

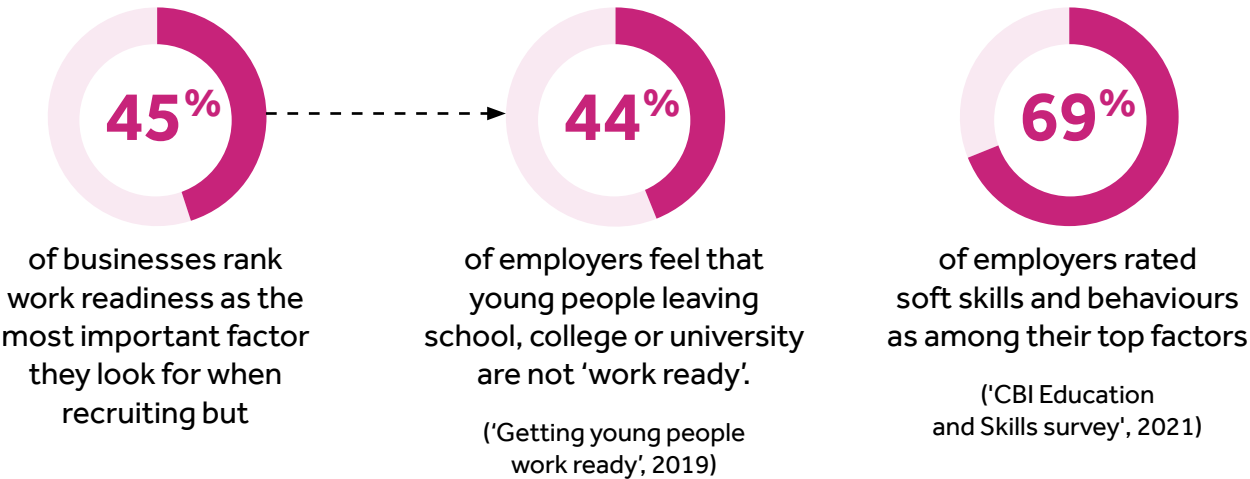
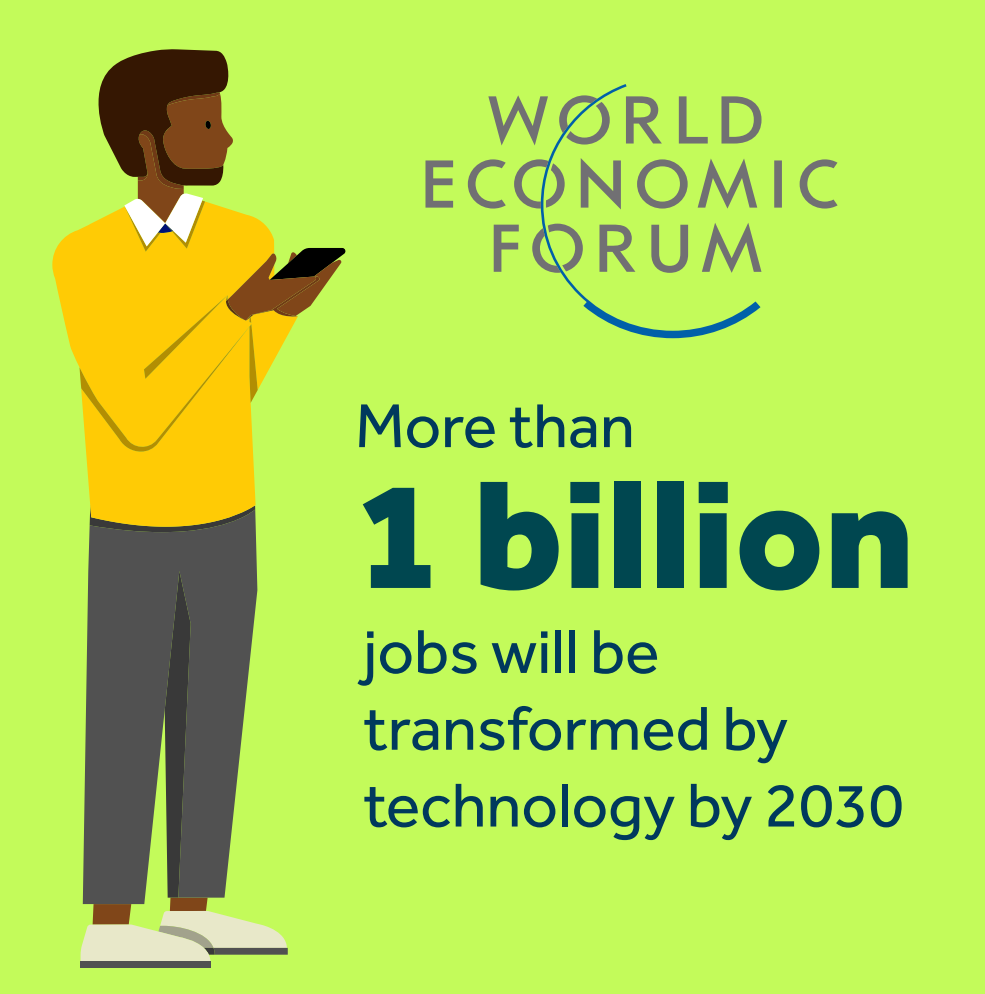


Delivering employability skills across your school

 **BARCLAYS** | LifeSkills



Employability trends in the UK



The future of work and skills

3

"We need to get over looking for good workers, and instead look at creating good citizens... schools have a really important role in starting this journey."

Neil Carberry

Chief Executive, Recruitment and Employment Confederation

"Skills give us the power to succeed and we need to give young people this empowerment for their future success."

Saeed Atcha

Chief Executive, Youth Leads UK

"Learning can't stop at the school gates."

Tom Kenyon

Head of Enterprise Design and Places for Change at the RSA

For more insight on the current labour market problems, what the future of jobs looks like and how LifeSkills can help unlock your students' potential and prepare them for the future, watch our [live webinar](#) with our expert panellists.

Employability skills at your school/college

1. Are employability skills taught in your school? If so which ones?
2. How has your school chosen which skills to focus on? Is this based on your values, the needs of your students, employment trends etc?
3. Are they taught more through pastoral activity or embedded in the curriculum?
4. Where does the responsibility for employability skills sit in your school?



Local employment trends

- What employment trends are relevant to the students in your school?
- Where can you find this information?



Develop a local view

- What has the growth of the economy been like for your area over the last 10 years?
- How many economically active people are there in your area compared to inactive?
- What have been the growth sectors and what qualifications do they require?
- What do you expect the job market to look like in your area in 10 years' time?
- What will be the set of core skills (outside of technical) that employers will need?



Challenges and discussion

7

- **An ageing workforce** presents challenges for the future
- Is the population growth lagging behind the national average in your area, particularly working age?
- House prices **increasingly unaffordable**, particularly for young adults
- **Automation** likely to have impact on future demand for employees. Sectors which are particularly exposed include **manufacturing** and **logistics**
- What are the levels of deprivation and what challenges does this bring?
- Is there education inequality in your area, and could it be more dominant between city and surrounding areas?
- What is the apprenticeship picture in your area - growth or reduction?
- How can we best prepare young people for the changes that AI and automation will bring to future jobs?
- How do we make digital tools more useful and encourage knowledge sharing to allow for skills development?

Developing employability skills

8

Problem solving	Listening and speaking (communication)	Creativity	Aiming high (proactivity)	Leadership	Staying positive (resilience)	Adaptability
Being able to break down something tricky or challenging, discover a solution and evaluate the result. You might do this on your own or with other people.	The verbal and physical communication skills we use every day to explain ourselves to other people, and to understand what others are telling us.	Helps you complete a task or tackle a challenge in a different way, come up with new ideas and use your imagination.	Putting in your best effort, thinking ahead, and planning what to do to reach your goals.	Being able to understand how others around you are feeling so you can motivate them and make decisions to reach a goal.	Not giving up even when facing a challenge, and when things go wrong, looking for what you can learn, to improve things next time.	Getting used to change quickly and being able to do your best even when unexpected things happen.

Supporting careers education across the UK

[England](#)

[Wales](#)

[Scotland](#)

[Northern Ireland](#)

9



Embedding employability skills into the curriculum

- Analyse an existing scheme of work or framework

10



Steps for embedding employability skills into the curriculum

- Identify where across the curriculum employability skills are currently being covered and where there are future opportunities
- Consider how inclusive your approach is – does it meet the needs of all students?

11



Year 9 Scheme of work example

12

Term	Week	Lesson	Year 9F – set 3/4 (stage 8)	Year 9H Set 1/2 + Grammar (stage 9)
1	02/09/19 – 09/09/19	1	Know prime numbers, prime factors, prime factor decomposition	Calculate with positive indices and roots using written methods
		2	Using Venn diagrams and prime factorisation to find HCF and LCM	Use a calculator to evaluate numerical expressions involving powers and roots
		3	Problem solving with HCF and LCM	Convert numbers from standard form
		4	Rounding to decimal places	Convert numbers into standard form
		5	Rounding to significant figures	Convert 'near miss' into standard form e.g. 23×10^4
		6	Estimating calculations	Add/subtract number written in standard form – use real life and/or scientific context
		7	Multiply and divide by powers of 10	Multiply/divide numbers in standard form – use real life and/or scientific context
	16/09/19 – 23/09/19	1	Standard form – Interpret a number written in standard form	Use and interpret standard form on a scientific calculator
		2	Standard form - write a number in standard form	Understand the difference between rounding and truncating – round to decimal places and significant figures
		3	Using a calculator with standard form	Identify upper and lower bounds and write error intervals using inequalities
		4	Revise long multiplication including with decimals	Solve problems involving upper and lower bounds – make use of scientific formula if possible
		5	Revise short division including with decimals	Revise methods of arithmetic such as long multiplication and division of decimals
		6	Paper 1, driving licence – multiply and dividing by powers of 10	Paper 1, driving licence - multiplication, division, negative numbers
		7	Problem solving with arithmetic of decimals	Revise constructions of triangles

Industry opportunities		
Term	Year 9	Core skills
1	Business and finance	Leadership, communication
	Transport and logistics	Proactivity, communication
2	Health and care	Communication, resilience
	Construction	Creativity, problem solving
3	Environment and sustainability	Resilience, creativity
	Agriculture	Teamwork, problem solving
4	Manufacturing, installation and maintenance	Teamwork, adaptability
	Science and engineering	Problem solving, adaptability
	Digital technology	Communication, adaptability

Putting it into practice

13

Annotate your SOW, highlighting potential opportunities for the following 7 employability skills to be developed (you can highlight any other skills your school focuses on too):

- SP = Staying positive (resilience)
- AH = Aiming high (proactivity)
- PS = Problem solving
- LP = Listening and speaking (communication)
- C = Creativity
- Leadership
- Adaptability

Key for annotating:

Green pen = embedded delivery

Blue pen = opportunities to further develop employability skills

What are the additional opportunities for driving employability skills in lessons?

How do the jobs which link to your subject also require a set of CTS – discuss some examples

Core transferable skills:

- Problem solving
- Listening and speaking (communication)
- Creativity
- Aiming high (proactivity)
- Leadership
- Staying positive (resilience)
- Adaptability
- Teamwork

Use your own SOW example here and annotate

15

"(LifeSkills) gave us a much more focused plan to the week rather than what we've had previously of just go away and do it for yourself, which is brilliant."

A KS2 teacher and primary leader

"In our trust, we have really spent time making sure we're focused on developing the same core skills across the curriculum. Tools like LifeSkills are a great place for schools to start on this journey."

Secondary school leader

"One of the skills we like to focus on is leadership, because students need the opportunity to show how they can be a leader outside of the context of school."

Jyoti Pettit
Head of Personal Development and
Careers Leader, The Suthers School

Developing employability skills

16

LifeSkills aims to understand employability trends by drawing upon various sources of research and grounding the programme on credible evidence.

The programme focuses on core transferable skills needed to prepare for employment such as problem solving, adaptability and leadership as well as interview skills and CV writing and how to succeed in the constantly evolving workplace.

Supporting your school to embed employability skills into the curriculum 17

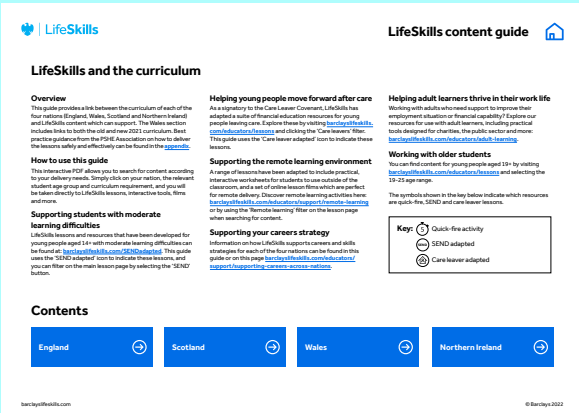
Digital platform to download resources

- 150+ hours of curriculum-led resources across Primary, Secondary and FE
- Focusing on the skills needed to prepare for employment as well as building on strengths, confidence and aspirations. Then the practical elements of applying for jobs (CVs and interview)



Content guide

- Take a look at the content guide to see quickly how the resources map to the curriculum



Explore more CPD

- Hear from business leaders on our webinars and podcasts



Steps for embedding employability skills into the curriculum

- Explore resources like Barclays LifeSkills to help you easily embed employability skills throughout your school. It can also be useful to share your whole school careers and skills plan with students, teachers, parents, employers and governors
- For CPD, explore Barclays LifeSkills webinars, podcasts featuring education and business experts and the tes course focusing on a whole school approach
- Apply for the [Barclays LifeSkills Award](#) to get recognition for embedding employability skills across your whole school

18



Next steps

19

- Plan some actions to address any gaps with teaching employability skills
- Set a timeframe for reviewing progress. This could be termly or for the next all-staff CPD session
- Confirm how you will track the skills development; can it be embedded into your existing monitoring process? What could that look like?

