

PARKER BROTHERS GAME OF OPTIONAL GOALS

CAREERS

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Career programme 2019-2020

Wednesday 13th
November

Government Careers Strategy (2017)...

'Every school and college should begin using the Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020.'

- all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- all young people in secondary school and college to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- everyone to get support tailored to their circumstances. All adults should be able to access free face-to-face advice, with more bespoke support for those who most need it;
- everyone to get the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

I want to be purple...



What did your
younger self
aspire to....

- What did you want to be when you were 10? Why?
- If you could do something entirely different to what you do now, what would it be? Why?
- If you were 10 years old now, what would you want to do? How is that different to when you really were 10? Why?

Careers at The King's school...

At the King's school are vision, through the careers programme, is to equip students with the knowledge, skills and drive to make the choices that will allow them to aspire, believe and achieve throughout their careers.

They will experience and take part in activities that encourage them to aspire to greatness, reflect on their strengths and build on areas for development and gain an understanding of the different pathways that will allow them to achieve great things.

Gatsby Benchmarks...

1

A STABLE CAREERS
PROGRAMME

2

LEARNING FROM CAREER
AND LABOUR MARKET
INFORMATION

3

ADDRESSING THE NEEDS
OF EACH PUPIL

4

LINKING CURRICULUM
LEARNING TO CAREERS

5

ENCOUNTERS WITH
EMPLOYERS AND
EMPLOYEES

6

EXPERIENCES OF
WORKPLACES

7

ENCOUNTERS WITH
FURTHER AND HIGHER
EDUCATION

8

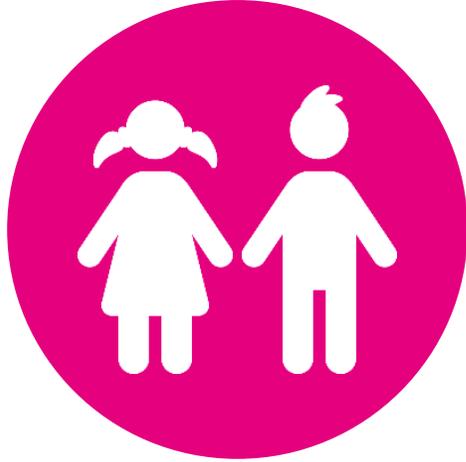
PERSONAL GUIDANCE

Benchmark 2... LMI

- LMI informs and shapes the careers programme and activities within it.
- Parents, carers and students need to be aware of LMI.
- It is published on our website and displayed in work zone.
- It needs to be incorporated into our curriculums and lessons.
- But why? Why is it so important?

Higher or
lower...

- Population profile of the Black country..... Is it higher (older) or lower (younger) than the national average?



Children (<16)

BC: 245,419 (20.8%)

England: 19.1%



Working Age (16 – 64)

BC: 726,227 (61.7%)

England: 63.1%



Older People (>65)

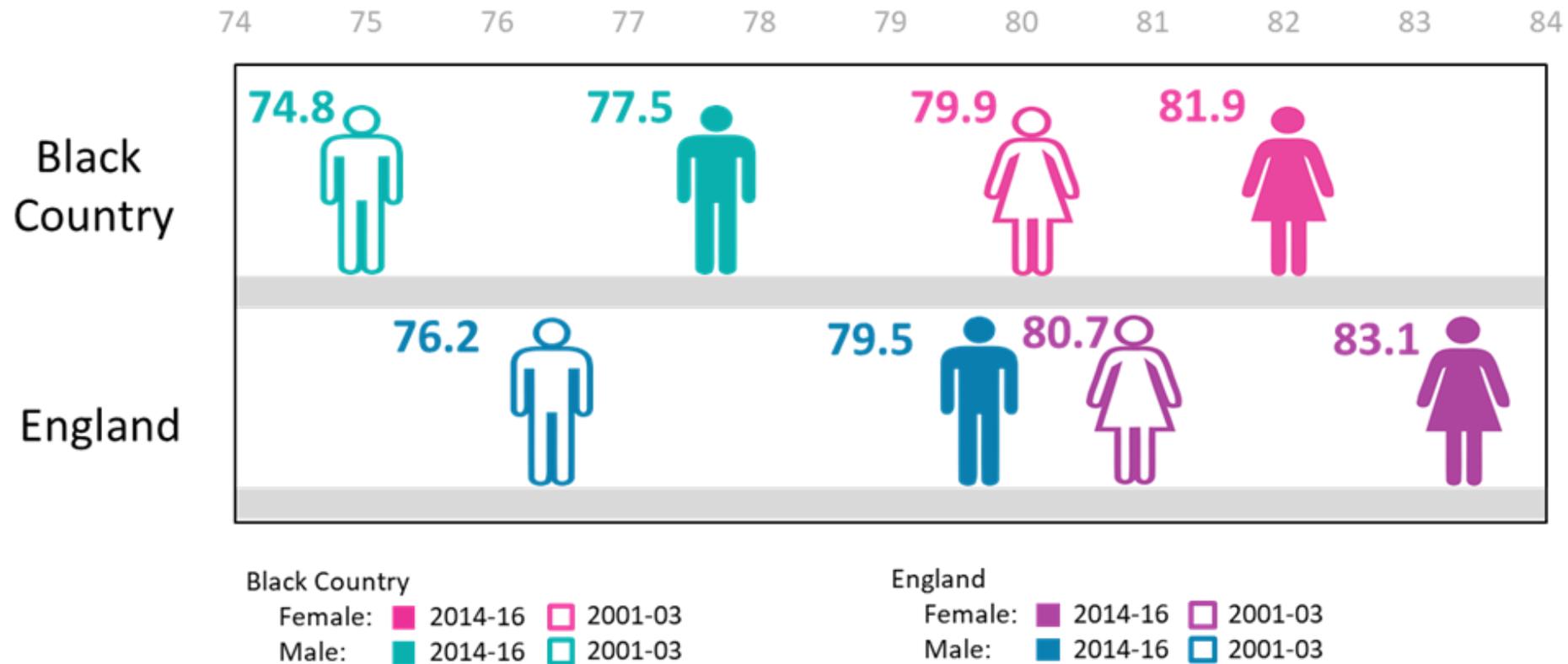
BC: 205,449 (17.5%)

England: 17.9%

The Black Country has a younger population profile than the England average

Higher or
lower...

- Life expectancy in the Black country..... Is it higher (longer) or lower (shorter) than the national average?

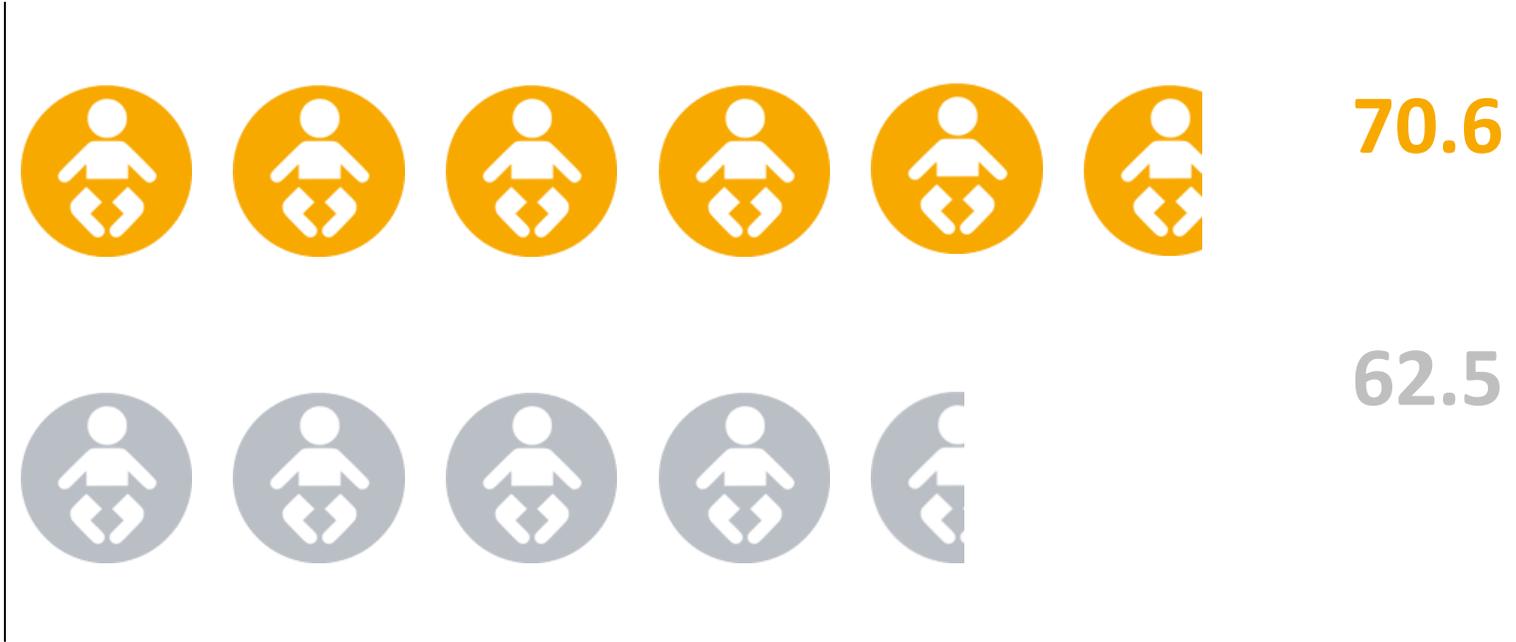


Life expectancy is less than the national average and continues to widen

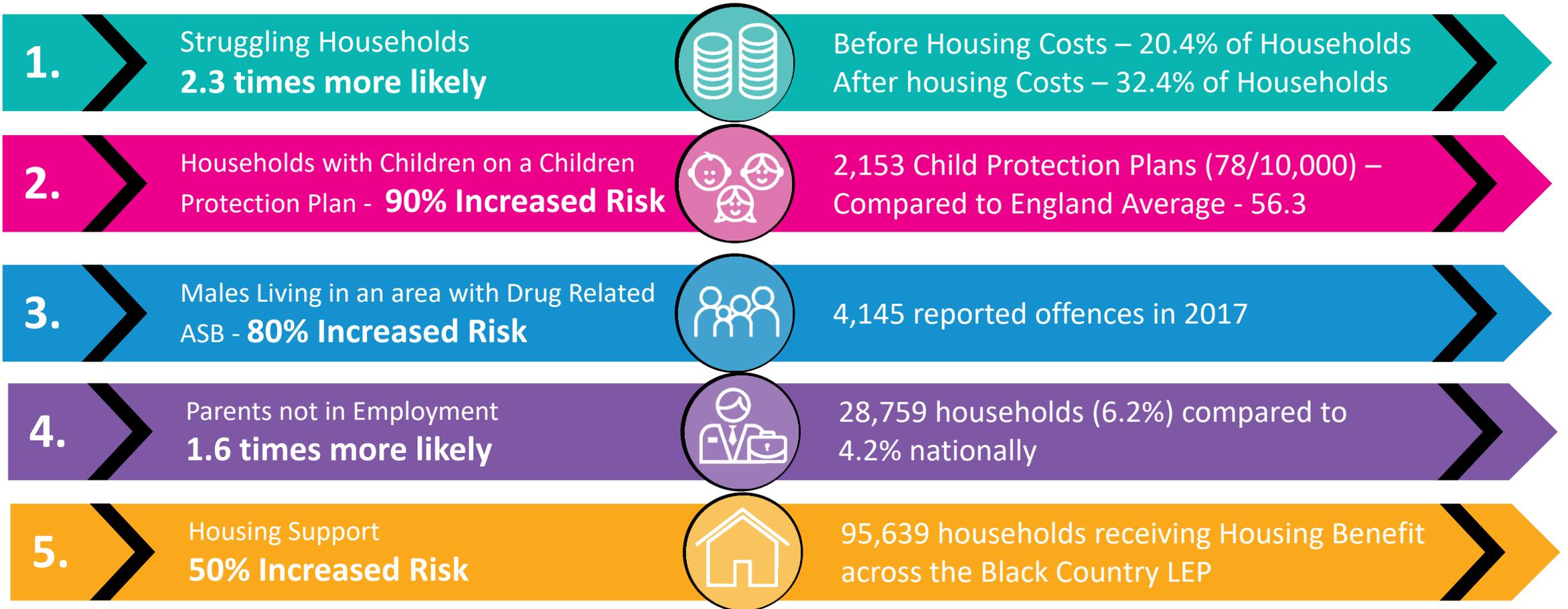
Higher or
lower...

- Birth rate in the Black country..... Is it higher or lower than the national average?

Black Country has a higher birth rate than the national average:



These 'not ready' factors identify the increased risk of pupils being disadvantaged at the beginning of their school life:



TETTENHALL PROFILE (WOLVERHAMPTON)

Jan 19



DEMOGRAPHICS

Working age population: 13,463 residents
 Aged Under 16 : 3,689 residents
 Aged 65+: 5,822 residents

Gender

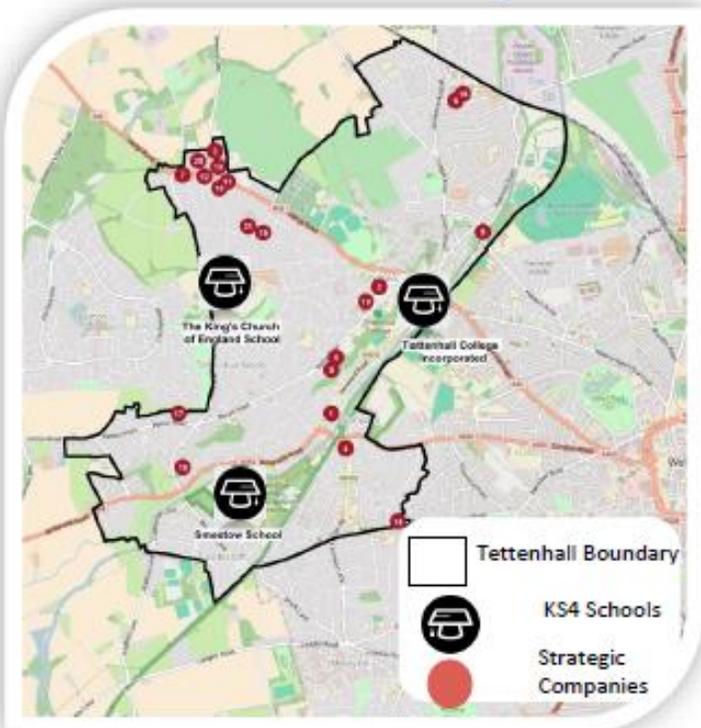
Male : 6,563 (49.7%) residents
 Female: 6,640 (50.3%) residents

Ethnicity

White : 80%
 Mixed/Multiple Ethnic Groups: 2.8%
 Asian/Asian British: 13.7%
 Black/Black British: 2.4%
 Other: 1.1%

Indices of Deprivation

Top 33% of least deprived areas



EDUCATION

The King's Church of England School
 Progress 8 score: -0.28 (Below Average)
 Attainment 8 score: 41.2
 Voluntary aided school

Smestow School
 Progress 8 score: -0.42 (Below Average)
 Attainment 8 score: 43.3
 Academy converter - mainstream

Tettenhall College Incorporated
 Progress 8 score: Not available
 Attainment 8 score: 43.3
 Independent school

National Averages
 Progress 8: -0.02
 Attainment 8: 46.5

EMPLOYMENT (LA)

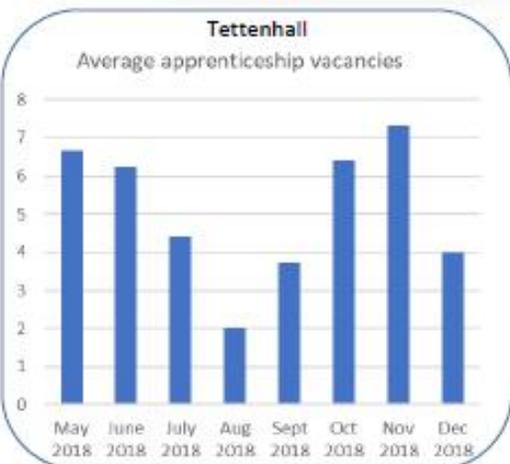
Jobs: 100,000 (65%) of residents in employment

Full-time employment
 68,000 (68%)
 GB Average: 67.5%

Part-time employment
 32,000 (32%)
 GB Average: 32.5%

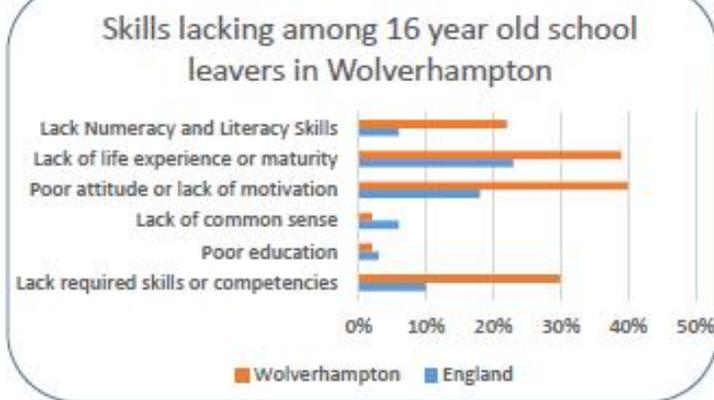
Unemployed
 8,700 (7.5%)
 GB Average: 4.2%

Claimants (inc. UC): 8,510 (5.2%)



Tettenhall KEY STAGE 4 DESTINATIONS

- Sustained education or employment destinations (93%)
- Sixth form (44%)
- FE Colleges (42%)
- Other education (N/A)
- Apprenticeships (6%)



21 Strategic Companies:

ID	Company_name	Major_sector
1	A-Stat Office Technology Limited	Machinery, equipment, furniture, recycling
2	Acotis Enterprise Limited	Wholesale & retail trade
3	Capital Appliance Centre Limited	Wholesale & retail trade
4	Compton Hospice Limited	Education, Health
5	Exclusive Collections Ltd	Wholesale & retail trade
6	Fern Plastic Products Limited	Chemicals, rubber, plastics, non-metallic products
7	George Perry (Wholesale Fruit & Vegetables) Limited	Wholesale & retail trade
8	Healthplan Limited	Wholesale & retail trade
9	Hills Coaches Limited	Transport
10	J. Watson & Sons Limited	Machinery, equipment, furniture, recycling
11	Oak Grange Homes Limited	Construction
12	Phoenix Brands Limited	Food, beverages, tobacco
13	Polycasa Limited	Machinery, equipment, furniture, recycling
14	Prentex Limited	Wholesale & retail trade
15	Princess Lodge Limited	Education, Health
16	Rothley Limited	Transport
17	Sherborne Paper Limited	Other services
18	TIM Jones Limited	Wholesale & retail trade
19	Tredamega Limited	Machinery, equipment, furniture, recycling
20	Wergs Investments Limited	Wholesale & retail trade
21	Wood Green Nursing Home Limited	Education, Health

Data Sources

Demographics: ONS Ward-level Mid-Year Population Estimates
 GOV.UK: IMD: English Indices of Multiple Deprivation 2015
 UKCES Skills Survey 2015
 GOV.UK: School Performance Revised 2018
 GOV.UK: Weekly live vacancies
 Resident Qualifications: Census 2011

Indices of deprivation:

Top 0-20% most deprived: 
 21 – 35% 
 36 – 50 % 
 51 -65% 
 66 – 89% 
 Least deprived 10% 



DEMOGRAPHICS

Working age population: 17,690 residents
Aged Under 16 : 4,027 residents
Aged 65+: 4,895 residents

Gender

Male : 9,712 (49.7%) residents
Female: 8,198 (50.3%) residents

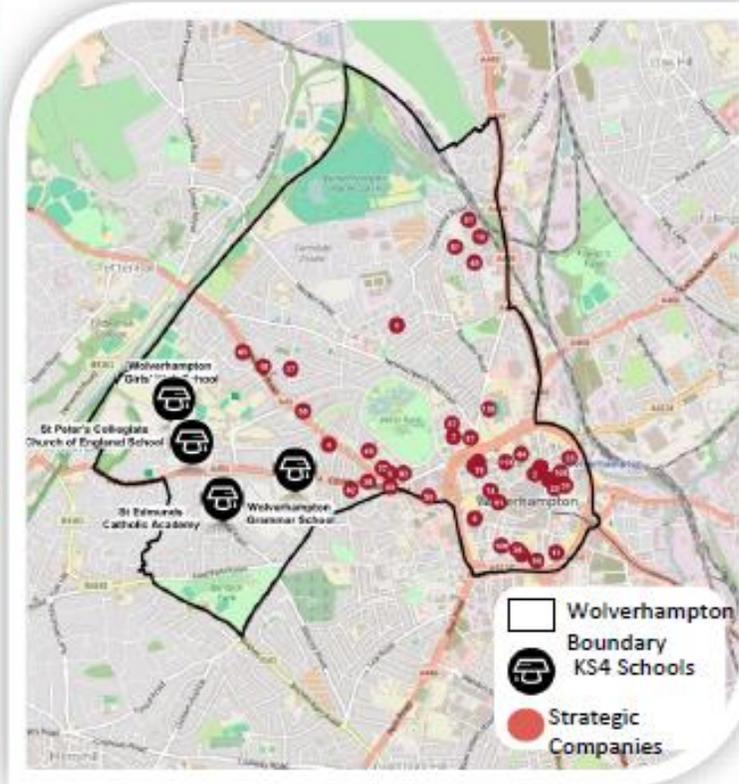
Ethnicity

White : 47.7
Mixed/Multiple Ethnic Groups: 6.3%
Asian/Asian British: 31.2%
Black/Black British: 10.7%
Other: 4.2%

Indices of Deprivation

Top 7% of most deprived areas

WOLVERHAMPTON PROFILE



Jan 19

Black Country Skills Factory

EDUCATION

St Edmunds Catholic Academy
Progress 8 score: -0.11 (Average)
Attainment 8 score: 45.6
Academy converter – mainstream

St Peter's Collegiate Church of England School
Progress 8 score: 0.20 (Average)
Attainment 8 score: 53.1
Academy converter – mainstream

Wolverhampton Girls' High School
Progress 8 score: 0.66 (Well above Average)
Attainment 8 score: 74.8
Academy converter – mainstream

Wolverhampton Grammar School
Progress 8 score: Not available
Attainment 8 score: 15.4
Academy converter – mainstream

National Averages

Progress 8: -0.02
Attainment 8: 46.5

EMPLOYMENT (LA)

Jobs: 100,000 (65%) of residents in employment

Full-time employment

68,000 (68%)
GB Average: 67.5%

Part-time employment

32,000 (32%)
GB Average: 32.5%

Unemployed

8,700 (7.5%)
GB Average: 4.2%

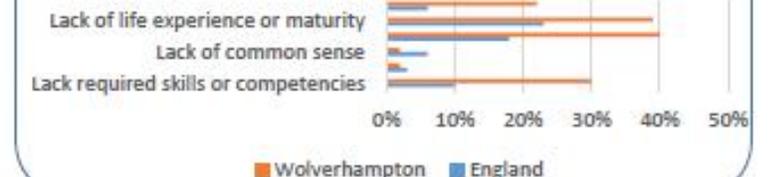
Claimants (inc. UC): 8,510 (5.2%)



Wolverhampton KEY STAGE 4 DESTINATIONS

- Sustained education or employment destinations (97%)
- Sixth form (72%)
- FE Colleges (19%)
- Other education (1%)
- Apprenticeships (N/A)

Skills lacking among 16 year old school leavers in Wolverhampton



Priority sectors in employment...

Sectors	Black country	Birmingham
Advanced manufacturing and engineering	Yes	Yes
Agri-tech		
Automotive/transport technologies	Yes	
Business, finance & professional services	Yes	Yes
Construction	Yes	
Cultural & creative		Yes
Creative digital		Yes
Food and drink production		Yes
ICT (including. cyber security and defence)		
Life sciences		Yes
Low carbon and environmental technologies	Yes	Yes
Visitor economy		Yes

So what does
all this mean...

- We don't want to limit our students..... we want them to aspire to great things, we want them to dream big and be ambitious.
- We do need them to be informed though and it is our job to teach them, and parents and carers, about LMI.

Lego Sculptor



Real?

Not Real?

Lego Sculptor



Real!

There aren't many of them around- but their job is create Lego sets and build models.

Pet Food Taster



Real?

Not Real?

Pet Food Taster



Real!

Pet food is actually
tasted by people.

Pin-Setter for Bowling



Real?

Not Real?

Pin-Setter for Bowling



It use to be a real job, but
now it's all done by
machines.

Not Real!

Fake Bank Robber



Real?

Not Real?

Fake Bank Robber



Real!

Banks employ people to test them and try to steal money. Most of the work is done electronically.

Professional Zombie



Real?

Not Real?

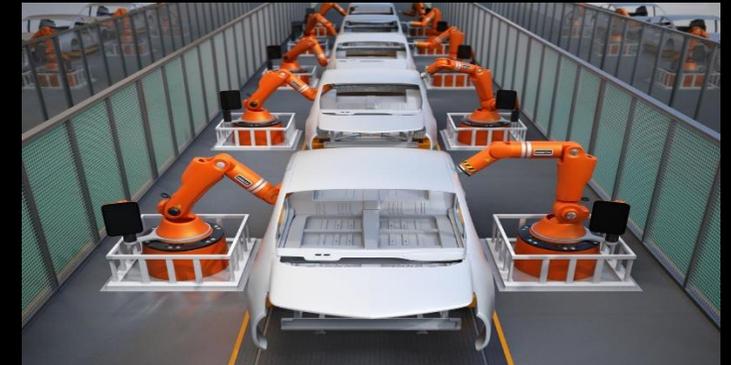
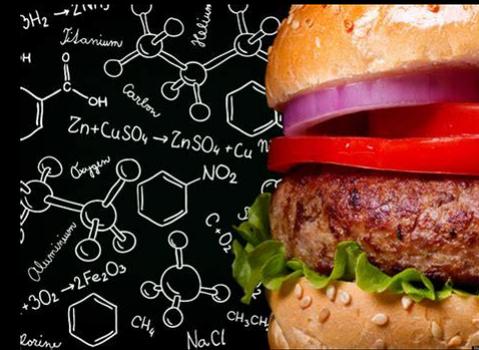
Professional Zombie



Real!

It's really a job as an entertainer and they tend to work in dungeon attractions.

What will work
for our
students look
like?



Vs



Jobs at risk from automation...

- transportation and storage (highest risk)
- manufacturing
- construction
- administrative and support service
- wholesale and retail trade
- public administration and defence
- financial and insurance
- information and communication
- professional, scientific and technical
- accommodation and food service
- human health and social work
- education (lowest risk).

What skills will
they need to
have in the
future to get a
job?

- Problem solving
- Critical Thinking
- Creativity
- Social Skills
- Digital Literacy – including their digital footprint
- Communication
- Leadership

The world of
work is
changing...

Students need to future proof themselves..... we need to ensure that they are developing skills that are transferable and equip them for future jobs.

They don't need to know what specific career they want..... but they do need to know what skills will serve them best in the future.

Benchmark 2

Your school:	Achieved?
Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions.	In progress
Encourages parents and carers to use career path and labour market information to aid the support given to their children.	✓

Learning from career & labour market information

We have met 60% of the 2 assessment areas in benchmark 2

So what can
you do....



We can all engage with students about this.



Talk to them about what careers you have done, how the job market looks different now to when you were their age.



And embed it in your lessons of course.... relate it to their learning. Not just actual job roles but the transferable skills you are teaching that will equip them for later in life.

Your challenge...

- Select a specific group you teach and focus on adding LMI into your lessons.

OR

- Find an opportunity to speak with students and engage with them about careers
- Talk to them about your previous job/s?
- Share with them the skills you possess that allow you to be successful? How can they develop them?
- What impact will this have..... we will feedback in 2 weeks time.