and learning abilities. Here at Bedford Academy, we even have our very own careers mascot, the Careers Bear, who has sat in on the Virtual Careers Lessons delivered by the National Careers Service. The digital support on offer is easy to access, flexible and a great time saving resource for busy teachers and careers advisers to ensure they are delivering impartial and empowering careers IAG. ”



## Mandy Green

Careers Lead, Bedford Academy

## What have other training providers said?

“I have now successfully printed this and saved, so that I may share this incredibly useful resource with my colleagues, for the e-pack to assist us going forward with our CEIAG planning and provision. The information looks really detailed, interesting and useful.”

“Just wanted to say, I love these Labour Market Information posters – thank you for creating/sharing!”

“I have come across lots of different resources but have found the e-pack you sent me most useful.”

“Just to say that these LMI snapshot resources are really useful.”

“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.”



# Career pioneer activities

# Career pioneer activities

## Intended learning outcomes

To support students at the start of their career journey by providing ideas and insight into their skills, strengths and interests. Students will learn more about making realistic career decisions and how to plan for the future.

## Duration

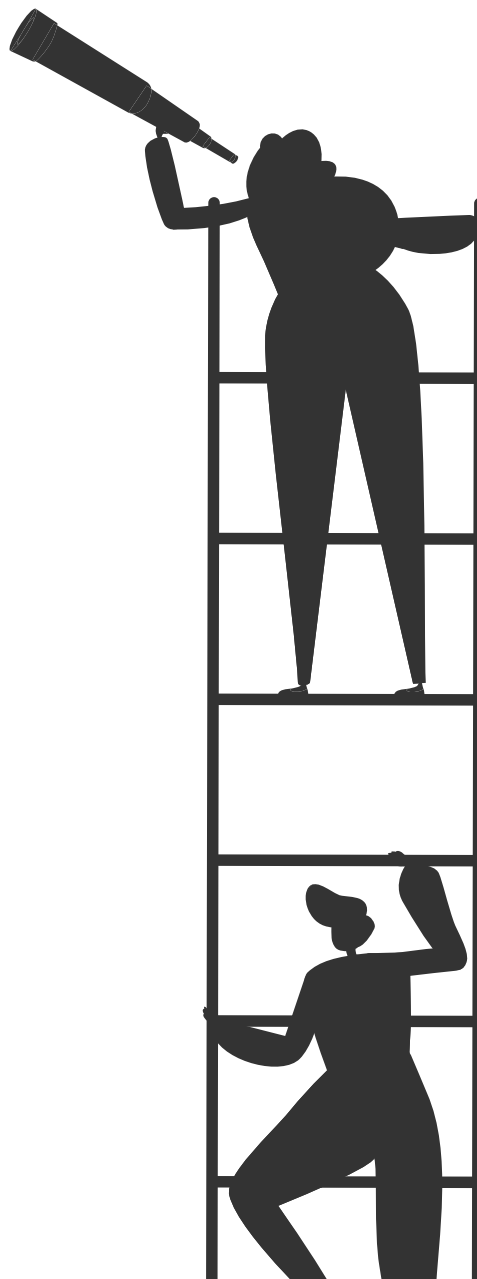
Each activity within this pack should take no longer than 30 minutes. The activities are designed to flow in the order they are presented, however if you have students at different stages of their journey, the activities can be adapted to meet the learners' needs.

## Additional information

Suggested age: All ages

Reading ease: 78.3 (reading age 12-15)

Supports Gatsby Benchmarks 1 and 3



## Suggestions

- 1 Use 'What makes you tick' as a warm-up activity so that students are in a careers learning mindset and have some ideas and information to work with for the other activities.
- 2 If students have access to the internet, it may help to use the 'Explore careers' page of the National Careers Service website to support throughout this section.
- 3 To encourage students to continue with careers research independently, it may help to have a copy of their action plans to take home.



# What makes you tick?

Have you ever wondered what your skills and strengths are, or what career you might be good at? This test aims to help you understand more about yourself, how you learn best and what jobs you might find interesting, based on your personality.



*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.*

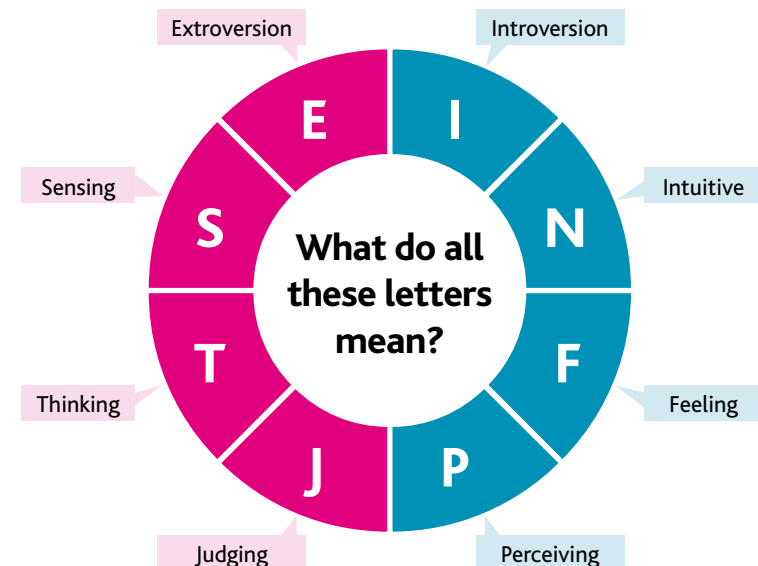
## Instructions

On your worksheet you will see 4 sections. Each section has 10 statements. Read left to right in each section and tick the box you think sounds most like you.

Each section should have no more than 5 ticked boxes. The side with the most ticks gives you a letter, which you then record at the bottom until you have 4 letters which make up your personality type.

Take a look at the example. The first letter would be 'I' as there are more ticks on this side.

E	I
<input checked="" type="checkbox"/> I don't think before I speak	<input type="checkbox"/> I think before I speak
<input checked="" type="checkbox"/> I like to have an active social life	<input type="checkbox"/> I prefer to stay indoors
<input type="checkbox"/> I act without thinking	<input checked="" type="checkbox"/> I overthink a lot
<input type="checkbox"/> I talk more than anyone	<input checked="" type="checkbox"/> I listen more than I talk
<input type="checkbox"/> I really enjoy group work	<input checked="" type="checkbox"/> I tend to work best on my own



## Section 1

E	I
I don't think before I speak	I do think before I speak
I like to have an active social life	I prefer to stay indoors
I act without thinking	I overthink a lot
I talk more than anyone	I listen more than I talk
I really enjoy group work	I tend to work best on my own

## Section 2

S	N
I'm a bit of a perfectionist	I'm quite messy
I think literally	I always want things to be bigger and better
If I start I have to finish	I like to jump in anywhere
I like to be presented with facts	I like to visualise my thoughts
I like to be realistic	I daydream a lot

## Section 3

T	F
I generally follow my head	I generally follow my heart
My decisions are based on logic	My decisions are based on feelings
I say it like it is	I prefer to sit on the fence
I ask myself if something is the right decision	I think of others when making a decision
I can give and take criticism well	I avoid giving or receiving criticism

## Section 4

J	P
I always have a to-do list	I don't like writing lists
I like to plan and organise	I prefer to go with the flow
I'm the decision maker	I like to have lots of options
I need to understand things so I can do a good job	I like changing things up
I can only relax when my work is done	I find it easy to switch off and relax

Record your personality type here:

# Your results

## ENFJ



**THE  
MOTIVATOR**  
2.8% of the population  
are this personality type

### 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, fund-raiser, 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.

## INFJ



**THE  
VISIONARY**  
1.7% of the population  
are this personality type

### 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. You are 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.

# ISTP



**THE RISK TAKER**  
6.4% of the population are this personality type

## 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

You are likely to be mechanically gifted and can sometimes favour mechanical/technology based subjects. You 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.

# ISFP



**THE CARER**  
6.1% of the population are this personality type

## 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 are 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

You are a strong learner who tends to learn best when asking questions and taking a hands-on approach to learning. You are likely 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.

# ISFJ



## THE DEFENDER

12.7% of the population are this personality type

### Strengths

You are co-operative 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. You are friendly, but usually won't express views until asked as you are quiet but dependable.

### School and learning

You are a solid learner who prefers practical subjects. You like to have clear instructions and direction. You 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.

# ISTJ



## THE DETECTIVE

13.7% of the population are this personality type

### 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.

# INTP



**THE INVENTOR**  
2.4% of the population are this personality type

## 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

You usually love learning, and like to share ideas and knowledge. You like to have your intellect challenged and strive for perfection in your 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.

# ENTP



**THE ARTIST**  
6.1% of the population are this personality type

## 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. You 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.

# ENFP



**THE ENTHUSIAST**  
6.3% of the population are this personality type

## 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, co-operative and provide and seek support.

## School and learning

You 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.

# INFP



**THE DREAMER**  
3.2% of the population are this personality type

## 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.

# ENTJ



**THE  
ENTREPRENEUR**  
2.9% of the population  
are this personality type

## 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

You are a keen learner who loves to read. You have unlimited curiosity and a thirst for knowledge. You tend to do well at school when you feel engaged. You are self-motivated, 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.

# INTJ



**THE  
STRATEGIST**  
1.4% of the population  
are this personality type

## 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



**THE PERFORMER**  
8.7% of the population are this personality type

## Strengths

You are a team player. You prefer to be working as part of a team and you are 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 are persuasive, sensitive and a skilled negotiator.

## School and learning

You are a strong learner with a curiosity in subjects such as art, music and environmental sciences. You 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



**THE EXPLORER**  
1.4% of the population are this personality type

## 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 are fun to be with, however, you get bored easily.

# ESTJ



**THE RULER**  
10.4% of the population are this personality type

## 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

You're a strong learner who tends to do well in school. You may have a studious nature.

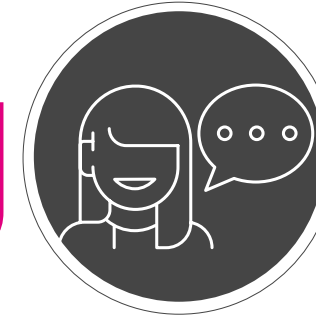
## Job suggestions

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.

# ESFJ



**THE CHATTERBOX**  
12.6% of the population are this personality type

## 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

When thinking about your future, you will often hear people say “pick a job you think you will be good at” – but what are you good at?

As we get older, we learn more about ourselves through different experiences, and we build skills by doing work experience, volunteering and education. We call these ‘transferable skills’.

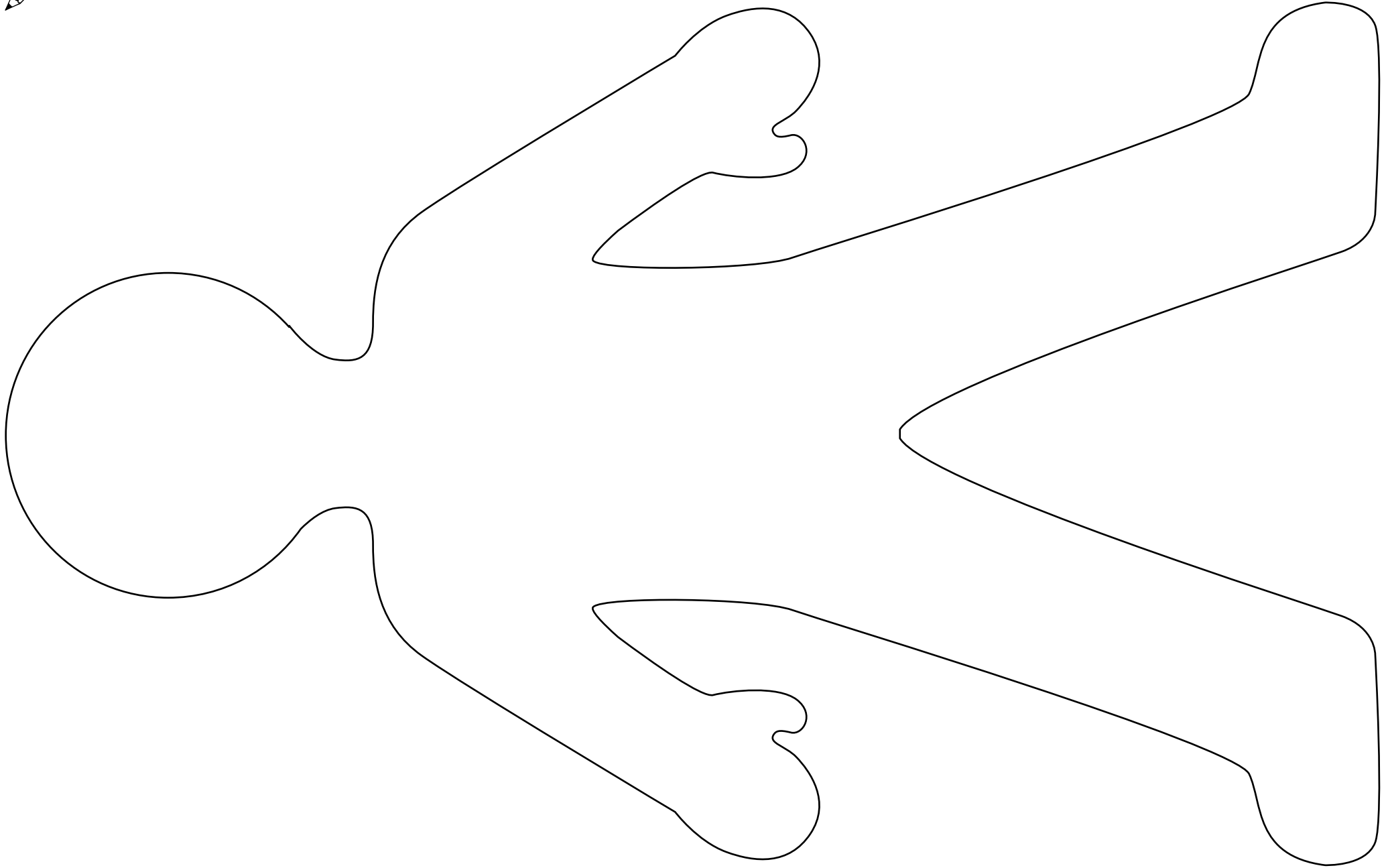
This activity aims to help you think about your skills and strengths as well as your partner’s skills and strengths.

## Instructions

- 1** Pick a partner in your class to complete this activity with.
- 2** You should both have one worksheet featuring a blank person.
- 3** Spend the first 10 minutes drawing your partner (the best you can) on the worksheet.
- 4** Then spend 5 minutes writing down the skills and strengths you think your partner has. For example – caring, good listener or good at maths.
- 5** Now swap your sheets and spend the next 5 minutes writing down the skills and strengths you think you have.
- 6** Now take our skills health check to see how many you got and how many you missed.



# Worksheet





# Careers values pyramid



Researching your career ideas helps you to make realistic decisions that are right for you.

It can also be a good idea to think about what is important to you in the future.

To the right you will see 10 boxes which each have a statement, or 'value' written in them. You should also have a worksheet with 10 blank spaces shaped like a pyramid.

Your next task is to place the values on the pyramid ranking from least important at the bottom to most important at the top. If you want to create your own values, just write them in the blank boxes.

Once you have completed your pyramid, research your career ideas using the explore careers section of our website to see if the career matches up to your values.



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



## Worksheet

My chosen job is:

---

Three things I learned about the job I'm interested in:

1:

2:

3:

# Student action plan



## Where are you heading?

My passions and hobbies:

.....

Subjects I am interested in:

.....

What motivates me:

.....

My career goals:

.....

## How are you going to get there?

My education goals:

.....

Skills and experience I will need:

.....

Qualifications I will need:

.....

Work experience I can do:

.....

## Outcomes and timescales

.....

.....

.....

.....

A photograph of a diverse group of students in a classroom. They are seated at wooden desks with laptops open. Several students have their hands raised, indicating an interactive lesson. The atmosphere is bright and positive, with natural light coming from windows in the background.

# PSHE lesson



# PSHE lesson activity – career portfolio

## Intended learning outcomes

Inspire learners to start taking a closer look at their career ideas. This activity will require students to research and document their findings and learn more about the support network around them.

## Duration

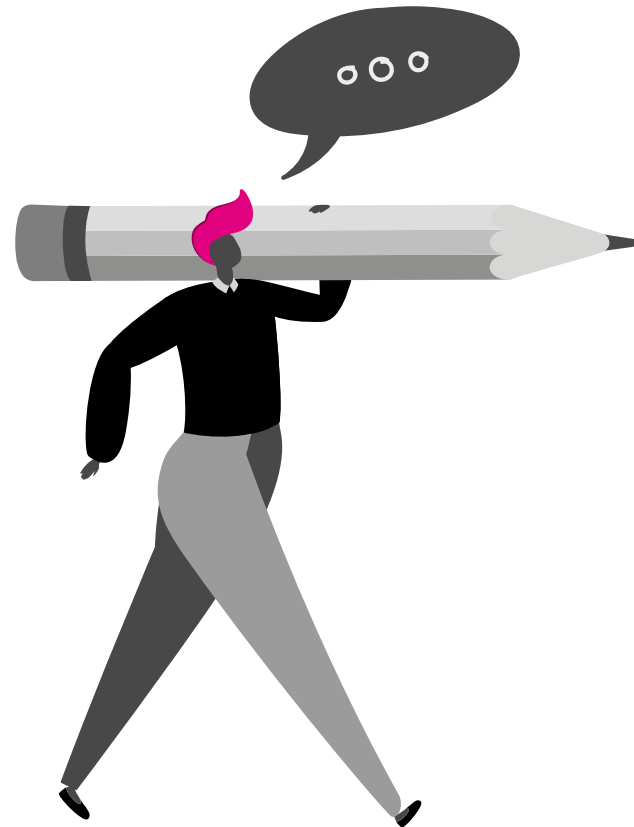
Each section has been designed to be completed within a normal lesson. However, sections such as speaking to a National Careers Service adviser by email or speaking with the school's careers adviser may need to be completed outside of class.

## Additional information

Suggested age: 15-18

Reading level: 66.6 (reading age 13+)

Supports Gatsby Benchmarks 1, 3, 4 and 8



## Suggestions

- 1** This activity can be completed both at home and in school as a side project. Adding an incentive to the activity may encourage students to participate.
- 2** The idea is to provide hard evidence of their careers research and to submit a well-presented portfolio, challenging their ability to present their work professionally. This can be done electronically or as a hard copy.
- 3** A lot of the supporting resources for the portfolio are within this pack. If students are completing from home it might help to have the pack accessible from home such as through your school/college website.

# PSHE - Your portfolio checklist

Putting together a portfolio is something you may need to do at some point in your career to show employers and universities your work, experience and skills. This portfolio is all about your future career and bringing everything into one place to help you review and keep on track with your progress.



## 1 Send us an email:

- Send us an email asking for more information on your career idea.
- Simply use this link:  
<https://nationalcareers.service.gov.uk/contact-us>
- Sit back and wait for your reply!

## 2 Create a career mind map:

- Using the information in your email response and your own research, create a mind map to help you visualise your career.
- Adding information on things like the labour market, skills and experience, and pathways would be really useful. Think about which of your subjects link to this career and why.

## 3 Create an action plan:

- It's time to gather all your research and information and put it into a plan of action.
- Using the action plan in this pack, start to fill in the questions and next steps. Don't worry if you can't fill it in fully.

## 4 Write your first CV:

- Using the template and examples in this pack, get going with your first CV!
- You may be thinking you don't have a lot to put on it right now and that's okay. Making a start on a CV will make it easier to add to it as you progress through your education and working life. Think about any work experience or voluntary work you have done, school clubs or local clubs like sports teams and your hobbies.

## 5 Get careers advice:

- If you have a school/college careers adviser, make an appointment to talk everything through. Make notes so you can write it up to complete your portfolio.
- If you don't have an adviser or you can't get an appointment, don't worry! After school or college call us on 0800 100 900 or chat live with adviser online to talk things through. Make sure you take notes!

A photograph of several students in a library or study area. In the foreground, a young woman with long brown hair, wearing a blue denim jacket, is looking intently at a laptop screen. To her right, another young woman with dark curly hair, wearing a grey sweater, is also looking at the laptop. In the background, other students are visible, including a man in a white shirt and another man in a blue shirt. There are coffee cups and books on the table.

# Life skills activities

# Life skills activities

## Intended learning outcomes

To prepare students for life after education as well as support with key employability skills such as problem solving, decision making and negotiating.

## Duration

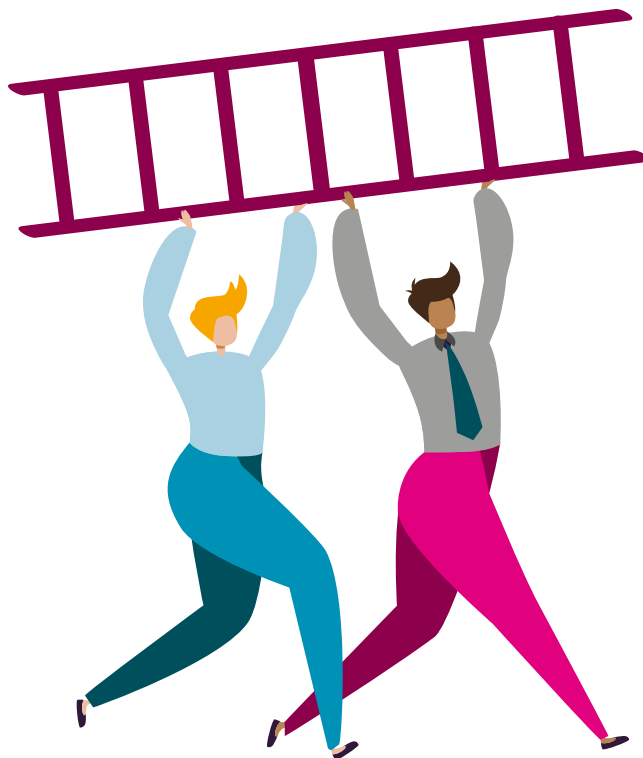
The entire resource is estimated to take around 2 hours. Each section is broken up into activities of around 20-30 minutes.

## Additional information

Suggested age: 15-18

Reading ease: 75.4 (reading ages 12-15)

Supports Gatsby Benchmarks 1 and 3



## Suggestions

- 1** The 'Your first payslip' and 'Budgeting' tasks complement each other well and can be completed in a 1-hour lesson. We would suggest learners working in pairs.
- 2** The other activities within this pack are well suited to group work and will require students to work together to find solutions.
- 3** Some of the activities require learners to get more creative, so ensure there is enough space and equipment available.

# Your first payslip

## Introduction

Have you thought about how you will be paid when you start working? Does the money you earn go into your hands or straight into your bank account? Do you know how much you'll be taxed or where your tax goes? 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 put you in a good position to understand your first payslip with confidence.

## Instructions

Here is a general example of a payslip. All payslips differ as each company does things slightly differently, but this is a good starting point.

- 1 In your pairs, read over the example.
- 2 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.

<b>Employee No.</b> 123456	Mr J Smith	<b>Date:</b> 01/01/2017	
<b>Company Name:</b> Mega Store	<b>Tax Code:</b> 1150L	<b>NI Number:</b> AB1234567C	
<b>Payments</b>		<b>Deductions</b>	
Basic Pay	£2008.33	Tax Paid	£233.33
Total Payments	£2008.33	NI Contribution	£169.40
		Pension	£50.00
		<b>Total Deductions</b>	<b>£442.73</b>
<b>Payment Method:</b> BACS		<b>Accumulations</b>	
<b>Company Messages</b>		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
		<b>Net Payment</b>	<b>£1620.60</b>



## Worksheet

# Payslip worksheet

### Key information

Jane Bloggs has just started to work for a company called The Craze. She started working there on the 1st of January this year and has just received her first payslip. Jane is fresh out of university and is excited at getting her first job. She 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: 1250L

NI Number: AB 8765432C

Basic Pay: £1802.66

Tax Paid: £139.40

NI Contribution: £122.48

Student Finance: £14.00

Pension: £64.61

Payment Method: BACS

Total Gross: £1739.66

Company message: Happy Birthday Jane from everyone at The Craze!

Tax codes are combination of numbers and letters which work out how much you can earn before you are taxed. Your tax code is calculated at the start of each tax year and is based on how much you earn. Click [here](#) to find out more about the latest tax codes.

NI stands for National Insurance. Over your working life, your NI contributions will help towards benefits you may be eligible for including your state pension. It is now law that you pay into an employer pension scheme to help you save for retirement. Generally speaking, whatever you pay into your pension, your employer matches it.

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

# Budgeting activity

## Instructions

Jane has now received her first payslip in her new job and hopefully you now know that her net pay is £1463.78 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 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 of 10 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



<b>Total Income £1398.37</b>	
<b>Total Outgoings</b>	<b>£</b>
<b>Total Leftover</b>	<b>£</b>

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



# 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 is safe 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.

It only has 5 seats and there are 7 of you. In your groups, pick from the list below who you will take and who you leave behind (to be rescued later).

Each of your fellow islanders has a skill set and 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!

Islander	Special item
Pilot	Compass
Doctor	Medical supplies
Engineer	Fuel
Scientist	Flares and rope
Chef	Dry food
Lifeguard	Whistle
You	Rowing oar

## Tip

Check out our career profiles to find out the skills and strengths for the career roles above at [nationalcareers.service.gov.uk](https://nationalcareers.service.gov.uk)

## Your chosen crew

1

2

3

4

5



# Game design challenge

## Instructions

You will need to be in teams of 5 or 6 for this activity and you will all play a key role in your team's success. Each team is tasked with creating a brand new game. It's your job as a group to create a brand new product. You will need to think creatively and logically to compete in what is already a very busy industry!

To the right 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 – Team leader

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

## Role 2 – Designer

This person is responsible for the design of the product. It would be good if this person has strong art skills. This person needs to be able to think creatively. It's your job to design the packaging for your game.

## Role 3 – Marketer

This person has a very important role: naming the game 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 – 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 game is the best.

## Role 5 – 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.

# Dragon's den activity

## Instructions

4 people from the class need to volunteer to be the dragons. The rest will work in pairs or small groups to come up with a new and innovative business idea.


This activity will test your communication, negotiating and business planning skills.

Dragons – while the rest of the class is working on their business plans, you must work as a group to agree on the questions you are going to ask and what will make you part with your money. You will all be provided with blank checks and you can give each pair or group between £1 and £10,000 to invest in their business ideas.

For the rest of you, the worksheet below will help you get started with your business plans. It's your job to pitch your ideas to the dragons in order to win their money. The pair with the most money at the end of the lesson wins. You could be given as little as £4 or as much as £40,000!

Good luck!

## Example

Bank of National Careers Service 

Pay to \_\_\_\_\_

£


Signature

Bank of National Careers Service 

Pay to \_\_\_\_\_

£

Signature

Bank of National Careers Service 

Pay to \_\_\_\_\_

£

Signature

Bank of National Careers Service 

Pay to \_\_\_\_\_

£

Signature

# Business plan worksheet



**Team name:**

Idea/product name:

What is the unique selling point?

Will your idea change the world?

How much money do you think you will make?

What will the dragon get in return for their money?

How much money do you need? What will you use the money for? Does anyone else sell this? How are you going to advertise it? Who is your target audience?



# Employability activities

# Employability pack

## Intended learning outcomes

Learners will understand the employment basics starting with their CV, covering letters and application forms.

Learners will gain insight into the world of work through mock interviews and the Labour Market Information (LMI) activity.

## 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.

## Additional information

Suggested age: 15-18

Reading ease: 63.5 (reading age 13-15)

Supports Gatsby Benchmarks 1, 2 and 3

## Resources within this section

**CV walk through** – a step by step walk through of a CV and key information.

**CV worksheet** – an interactive activity which can be printed or completed on a computer/tablet to help students get their very first CV started.

**Covering letter walk through** – a simple walk through the basics of cover letters.

**Covering letter worksheet** – learners will need access to a computer and Microsoft Word to get started with their covering letter.

**Mock application form** – an interactive application form which can be filled in directly or can be printed.

**Mock interview** – role play activity helping learners practice their interview skills.



# CV walk through

## What is a CV?

CV stands for curriculum vitae. It's a brief overview of a person's education, qualifications, past employment and skills and strengths.

## Why do I need a CV?

When applying for jobs, apprenticeships or even work experience, employers may ask you to submit your CV so that they can see if you are suitable for that job.

## General rules of a CV

There is no set format when it comes to writing a CV but there are a couple of basics you should keep in mind when writing yours. It's important that your CV is tailored to the job you are applying for, it is no longer than 2 sides of A4, it is clear and easy to read and has no spelling or grammar mistakes.

## Quick CV facts

(facts from research by University of Kent)

- 1 On average each job receives 118 applications with only 20% being offered an interview, making it vital that your CV stands out.
- 2 The average time spent looking at a CV is 5-7 seconds if a spelling or grammar error is spotted.
- 3 Having an unprofessional email address puts off around 76% of employers.
- 4 If a CV is over 2 pages long, 50% of employers will not read them.
- 5 Over 70% of CVs written have vital information missing, meaning they are disregarded by employers.

## Example CV

On the next page you will see an example CV for Judy Johnson who is looking for a new career in the childcare industry with some useful hints and tips for each section to help you write your first CV.

For extra hints and tips check out our website: <https://nationalcareers.service.gov.uk/get-a-job/cv-tips>

Name, address and contact details are important to start with. Make sure your email address is professional and if not, make a new one!

**Judy Johnson**  
 123 Street, Anytown, Anycounty, AA1 5AA  
 Mobile Number: 07912345678 Email: j.johnson@mail.co.uk

**Personal Profile**

I am a confident and enthusiastic, with excellent organisational skills. I have the ability to work on my own and as part of a team. I can communicate with people at all levels. I am a quick learner and always willing to learn new skills and gain new qualifications to help progress my career. I am passionate about working within childcare and want to take on new challenges to progress my career.

**Employment History**

**Total Daycare:** March 2016 - To date  
**Job Title:** Childcare Officer

**Duties and responsibilities:** Ensuring the environment is safe and ready for children to learn and achieve their full potential. Writing observations on children, keeping their journals up to date and carrying out parents evening. I have experience leading the baby room and exceptional knowledge of following correct safety procedures. I consistently communicate with parents about their child's session. I am responsible for preparing meals and snacks and ensuring all the children's needs are met. Changing nappies and clothes after toilet accidents and promoting the child's independence at all times.

**Tanning Salon:** March 2014 - March 2016  
**Job Title:** Receptionist

**Duties and responsibilities:** Serving customers at reception, giving advice and selling products as well as keeping all record cards up to date. Opening and closing the shop, cash handling and dealing with customer complaints.

**Comfort Call:** July 2011 - July 2012  
**Job Title:** Care Assistant

**Duties and responsibilities:** Providing care within the community and assisting clients with everyday tasks that they were unable to undertake themselves.

**Healthcare Group:** April 2009 - July 2011  
**Job Title:** Childcare Officer

**Duties and responsibilities:** Providing care in the community and assisting clients with everyday tasks that they were unable to undertake themselves.

**Geomatics Ltd:** July 2005 - September 2008  
**Job Title:** Hire and Sales Coordinator

**Duties and responsibilities:** Answering the telephone, reception duties, using Microsoft Excel, creating invoices for sales and repairs, creating work records when complete. Creating hire agreements and issuing stock on a

Your personal profile is a mini-advert for yourself so it's important it stands out. Make sure it sounds positive!

Each job should have the date you started to the date it ended, the job role, and then a brief outline of your key duties and responsibilities.

Make sure your work history, including work experience, is in chronological order. That's ordered by date, starting with your most recent experience.

Your qualifications and education must also be in chronological order.

**Education and Qualifications**

Date	Learning Institution	Qualification
July 2015- Feb 2016	Home Learning	Nursery Nurse Diploma Level 3
2005 - 2007	Anytech	Business Administration NVQ 2 Business Administration NVQ 3
2000- 2005	Anyschool	<b>GCSE</b> Mathematics - B English Language - C English Literature - C Science - BB Business and Communication - B French - C Graphic Design - C Leisure and Tourism - C

**Additional Qualifications and Training**

Autism Outreach Team First Steps Programme  
 Level 2 in food safety and catering  
 Paediatric First Aid  
 An Introduction to the Autism Spectrum  
 Medication Awareness

**Hobbies and Interests**

I enjoy arts and crafts in my spare time and volunteer on a weekend at a local community centre on an arts project for young people and adults. I like to keep active and play for my local women's football team

**References**

Available on request.

You don't have to put all your qualifications on your CV if you don't think they apply to the job. It's important to have your maths and English GCSEs and your highest level of qualification. If you don't have any qualifications yet it's okay to put predicted grades but make sure you write 'predicted'.

Always end with your hobbies and interests, and lastly your references. Most employers ask for two references which are normally past employers, but you can use teachers instead. It is okay to write 'references available on request'.

If you have done any other training such as first aid training, Duke of Edinburgh Award or National Citizen Service, pop them here.



# CV worksheet



Name, address and contact details

Personal profile

Employment history

Education history

Additional skills/qualifications

Hobbies and interests

References

# Covering letter walk through

## What is a covering letter?

A covering letter (or cover letter) is your chance to expand upon the information on your CV and really sell yourself to an employer. A good covering letter will show the employer that you have done your research, you know what the job involves and what the employer is looking for.

## Why do I need a covering letter?

Not all employers ask for a cover letter, however it is a great opportunity for you to show the employer what you can bring to their organisation and present yourself in a professional manner. It's better to provide a covering letter than not, even if they haven't specifically asked for one.

## General rules of a covering letter

Like a CV there is no set format, but it should be short and to the point, and written in Microsoft Word so you can check spelling and grammar. You must tailor it to the job you are applying for as generic covering letters are less likely to get you an interview. It should be no longer than 1 side of A4 and should be written like a letter.

## Quick covering letter tips

- 1** Do your research on the employer that you're applying with and use your covering letter to show this.
- 2** Remember, it's not about what a job can do for you, it's about what skills and qualities you can bring to an organisation.
- 3** If you make a statement, make sure you back it up with examples.
- 4** Always be positive.
- 5** Link your personal statement back to the job specification.

## Example covering letter

On the next page you will see an example covering letter and a template that you can use to start your own.

For extra hints and tips check out our website: <https://nationalcareers.service.gov.uk/get-a-job/covering-letter>

# Covering letter example

James Brown  
123 Street  
Anytown  
AA1 5AA  
j.brown@mail.co.uk  
07912345678

Harry Smith  
Graduate HR Director  
Big Game Company  
Business Park  
Anytown  
AA2 5AA

15th April 2019

Dear Mr Smith,

**Re: software development graduate scheme**

I would like to apply for the software engineering opportunity for your graduate training scheme, advertised on Big Game Company's website. As requested I am enclosing my CV.

I am in the final year of my software engineering degree, expecting a 2:1. I have always intended to have a career in the digital and creative sector. I have taken modules on game design, software development and technological innovation. My final year dissertation is on collaborative media creation. During my degree, I have developed my analytical skills and the ability to read, manage and present large data sets. I have also become familiar with a range of coding and software systems.

As you can see from my CV, I have experience in:

Games testing - I secured an unpaid work experience with a game development company which I was originally at for two weeks and this was then extended to six months. I was placed on a project testing a new game in development, providing feedback and recommendations on accessibility, visual effects, bugs and glitches and improvements.

Social media management - I volunteered for a local charity to manage and monitor their social media accounts and improve their social media presence and content but using my knowledge and skills of graphics and media. I supported the charity for 12 months and was able to increase their customer base by ten thousand followers and significantly raise awareness of the charity on a local and national scale.

Throughout my degree and work experience I have built up a skill set that I believe you are looking for and would be grateful for the opportunity to grow my skills and experience further within your organisation and add value to the products that you develop.

I look forward to hearing from you.

Yours sincerely,  
James Brown

Your address must be in the top right hand corner.

The employer's name and address follows underneath on the left hand side.

Date your covering letter with the date you have submitted it and address the letter to the person who will be reading it.

Make sure you put which position you're applying for.

Talk about what you're currently doing and why you are applying for this position.

Expand on your work experience and why it can be of benefit to the position.

Always sign off with 'yours sincerely' and your name.

# Covering letter worksheet



Using the example to support you, have a go at writing a covering letter. Use the Find A Job website to find a local job you would like to apply for (<https://www.gov.uk/jobsearch>) and fill out the worksheet the best you can.

Company address

Your address

Date

Dear...

RE:

# Mock application form

Application forms come in all shapes and sizes and will differ from company to company. On the worksheet on the next page, you will see some frequently asked questions by employers on application forms and there is an example job specification to help you get started.

## Application form top tips

- 1** Be truthful on your application form! The information on your application will be used when you go for interview.
- 2** Don't leave anything blank that must be filled in.
- 3** The job specification will help you to fill in the application form so it's best to have this to hand.
- 4** A lot of application forms are done online, so double check your spelling and grammar before you submit it.
- 5** Don't rush your application: take your time and think about your answers.

## Example job specification – Mobile App Tester at Apps4You

### Introduction

As part of this job you will be using cutting-edge technology and working as part of the media services team. You will be supporting the creation of thousands of apps on different devices such as tablet, smartphones, games consoles, smart TVs and PCs. You will be publishing content on a daily basis in a fast-paced environment for those who are passionate about digital technology.

### Main responsibilities

You will build and test apps on a range of devices and provide feedback to the team on bugs and fixes that are required. You will work as part of a development team to fix any issues you report. You will be responsible for the coding of apps and must have strong coding knowledge.

### Essential skills

You must have a passion for technology, knowledge of coding and java, and the ability to communicate complex software problems in simple terms. You must be a team player, have analytical thinking and problem-solving skills, and be able to pay attention to detail.

### Desirable skills

Experience of programming and knowledge of streaming platforms. Ideally the successful applicant will have good communication skills, both listening and speaking. Strong organisational skills are also desirable, as is the ability to show leadership when necessary.

# Application for employment

## Personal information

Full name:

D.O.B:

Address:

Contact number:

Email address:

## Job information

Position applying for:

Current employment

Notice period

Date: ..... Signature .....

## Person specification

Please write here how you meet the requirements of the person specification, particularly how you feel you can demonstrate the values of our organisation, and your reasons for applying for this position.

## Additional questions

Can we contact your current employer?

Yes      No

Do you have any spent or unspent criminal convictions?

Yes      No

If called to interview are there any adjustments, you need?

.....

# Mock interview

Many of you will not have been through your first interview yet, but this will eventually come. Whether it's for a job, apprenticeship or a college or university course, the chances are you will need to go for an interview.

Making it to the interview stage is fantastic – remember, around only 20% of applicants make it to the interview stages. It can be a scary process but feeling nervous is really normal. Although we can't get rid of all of our nerves, we can prepare to help us feel as confident as possible. Predicting what questions you will be asked beforehand is impossible, but we have created an activity of frequently asked questions to help you get started.

## Activity

Great news, Apps4You have got back in touch and invited you to the interview stage of your application!

You must now work in pairs to prepare for your interviews. One of you will be the interviewer the other will be the interviewee (don't worry, you will swap over).

**Interviewer:** You have a set of questions that you will ask your partner once they have read over the tips sheet. It's your job to write down notes and be sure to write down the positives – but also the negatives, so you can give constructive feedback. Spend some time familiarising yourself with the questions you are going to ask your partner. If you can think of any other good questions you would like to ask, write them down.

**Interviewee:** Spend some time reviewing the tips sheet that has been provided in this pack to help you prepare. Feel free to make notes and review your application form and the job specification.

# Mock interview – interviewer questions

1 Can you tell me why you think you would be the best person for this job?

---

2 Can you tell me one strength and one weakness about yourself?

---

3 Can you give me an example of a time when you have had to work as part of a team?

---

4 Can you tell me why you want to work here?

---

5 If you were successful in getting this job, what do you think you would find most challenging?

---

6 What are your long-term career goals?

---

7 What motivates you?

---

8 Can you give me an example of a time when you have received negative feedback and how you dealt with this?

---

9 How often do you use mobile apps?

---

10 Do you have any questions that you would like to ask me?

---

## Interviewer tips

- Make sure you write notes so you can give the interviewee feedback.
- You should be looking for them to give you lots of examples and real-life examples.
- The interviewee should leave you feeling like you really want to hire this person.
- Try to keep eye contact with the interviewee.
- Be prepared for the interviewee to ask you to repeat the question or explain it further.
- Be prepared for the interviewee to ask you questions about training, career progression and the aims of the company.



# Mock interview tips (interviewee)

**1** Just remember to use STAR throughout your interview! Situation, Task, Actions, and Results! Even if they don't ask you to provide an example try and link your answer back to a real life situation where you have demonstrated a certain skill, or you achieved something.

**2** First impressions last, so it's important to make a good one. Approach the interview with confidence, offer a handshake if you feel comfortable doing so and answer any questions they ask honestly. If they ask how you are, you could say – "I'm good, a little nervous but looking forward to the interview" or if they thank you for coming you could say – "Thank you for giving me the opportunity to come here and meet you".

**3** Take your time when answering the questions, don't rush through the interview.

**4** Remember, you've got this far because the employer liked your CV and application, you wouldn't be there unless they thought you could be suitable for the job – this is your opportunity to shine so really take this chance!

**5** Try to think of some examples now of what your strengths and weaknesses are and how you are going to fit in real-life experiences such as projects you've worked on at school, any clubs or teams you're part of, or any work experience or volunteering.

**6** Always look like you're listening and make sure you stay alert throughout. Speak clearly and don't use slang words and make sure you answer questions in full. It's highly unlikely they are looking for a 'yes' or 'no' answer.

**7** Be positive throughout. Even if you have had negative experiences in the past, employers want to see positive people.

**8** Don't lie, chances are you will get caught out eventually. Stick to what you have written in your application and CV.

**9** Don't be arrogant or disrespectful in the interview and avoid confrontational topics like politics and religion unless they are directly related to the job.

**10** **Always** ask questions at the end of the interview, but don't ask questions you should already know the answer to. Good questions to ask would be:

*“ If I was successful, could you tell me more about the training I would receive? ”*

*“ If I was successful, could you tell me more about the career progression here? ”*

*“ I have done some research into the company's current products, with the advances in technology where do you see the company in the next 5-10 years? ”*

A blurred photograph of people walking in a modern, brightly lit hallway. The walls are a vibrant yellow, and the ceiling features a series of black, curved arches. The floor is made of light-colored square tiles. The motion blur gives a sense of a busy, active environment.

# Labour market information activities

# Labour market information – activities

## Intended learning outcomes

Learners will be introduced to basic labour market information for their region and will understand the key facts and figures. Learners will also be able to interpret the information and apply it to their career ideas and working future.

## Duration

LMI Top Trumps should take no longer than 10 minutes and can be used as a warm-up or cool down exercise. The worksheet is estimated to take around 30 minutes.

## Additional information

Suggested age: 15+

Reading ease: 71.3

Supports Gatsby Benchmarks 1 and 2



## Suggestions

- 1** We recommend learners work in small groups or pairs for this activity as it may help them respond to the questions with different perspectives. The answer to the bonus question is the NHS.
- 2** You can allocate a different LMI poster to each pair or group and discuss wider LMI across England, or just focus on the region which corresponds to your area. The questions don't necessarily have a right or wrong answer. It's about their perspective and how they are interpreting the information.
- 3** The LMI Top Trumps can be a great warm up or cool down activity. To help students explore LMI after this session we would recommend <http://www.lmiforall.org.uk/>

# Labour market information worksheet

## Introduction

Understanding the world of work, or our 'labour market', is important when making decisions about your future career. In your pairs or groups you should all have a labour market information poster. Work together to try and answer the following questions.

**1** *Looking at the employment and unemployment rates of the UK and your region, what does this tell you about job vacancies in the area?*

---

**2** *What is the average salary for your area? Is this higher or lower than you thought it would be?  
Remember to explain why you thought it would be higher or lower.*

---

**3** *Take a look at the predicted job growth for the region you have. What do you think might make this number go up or down?*

---

**4** *All of the regions are expected to see job growth, what do you think that means for you?*

---

**5** *Different areas of the country have different job sectors that will grow.  
Pick out one of the job sectors that are set to grow and list as many careers as you can think of that would fall under this sector.*

---

**6** *Of the job sectors that are expected to grow, are there any you would be interested in working in? If so, which ones and why?*

---

**7** *Now take a look at where the most jobs are right now at the bottom of the poster.  
There are 5 job sectors listed. In your pairs or groups, try think of a job role for each of the sectors.*

---

**8** *Looking at all of the information in front of you, do you think the job market for the future looks positive or negative and why?*

---

**9** *Bonus question – who do you think is the biggest employer in the UK right now?*

---

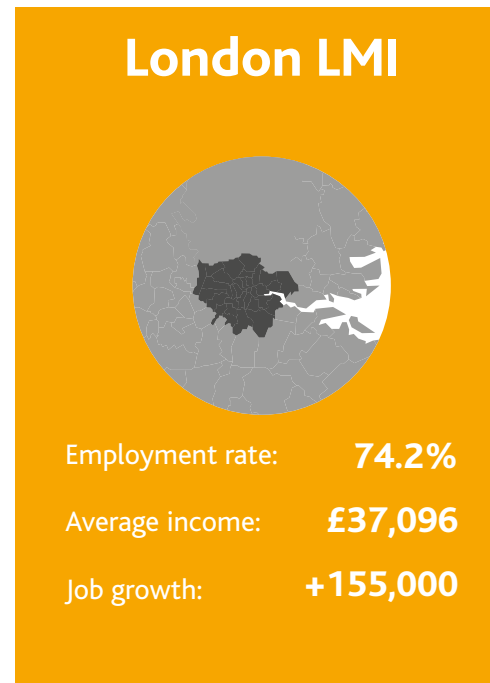
# Labour market information Top Trumps

## Instructions

Separate the class into 2 groups with each group having 5 cards. You may want to flip a coin to decide who controls the game first. The aim is to win all 10 cards by trumping the opposing team with an LMI statistic. The team in control must collectively decide which of the 3 statistics they think will win and then shout this out. If the opposing team's statistic is lower, they forfeit their card. If it's higher, they win the controlling team's card and take control of the game. If the controlling team continuously trump the opposing team, they keep control until they lose or have all 10 cards.

## Example

### Team 1



### Team 2



**VS**

There are several possibilities here depending on which team is in play and the statistic they choose. Let's imagine Team 1 is in control and choose Job growth at 155,000 – this would trump Team 2's Job growth of 110,000, and Team 2 would forfeit the card.

## UK LMI



Employment rate: **75.9%**

Average income: **£29,588**

Job growth: **+1,974,000**

## London LMI



Employment rate: **74.2%**

Average income: **£37,096**

Job growth: **+155,000**

## West Midlands and Staffordshire LMI



Employment rate: **75.9%**

Average income: **£27,107**

Job growth: **+88,000**

## South East LMI

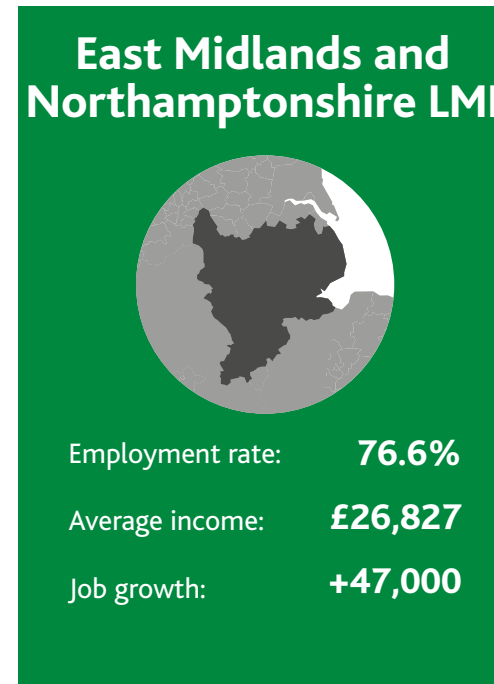
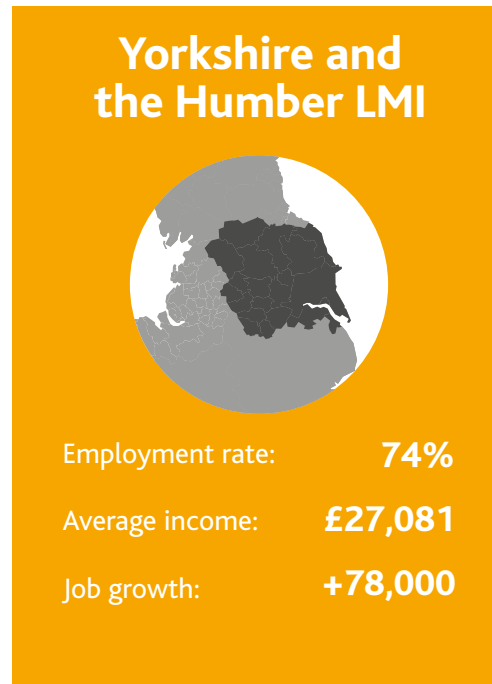
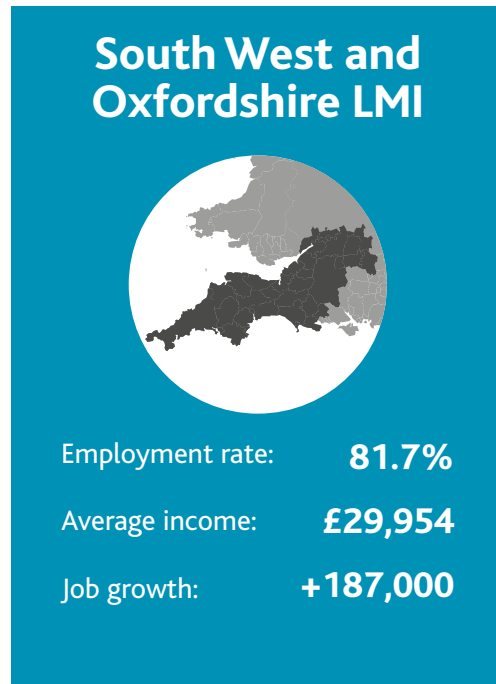


Employment rate: **79.2%**

Average income: **£30,638**

Job growth: **+110,000**

*Please note – data on the LMI Top Trump cards may differ slightly to the latest LMI statistics. You can request the updated versions, as well as LMI information tailored to your LEP area, by contacting [national.careersservice@education.gov.uk](mailto:national.careersservice@education.gov.uk).*



Please note – data on the LMI Top Trump cards may differ slightly to the latest LMI statistics. You can request the updated versions, as well as LMI information tailored to your LEP area, by contacting [national.careersservice@education.gov.uk](mailto:national.careersservice@education.gov.uk).

## East of England and Buckinghamshire LMI



Employment rate: **79.4%**  
Average income: **£30,176**  
Job growth: **+52,000**

## North West LMI



Employment rate: **74.5%**  
Average income: **£27,539**  
Job growth: **+134,000**

## North East and Cumbria LMI



Employment rate: **75.5%**  
Average income: **£27,165**  
Job growth: **+61,300**

*Please note – data on the LMI Top Trump cards may differ slightly to the latest LMI statistics. You can request the updated versions, as well as LMI information tailored to your LEP area, by contacting [national.careersservice@education.gov.uk](mailto:national.careersservice@education.gov.uk).*





# SEND activities

# Resources for SEND

## Intended learning outcomes

To help learners to understand that different jobs require different skills and strengths. The resources aim to support students recognise how to dress appropriately for a variety of situations as well as starting to think about their own future goals.

## Duration

The resources are flexible and may take some learners longer than others. The independent thinking worksheets are designed to get progressively harder so you may wish to start students off on different questions.

## Additional information

Suggested age: All ages

Reading level: 102.3

Supports Gatsby Benchmarks 1 and 3



## Suggestions

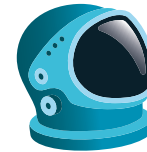
- 1** The 'What makes a good?' activity is designed to get learners thinking about what skills and strengths are matched to different careers. If you feel it is appropriate, our career profiles can support learners with this activity.
- 2** The worksheets that follow are designed to encourage independent thinking among the students and look deeper into the reasoning behind careers and test their knowledge of a range of careers.
- 3** The pathways worksheet is set out like a map that students need to follow. Questions which are personal to their individual futures are asked at each stopping point.

# What makes a good \_\_\_\_\_?

Choose a hat from row 1, and then an object from row 2 that matches it. Then, choose which skill this profession would need from row 3.

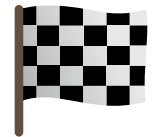
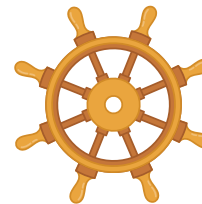
1

Match the hat...



2

to the object.



3

Someone in this profession is good at...

Teamwork

Solving problems

English

Staying focused

Maths

Being on time

Talking to people

Being organised

Staying calm

# Independent thinking worksheets



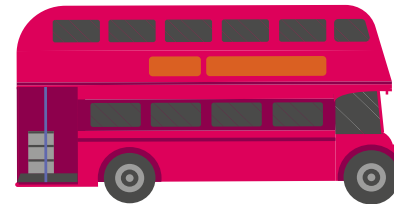
## Who is happy?

Why is it good to feel happy in your job?

Why might you feel sad in your job?

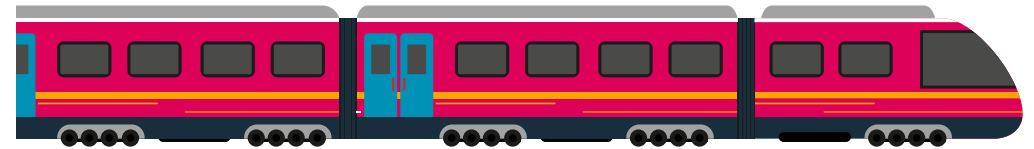


## Which one does a train driver need?



Can you name a skill a train driver needs?

Which one of these do you think can help you get to work?



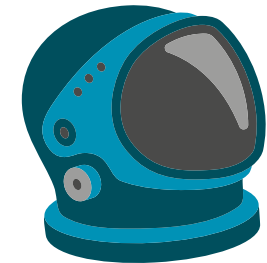
## Who is a doctor?



What does a doctor do?

What does a chef do?

## What does a builder wear?



Why does a builder wear this?

Can you name something a builder would build?

# Independent thinking worksheets



## Working helps you earn money



How many bills can you think of?

What do you think you will buy?

## Who can help you at work?



Who do you think can help you at work with a problem?

Can you think of a problem you might have at work?

## Working can help you make friends



Why is it good to have friends at work?

How can friends help you at work?

## It's important to be on time



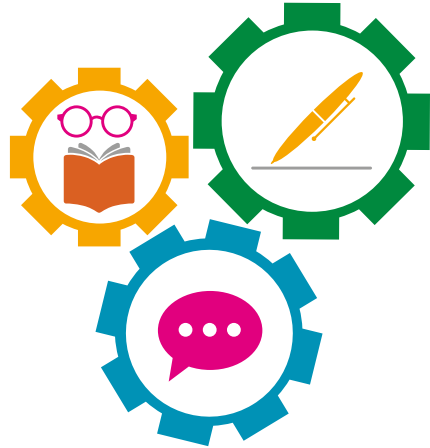
Why do you think it's important to be on time?

How can you make sure you are on time for work?

# Independent thinking worksheets



## What skills do you need?



How many skills can you think of?

What skills do you think you have?

## Getting ready for work



What should you do to get ready for work?

How many jobs can you name that you might wear a uniform for?

## Where can you work?



How many places can you think of where you can work?

Can you think of a job where you would work outside?

Where do you want to work?

## Travelling to work



How many ways of travelling can you think of?

How would you like to travel?

How much money do you think you will need?



# Careers I know activity

There are careers everywhere – you just need to know where to look! You see people doing jobs every day, but how many can you remember?

Since you woke up this morning until you got to school, how many people have you seen doing a job?

Did you see a bus driver?

A lollipop person?

A police officer or builder?

Make a list of all the different careers you've seen people doing!

Can you name something which each person uses to do their job?

Do you think you would enjoy doing one of these jobs?

Are there any jobs on your list which you wouldn't like to do?

1

2

3

4

5

6

7

8

9

Now think about your school – can you think about all the different jobs that people do in your school?

1

2

3

4

5

6

7

8

9

### Additional activities

From one of the lists you've made choose three jobs. Find the information from the National Careers Service website (<https://nationalcareers.service.gov.uk/>):

	Write one task or activity you may have to do in this job	Write one skill you will need for this job	Write one qualification you will need for this job
Career 1			
Career 2			
Career 3			



# Pathways worksheet

start

I enjoy...

I want a job doing...

If I had a job I could buy...

When I have a job I should dress...

Money can help pay bills like...

When I leave school I am going to...

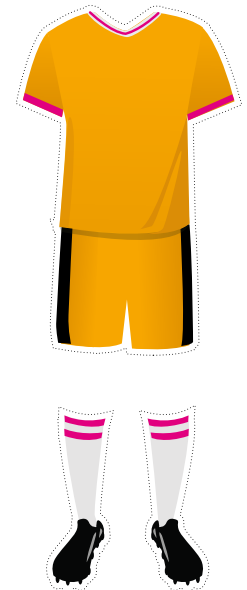
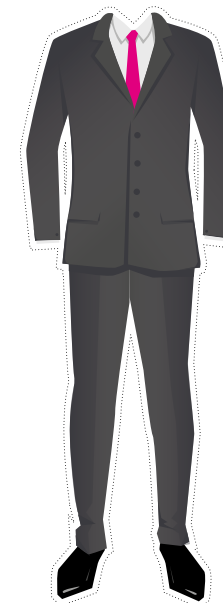
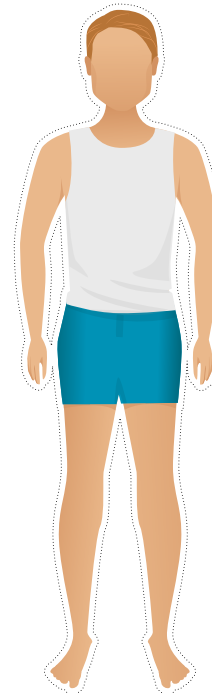
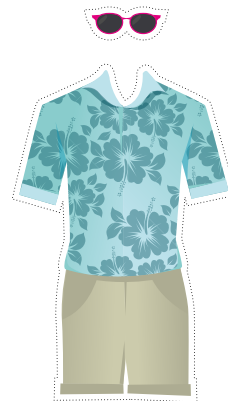
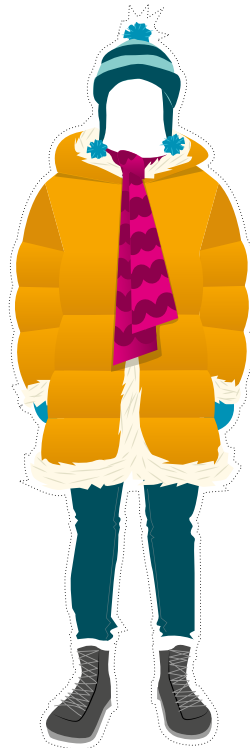
finish

# What to wear?

## Instructions

Knowing what to wear for different occasions is important. We wouldn't go to work in what we wear for bed! Using the clothing, cut out and match what you would wear for...

1. A cold winter day
2. Playing football
3. A warm summer day
4. A job interview

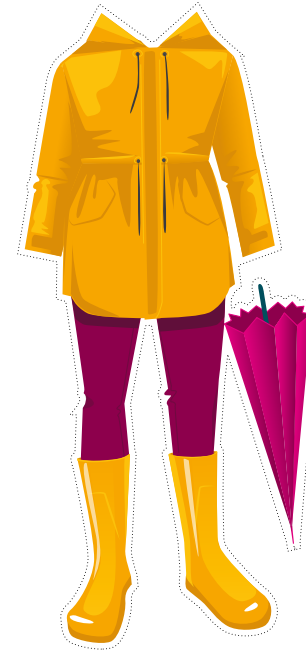
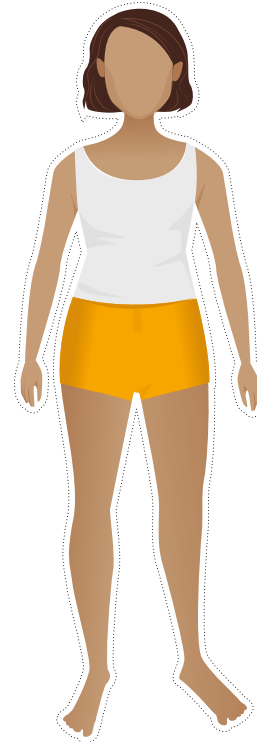
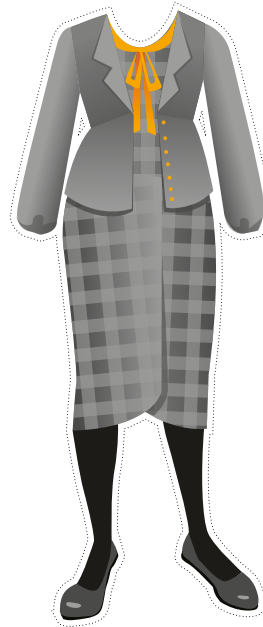


# What to wear?

## Instructions

Knowing what to wear for different occasions is important. We wouldn't go to work in what we wear for bed! Using the clothing, cut out and match what you would wear for...

1. A job interview
2. A rainy day
3. A gym class
4. A formal dinner party





# Apprenticeships and traineeships

# Apprenticeships factsheet

## What is an apprenticeship?

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

## How old do I have to be?

You can start an apprenticeship from the age of 16 and you cannot be in any other form of full-time education.

## Will I get any holidays?

You should get a minimum of 20 days paid holiday per year if you are doing a full-time apprenticeship.

## How many hours will I work?

Most apprenticeships are 30 hours including your study time. Some are more and you can discuss the option of doing a part-time apprenticeship with your employer.

## How much will I get paid?

The national minimum wage for apprentices changes frequently. As of April 2019, this was £3.90 but employers often pay more. Your wage can change depending on your age and how long you have been with the same employer. Check out <https://www.gov.uk/national-minimum-wage-rates>

## How much time will I spend studying?

Apprenticeships can vary in terms of how they are structured. You may spend 1 or 2 days a week at a local college or training provider or you may do block release where you spend 2-3 weeks at a time at college.

## How long does an apprenticeship last?

The minimum length of time an apprenticeship must last is 12 months but can last up to 6 years. The length can depend on the level of apprenticeship you do. Levels are divided into Intermediate (Level 2), Advanced (Level 3), Higher (Level 4–5), Degree (Level 6) and Masters (Level 7).

## How can I find and apply for apprenticeships?

We would recommend starting here: <https://www.gov.uk/apply-apprenticeship>

## Can I get a degree through an apprenticeship?

Yes – you can now do a Level 6 apprenticeship which is the same level as a degree. You will earn a competitive wage while working towards your degree. They can take longer to complete than doing a full-time degree. However, your tuition fees are paid for by the employer and you will gain valuable experience and skills for the future.

90% of apprentices get a job or further training after an apprenticeship

71% of apprentices agreed that their chances of earning more money had increased because they did an apprenticeship

23% of former apprentices had received a promotion within 12 months of finishing

# Traineeships factsheet

## What is a 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 or disability.

## Do you get paid on a traineeship?

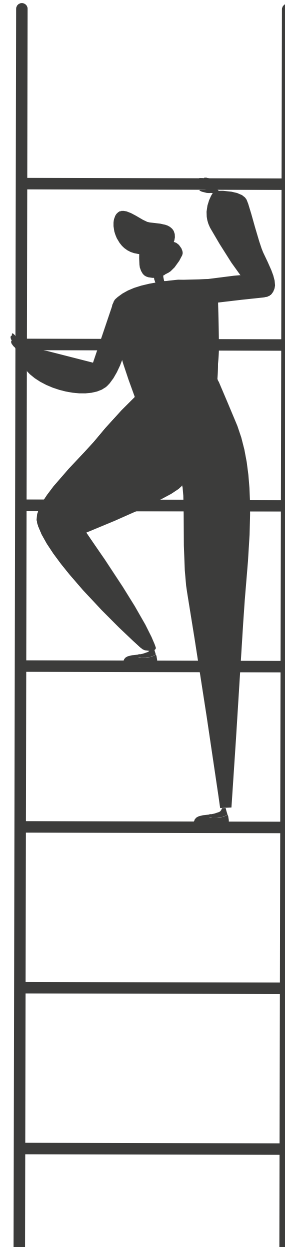
You will not be paid for a traineeship, but your travel and food may be paid for by the employer.

## How long do they last for?

They will last between 6 weeks and 6 months.

## Why should I do a traineeship?

They provide help with your studies such as English and maths and provide a meaningful work experience which can lead to paid employment or an apprenticeship and look great on your CV.



## What type of traineeships can I do?

Traineeships are available in 170 sectors with 1,400 different career roles.

## How many hours will I spend studying?

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

## What are the entry requirements?

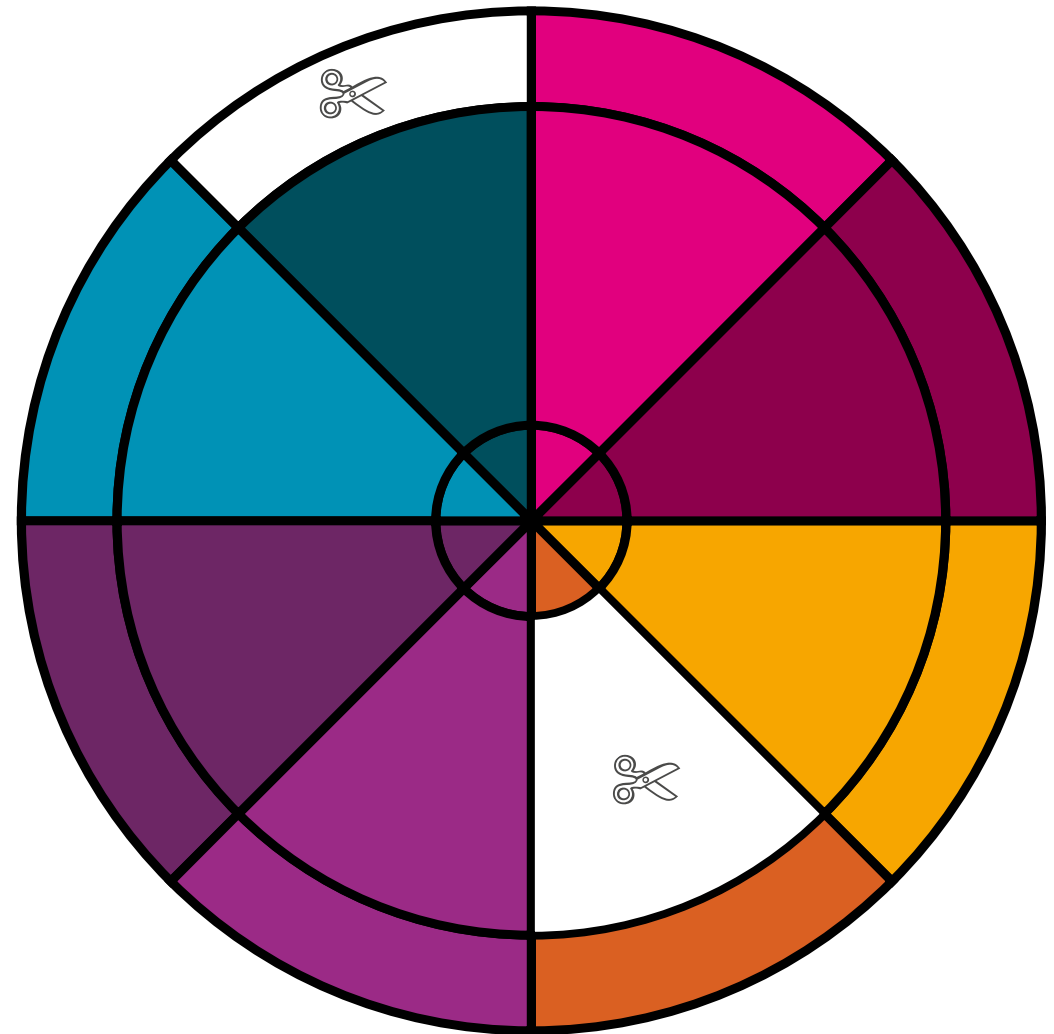
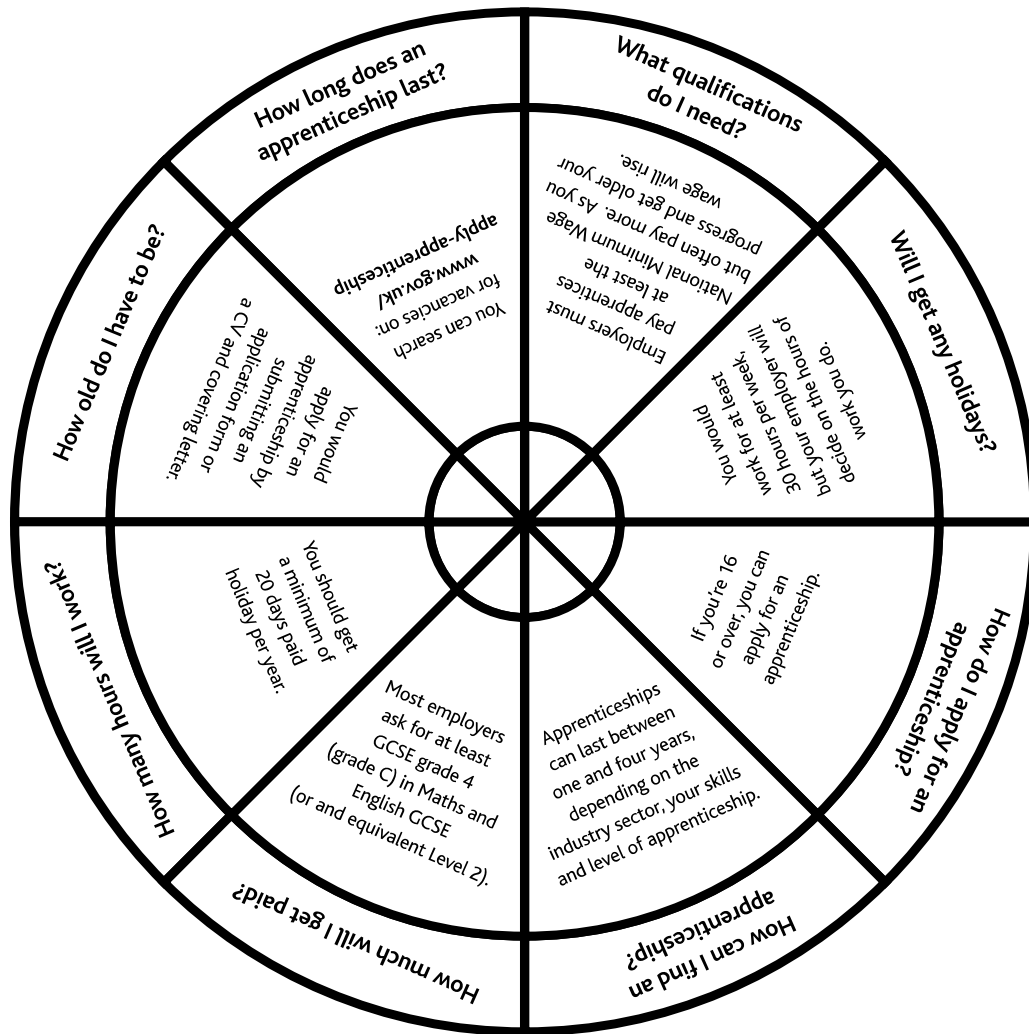
If you're a school leaver who hasn't achieved GCSE grade 4 (grade C) or equivalent in maths and English, and are finding it hard to get an apprenticeship or work with little work experience, you may be eligible.

## How can I find traineeships?

You can register online to find vacancies on: [www.gov.uk/find-traineeship](http://www.gov.uk/find-traineeship)

You can also get advice for free on 0800 100 900

# Apprenticeships activity



A woman and a young boy are sitting at a desk, looking at a laptop screen. The woman is pointing at the screen with a pencil. The boy is holding a pencil and looking at the screen. There are papers and a pencil on the desk. The background is blurred.

# Parent resources



# Parent support guide

## Who are the National Careers Service and how can we help?

The National Careers Service is a government-funded organisation which offers expert and impartial careers advice and guidance to anyone living in England aged 13 and over. All of the support that we offer is free and we are happy to help young people directly or support you as parents with any questions you have about your child's future.

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. This guide is designed to help you understand all of the options that are available to your child so that can support them through what can be important decision-making periods of their lives.

If you would like advice and guidance on the information in this guide why not give us a call on 0800 100 900 or check out our website:

<https://nationalcareers.service.gov.uk>

We have a range of free tools and resources on our website such as:

- explore careers – over 800 career profiles to support your child's career research
- discover your skills and careers – a short test matching your skills to specific careers
- course search tool – an up-to-date directory of courses and apprenticeships
- help to get a job – lots of useful information and tips on getting ready for the world of work

You can also chat to a careers adviser live through our website, send us an email or text, or request a call back. If you need an interpreter, we also have a language line available. We are here for you 7 days a week from 8am until 10pm.

## 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.

As a starting point, you could give our 'Discover your skills and careers' tool a go to help your child become more aware of their skills, strengths, weaknesses and career sectors they may be suited to. This would be particularly useful if they are feeling unsure about their future career path.

The tool will provide some career profile suggestions to help you and your child start researching the careers they have been matched to. Our career profiles have been designed to make careers research easier by bringing all the vital information into one place. You will find out information on qualifications, pathways, training, salary and what an average day to day will look like in that specific job.

Every profile has a link to our webchat if you need to explore any of the information further.

## GCSE support

For most students, picking their GCSEs comes in year 9 but for some it can start earlier in year 8.

This will be the first in a series of decisions that your child will be making to shape both their future learning and career.

As a starting point, it's good to know a little bit about what subjects the school considers 'compulsory', and which subjects the school classes as 'option choices'.

Each school is different. Compulsory subjects will 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 likely that there will be a number of subject options which your child may not have studied before, such as business studies, health and social care, travel and tourism.

Option choices are normally set out in 'option blocks'. Below is an example of how schools can set out option choices:

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

Your child may have several blocks to choose from or may have the option to take more or less subjects. If your child is having difficulty choosing, assure them that the compulsory subjects keep most career options open. Try and think about what they would like to do after school to help them pick.

## BTEC support

Students who learn better by being more hands-on may get the opportunity to pick BTEC subjects at level 2 instead of GCSEs.

BTEC stands for Business and Technology Education Council. 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.

Not every school is set up to offer BTECs as an alternative to GCSE but if your child's school does, they can be great for students who learn better in a more hands-on way. They can continue with BTEC at college and it can help lead to apprenticeships too.

Find out more about BTECs here: <https://qualifications.pearson.com/en/about-us/qualification-brands/btec.html>

## 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.

## Options after GCSE

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

The Exam Results Helpline can also support with your child's options based on their results on 0800 100 900.

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, 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 – school leavers have a range of choices:

- 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
- an apprenticeship
- a traineeship with the idea of progressing on to an apprenticeship or education
- employment or volunteering 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 qualification are A levels.

A levels are offered in a wide range of subjects – from academic subjects like English, maths, history and biology to 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 5 GCSEs at grade 4 (grade C) or above which include subjects like maths, English and sometimes science. Your child will be asked to pick 3 to 4 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 child 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, to become a doctor, a student must take chemistry and usually biology 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 at: <https://www.ucas.com/file/63541/download?token=uz826-Cb>

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

## College

For a lot of young people, staying in a school environment is not always 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), or 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 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, 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, and check out the resources and facilities to see if they can picture themselves there in the future.

Visit [www.opendays.com](http://www.opendays.com) to find out more.

## T levels and industry placements

T levels are courses which follow GCSEs and are equivalent to 3 A levels. These 2-year courses are introduced in 2020 and have been developed in collaboration with employers and businesses so that the content meets the needs of the industry and prepares students for work.

T levels will become one of the main choices for students after GCSE alongside:

- apprenticeships for students who wish to learn a specific occupation 'on the job'
- A levels for students who wish to continue academic education

Every T level will include an industry placement with an employer focused on developing the practical and technical skills required for the occupation. These will last a minimum of 315 hours (approximately 45 days), but can last longer. Find out which subjects T levels are available in at: <https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

## If your child has special educational needs and disabilities (SEND)

### Progressing onto mainstream education

Many SEND students can and do progress onto further education within a mainstream setting such as a local college or specialist training provider. All colleges will have an additional learning needs co-ordinator who is in place to make sure your child gets the support they need while at college. It's important that you know what your local offer is through your local authority, to fully understand the options open to your child.

### FAQs

#### 1 My child will be leaving school soon and is not at GCSE level but wants to go to college, what can they do?

**Answer:** You may want to consider entry level qualifications for your child. Entry level qualifications come before level 1 (a level 1 qualification is the equivalent of a grade 3-1 at GCSE), and are broken into 3 sub-levels: 1, 2 and 3. Your child will likely start on the best sub-level for them and work towards improving their English and Maths. Entry level qualifications are designed to support learners progress onto level 1.

#### 2 My child will be leaving school with several GCSEs, but I don't think a mainstream environment will be right for them, what are the options?

**Answer:** Firstly, it's important that you ask your child what they want when moving forward with their future. It's important to point out that all colleges must support students with SEND and many have specialised units, courses and teachers. There are specialist colleges available which you may feel are better placed to support your child. Remember that an Education, Health and Care (EHC) plan does not have to end when your child leaves school. Your child can continue to have a plan up to age 25 as long as they still have SEN and stay in some kind of education or training. To find out about specialist colleges in the area, contact your local authority for further information.

#### 3 Is it possible for my child to continue with their education from home schooling or distance learning?

**Answer:** Yes, this can be a possible option. If you and your child feel they will learn better in their home environment, you could look into study materials that can be used from home and do the exams and coursework as a private candidate. There is also the Nisai Virtual Academy, where they will have access to virtual classrooms, do coursework and assignments from home, have access to a tutor and all schools within the Nisai Group are either ISI or OFSTED inspected. You can find out more at: <https://www.nisai.com/nva.html>

## What about apprenticeships?

Apprenticeships are a great way to learn, gain hands-on skills and experience as well as earning a training wage. There are hundreds of apprenticeships your child can do with thousands of vacancies available all year round. You can start an apprenticeship at level 2 and work up to degree level – and they are great for vocational learners. Your child may need to have some GCSEs to start at level 2 and many offer support with English and maths alongside. To look at vacancies, we recommend starting with the National Apprenticeship Service (<https://www.gov.uk/apply-apprenticeship>). You will notice many opportunities have the disability confident badge. As your child will be employed as an apprentice, support and appropriate adjustments must be in place to support your child just as it would if they were a full-time employee.

## Not ready for an apprenticeship? What about a traineeship?

Traineeships are designed to help young people who want to get an apprenticeship or job but don't yet have appropriate skills or experience. Designed to help young people aged 16 to 24, traineeships provide the essential work preparation training, English, maths and work experience needed to secure an apprenticeship or employment.

Traineeships can last up to a maximum of 6 months and will include:

- work preparation training provided by the training organisation
- English and maths support if required, provided by the training organisation
- a high-quality work experience placement with an employer

At the end of the traineeship, each young person will be guaranteed a job interview if a role becomes available, or an exit interview with meaningful written feedback to help them secure an apprenticeship or employment with another employer. Find out more at: <https://www.gov.uk/find-traineeship>

## Supported internships

A supported internship is one type of study programme specifically aimed at young people aged 16 to 24 who have a statement of special educational needs or an EHC plan, who want to move into employment and need extra support to do so. All further education colleges, sixth form and independent specialist providers can offer supported internships. To find out more, we recommend starting with a great resource called 'Preparing for adulthood': <https://www.preparingforadulthood.org.uk/>

## Supporting links

- Find your local authority: <https://www.gov.uk/find-local-council>
- SEND guide for parents and carers: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Sense: [www.sense.org.uk](http://www.sense.org.uk)

## University

While there is a lot of information available on university, it can seem overwhelming, with so many things that students need to consider 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 every year, but there are plenty of instances where your child 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 the National Careers Service can help your child make a well-rounded and realistic decision. UCAS 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 the website.

One of the main things you may be worried about is the cost of university. Over the past few years these costs have been significantly increased: £9,250 is now the maximum amount a university can charge, so finding the funds to ensure your child is able to move towards university can seem daunting. However, there are a number of financial options on offer depending on your situation, which you might be able to take advantage of.

### Facts about student finance

It's important to know that everyone is eligible for 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 fee 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 £9,250 (with many universities charging the full amount allowed), Student Finance have raised the threshold for which you start making repayments which is now £25,000 a year. Once you are earning over £25,000 a year, you will automatically start making repayments through the tax system.

Thresholds can change, so keep up-to-date with changes at: <https://www.gov.uk/student-finance>



## How can you get involved?

You may be struggling to figure out how you can best help your child, 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 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.

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 Qualification Alliance
HE	Higher Education
DfE	Department for Education
Dip	Diploma
HND/HNC	Higher National Diploma Certificate

