



For young people with special educational needs and disabilities

The journey to your career

Age range: 11-16

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
45 mins	<p>By the end of the activity students will be able to:</p> <ul style="list-style-type: none"> Recognise the main stages of transition into employment Identify key decisions linked to their potential long-term career goal List the people, places and things that can help them at each stage or decision 	<ul style="list-style-type: none"> The journey to your career student worksheet The journey to your career presentation slides

It's recommended that lessons are repeated to ensure concepts are understood, and allow for skills to be built over time. Always start the session by agreeing ground rules with the group. For advice on this and other ways to establish a safe learning environment, [download the content guide](#).

This is one of a set of core lessons that have been adapted for young people with Special Educational Needs and Disabilities (also known as Additional Support Needs/Additional Learning Needs). Adaptation has been completed with the support of specialist careers provider Talentino, and tested with staff and students at several different special schools.

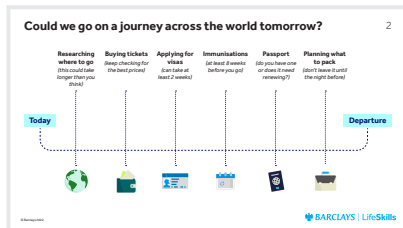
Contents

Activities	Time	Page
Activity one: How to plan a career	40 mins	3
Summary	5 mins	7

Activity one

How to plan a career

Before you deliver this activity, think about how to personalise it, especially for students who may be unsure of their future career path, to include specific support and opportunities available through your school and local community, as well as at barclayslifeskills.com

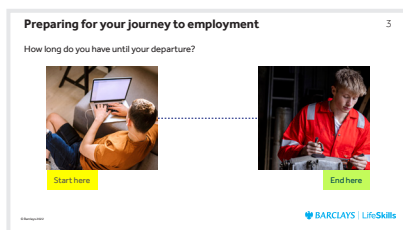


1. Introduction

- To get a clear idea of students' current understanding of how to plan out their career journeys, challenge them at the beginning of the lesson to create a checklist or mind map of what they think they will need to include when devising a career plan. This will be revisited at the end of the lesson
- Show **slide 2**

Ask the students: if money were no object, could we go on a journey across the world tomorrow?

- Discuss with students how it would be possible to do this, but going on a trip without any planning would give us limited options – we might need visas or immunisations before we could go to certain countries, or we might not have a valid passport
- Suggest that a better way to plan a successful trip would be to spend time making a plan in advance of setting off
- Similarly, students could wait until they finish school before they start thinking about how to begin their career journey, but they are more likely to be successful if they start doing some planning now, even if it feels like a long way off

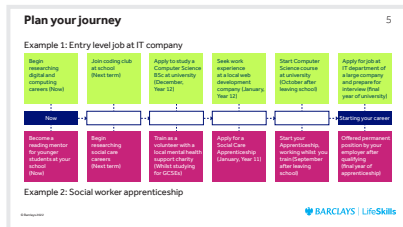


2. Preparing for the transition to employment

- Show **slide 3**. Ask students how they can start planning their career journey and how they can find information about jobs, including talking to people in related careers
- Next, discuss what they need to do to make sure they are ready for their journey. These might include working on their confidence and personal attributes, gaining qualifications or skills, developing their career ideas or finding out about the process of securing a job. Use **slide 4** to summarise
- Launch the interactive **Job Map tool** to explore the possible routes to becoming a chef. Each point on the map can be clicked on to display information about this option. Ask students to briefly discuss which combination of options would help them become a trainee chef. Use this as an example to highlight making appropriate decisions to reach desired career goals. Students could then use the tool to design their own job map and discuss the reasons for choosing the different points in their route
- Get students thinking in more detail about the places and people that can help them move from education into employment. Provide the **Career guides, routes and milestones student worksheet** for them to discuss in pairs and add their suggestions to the lists

Activity one

How to plan a career (con't)



3. Plan the journey

- Explain that between now and beginning their careers, they need to think about the actions they need to take and when to take them
- Give out copies of the **Plan your journey student worksheet** which shows a template on which they can plot their journey to employment
- Everyone’s plan will look slightly different because there are so many different routes to a particular job. However, explain that the important thing is to start planning early. Show **slide 5** as an example of two plans for reaching a first job
- Ask students to plan their own timeline on the **Plan your journey student worksheet**, using ideas from the **Career guides, routes and milestones student worksheet** to identify the skills, qualifications and experience that could help them

4. Refine the plan

- Ask each student to work with a friend to share and improve their plans, filling any gaps and adding more detailed actions. Ask students to think of other ideas, steps or actions that aren’t listed and encourage them to share these with the class
- Highlight that the 21st century workplace changes quickly, and roles and whole industries can transform in a short space of time. When students enter employment, they will need to be adaptable and flexible, and be prepared to not stay at the same organisation or even in the same industry for their whole career
- Show **slide 6** which demonstrates a journey from a first to a second job

Extension

- Discuss how students could use their completed student worksheets to create a timetable of things to do and some clear deadlines for getting ready for each stage. Discuss how they could find someone who is working towards a similar career path. Together they can share ideas with and motivate each other, linking to your school’s pastoral provision
- Ask students to work in pairs and complete another version of their plan that considers their route to a second or third role. What would they need to do to develop their skills, earn a promotion, or take on a role with more responsibility?

Summary

- Ask students to share the key decisions or events on their timelines and how old they think they will be when these take place
- Ask students to revisit their career maps. What do you think might now need amending or changing? Use the '3 steps' prompts on **slide 7** to check you have considered all the essential steps you need to consider i.e. Know yourself, Choices or decisions you need to make, Skills and experience you will need to make your next step
- Remember to be mindful that the above activity could present a challenging task for students who are unsure of their chosen career path, lack confidence or have special educational needs. If this is the case your group, an alternative activity could be to revisit their initial career map ideas and compare them with **slide 7** as a checklist
- Encourage students to remember they are on a career journey. They should make the most of the time they have to get prepared and keep moving in the right direction. Explain that the journey doesn't stop when you get a job; you can continue to develop your skills and there will be more decisions to make. Show **slide 7** as a summary, or print a copy for students to takeaway
- If students completed the career journey check list or mind map earlier, you may want to revisit this to gauge progress and learning since the start of the activity. Show **slide 4** to see how many points they have included and assess whether they have included all the necessary features of a robust plan. Were there any that students missed?



The journey to your career

Career guides, routes and milestones

Below are four categories to think about when you're preparing for your career journey: choices, people, places and things to do.

- Use these ideas to begin completing your career timeline
- Select options you would consider for each list, and add ideas of your own
- How can other people help you plan your journey?

Choices

- Subject choices at 14-16
- Subject choices at 16-18
- Further education
- Higher education
- Employment at 16
- Employment at 18
- Apprenticeship

People

- Careers adviser
- Teacher
- Friend
- Parent
- Family member
- Family friend
- Other adults – who?

Places

- Web searches
- Job websites
- Local newspaper
- Careers fair
- Careers library at school
- Local college
- UCAS university course search
- nationalcareersservice.direct.gov.uk
- nationalcareersweek.com

Things to do

- Study hard
- Develop skills
- Enterprise activities
- Take part in sports
- Take part in clubs
- Follow your own leisure interests, e.g. art, keeping animals, cooking
- Part-time job
- Holiday job
- Work experience
- Charity work
- Summer course
- Volunteer

The journey to your career

Plan your journey

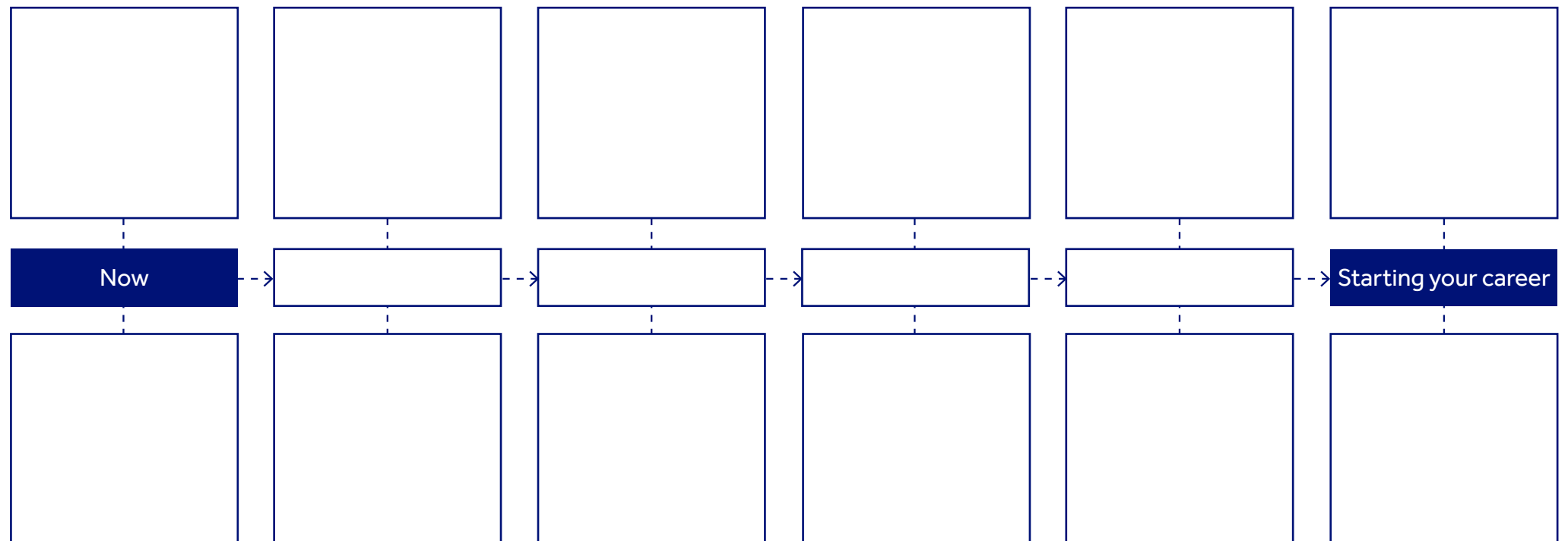
Use this timeline to plan how to reach the first step on your career journey.

Choose your destination – it could be a job, qualification or apprenticeship – then find out what steps you'll need to reach it and how long each of them will take.

Depending on how old you are and what your destination is, your timeline might span a few months or a number of years.

Make sure you include steps for getting advice, building skills and making decisions.

Example 1



Example 2