

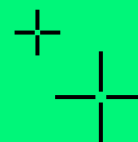
# Careers in the Curriculum: Labour Market Information, A Guide for Science Teachers

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

## What is LMI?

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

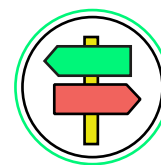
- The qualifications needed to access and work in a career.
- The learning and training opportunities available.
- The industries and businesses that operate in an area.
- The different types of jobs and what they involve.
- The skills that are currently or will be in high demand.
- Salaries and working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



## Why is LMI important?

Using LMI, your students can understand:

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



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

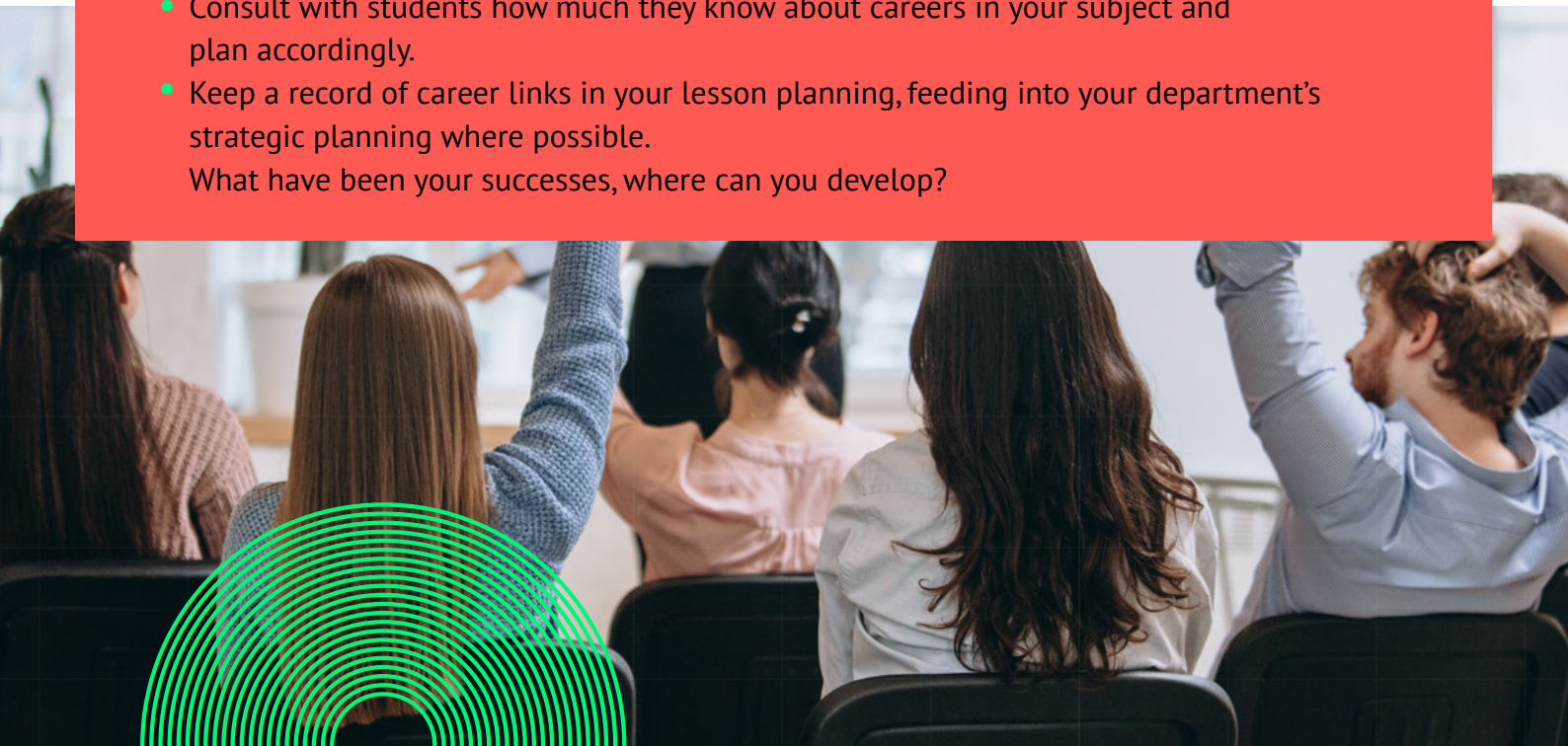
Using LMI in the classroom can support students to make great career decisions but also boost their engagement, attendance and attainment. A 2019 study found that participation in career talks with employee volunteers can change the attitudes of Key Stage 4 pupils to education, influence their future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

### What can you do?

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

### Planning, Monitoring and Evaluation

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



## SCIENCE QUICK WINS



- When meeting your new Year 7 students, introduce them to where science can take them with this [video](#).
- Display the [Where Can Science Take You Poster](#) and by National Apprenticeship Service (3rd poster in the set), and relevant posters from this [set](#).
- When introducing a new topic, explain its career links. There are some videos that can do this for you [here](#).
- Celebrate the wide range of people involved in STEM during a themed awareness event, e.g., British Science Week, National Careers Week, Women's History Month.
- Set a homework task for students to investigate the scientific jobs involved in making everyday products such as shampoo.
- Raise awareness of people using science skills in a range of industries. There are useful videos [here](#).
- Highlight learning pathways with science using this [presentation](#).
- Make links to local and global issues, such as climate change, air quality, healthcare, etc. Help students to see how science subjects are part of finding solutions to these challenges.
- Find out about and challenge gender stereotyping with resources from organisations such as [STEMettes](#).

## Science Take it Further

- Invite scientists and science authors to speak to students and talk about their career, in person or virtually.
- Consider building science careers into DEAR (Drop Everything and Read) time. Newman School in Cumbria have purchased class sets of 'The Boy Who Harnessed the Wind' (Y8: STEM and BAME author) 'Hidden Figures' (Y8: STEM and BAME author) 'A Short History of Nearly Everything' (Y9: STEM theme).
- Embed careers into tasks. For example use this teaching [resource](#) on forensic chemistry to look at the techniques used in solving crimes.
- Ask your students to present on or write about a science career related to the topic your are studying. Ask your school's careers leader if there is a school careers website they should use, or use [National Careers Service](#). Ask students to find out 'What can you earn in different roles?', 'What routes can you take to get in?', 'What would be the good and not so good parts of the job?', 'What skills do you need for the job?'
- Show students a range of role models by arranging for volunteers to speak to students in lessons, either face to face or online. See the section on engaging with employers for websites you can use to do this.

- Invite science alumni to meet with students and give them experience of someone from their local area who is successful in their industry. Speak to your careers leader about the school/college's alumni network or use LinkedIn.
- Create a display that shows how the skills learned in your subject are transferable to a range of careers.
- Build careers into trips and visits. Can you arrange a pre-visit video call with someone who works at the site to discuss their role, or can you meet someone during the visit? You can ask who they work with, what their job involves, what they like and dislike about the job, what routes there are into that career. Museums, employer workplaces, post-16 college facilities and university campuses are just some examples of destinations that you can use for science trips. **The STEM outreach team** at Leeds university have a range of in school and on campus activities on offer.

