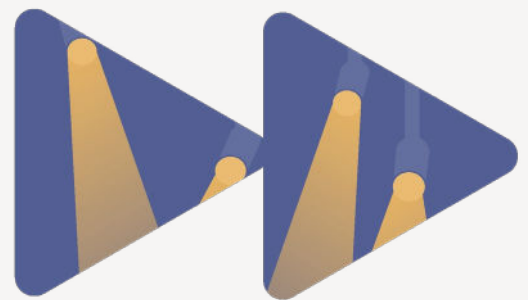




My Learning, My Future



Where can studying Drama take you?

Introduction

At The Careers & Enterprise Company, our mission is to help schools and colleges to inspire and prepare young people for the fast-changing world of work.

My Learning, My Future is a suite of resources that has been developed by The Careers & Enterprise Company in partnership with Skills Builder to help you speak confidently about the careers related to your subject as well as the various pathways and skills needed by employers.

Benchmark 4

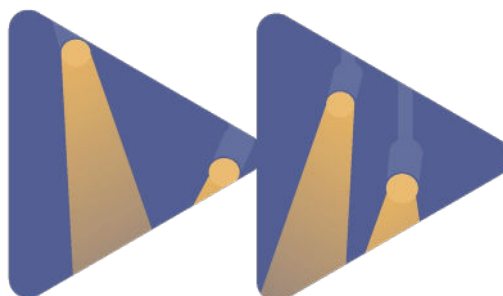
Linking curriculum learning to careers. Bring your subject to life by providing real-life examples from the world of work to help motivate and inspire students.

[Learn more](#)



Contents

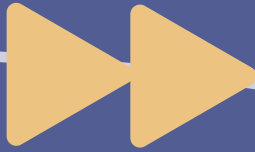
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How to use this guide

In this guide and supporting documents, you'll find resources to engage your students in curriculum learning, supporting work towards Benchmark 4, by highlighting the relevance of your subject to future careers and opportunities.

Explore the four key areas of the guide to inspire your students about where your subject can take them in the future.

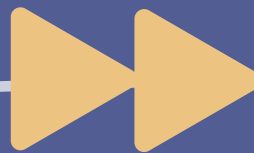


Why study Drama?

Access key resources that link to your subject area that can be used in your lessons to help your students explore future careers.

Essential Skills

Learn how you can engage with Skills Builder to help students identify and develop essential skills linked to your subject.

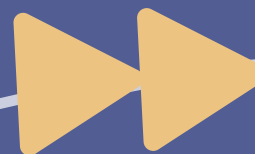



Careers in the Curriculum

Discover resources and inspiration to link careers to the curriculum, employer engagement and extra-curricular opportunities.

Pathways

Take a look at a wide variety of resources that focus on the pathways a young person can follow to a career linked to the subject.





Why study Drama?

Why Study Drama?

There is a wealth of resource to support you in raising opportunity awareness as you highlight the relevance of your subject to future careers.

This section will connect you with key resources and links for students to explore opportunities linked to your subject area with the aim of motivating and inspiring your students about the world of work and pathways to a career using Drama.

There are a number of examples of roles and activities to support student opportunity exploration.



Activity Ideas

1|



Encourage students to research and present on roles of interest to them linked to your subject.

2|



[Click here](#) to access a student facing PowerPoint slide deck, which will support you in highlighting the relevance of your subject with content taken from this guide.



Resources to highlight the relevance of your subject

- [Download and display Where Can Drama/ Performing Arts Take You Poster](#) by National Apprenticeship Service
- [Explore Jobs that use English & Drama on BBC Bitesize Careers](#)
- [Visit Why It Matters: Creative Arts](#) designed by Loughborough University to help students to understand where different subjects both post 16 and 18 might take them.
- [Discover: Creative Careers](#) Bringing together careers information and opportunities from creative organisations in one explorable directory



Labour Market Information

- The [LMI for All](#) portal provides high-quality, reliable labour market information (LMI) to inform careers decisions.
- Help your students to find out what a job involves and if it is right for them with [National Careers Service](#).
- [National Careers Week Future of Work Guide](#)

Explore a career as a...



Technical Theatre Apprenticeship

Technical Theatre Apprenticeship helps to get things ready on set for performances in the theatre, at concerts and in TV and film studios.

[See Case study](#)

[Visit National Careers Service to learn more](#)



Stage Manager

Stage Managers make sure the sets, equipment and props are ready for the opening of a performance.

[See Case study](#)

[Visit National Careers Service to learn more](#)

Performer/ Choreographer

Performers/Choreographers design sequences of steps and movements, usually accompanied by music, for dancers and other artists to perform.

[See Case study](#)

[Visit National Careers Service to learn more](#)





Production Assistant

Production Assistants support producers in making film or TV programmes.

[See Case study](#)

[Visit National Careers Service to learn more](#)

Actor

Actors use speech, movement and expression to bring characters to life in theatre, film, television and radio.

[See Case study](#)

[Visit National Careers Service to learn more](#)



An abstract graphic design featuring a large white arrow pointing to the right, centered on a dark blue background. The background is decorated with several overlapping, semi-transparent shapes in shades of gold and brown, including vertical bars and horizontal ovals. The overall style is modern and clean.

Essential Skills

Essential Skills



A critical part of effective careers provision is building students' essential skills. These are the skills that underpin success in the classroom and the world of work such as Teamwork, Problem Solving, Speaking and Listening. Students need to be able to recognise their skillset and talk about it confidently too. They will probably be using them already in your lessons, but this can be a confusing space, with lots of overlapping terminology.

The Skills Builder Universal Framework has been developed by The Careers & Enterprise Company, [Skills Builder Partnership](#), Gatsby Foundation and others to address this problem.

The Framework breaks down eight essential skills into 16 teachable steps. It outlines a roadmap for progress, giving educators and employers a common language for talking about the skills that are essential for employment. [You can explore the Interactive Framework here.](#)

As a teacher, you can also create a free account on the [Skills Builder Hub here.](#) There's over 300 short lessons and a suite of other resources too. We have picked three essential skills that are likely to come up in your lessons. These short lessons are perfect for pastoral time and starters/plenaries.

Key Skill



The use of imagination and the generation of new ideas.

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)



The oral transmission of information or ideas.

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)



The receiving, retaining and processing of information or ideas.

[Overview video](#)

[Key stage 3](#)

[Key stage 4](#)

Overview

Resources

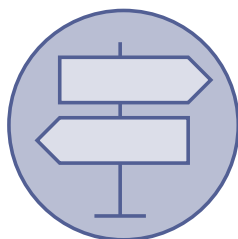
An abstract graphic design featuring a large, dark blue circular shape on the right side. Overlapping this and extending to the left are several vertical, tapered gold and blue shapes that resemble stylized beams or light rays. A white, rounded rectangular callout box is positioned in the center-left, containing the text. The overall aesthetic is modern and professional.

Careers in the curriculum

Careers in the Curriculum

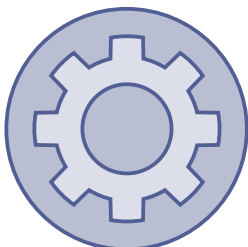
Young people critically need support to see and understand their future and ensuring that careers learning is delivered in all subjects has benefits clearly aligned to the priorities of schools and colleges and to positive outcomes for students. There are three different approaches to careers in the curriculum to consider:

1|



Highlight the relevance of your subject to future careers and opportunities.

2|



Set curriculum learning within the context of careers and the world of work.

3|



Deliver curriculum learning through employer encounters, experiences of work and/or extra-curricular opportunities.



The image features a large, white, right-pointing arrow with rounded ends, centered on a dark blue background. The word "Pathways" is written in a bold, dark grey, sans-serif font across the middle of the arrow. The background is decorated with several abstract, overlapping shapes in shades of orange and yellow, some resembling elongated ovals or teardrops, and others resembling vertical bars or stems. The overall composition is clean and modern, suggesting a theme of direction, progress, or interconnected paths.

Pathways

Pathways

When it comes to the question of what to do at key decision points, there are a lot of options to consider. Therefore, the Department for Education has put together a couple of simple and handy guides to inform young people and their parents about the options available to them. These include:

- A [route comparison grid](#) which shows all of the routes available after GCSEs, along with additional information on each one, such as the level of study, entry requirements, duration of the course, and where it can lead.
- A [2-minute animation](#) showcasing and explaining each choice in a simple, dynamic and visual manner.

The Department for Education T Levels team has created a helpful [T Level Guide for Teachers and Careers Advisers](#), giving a comprehensive oversight of this exciting qualification.

Pathway options	
 <p>Example Post 16 Routes</p>	<p>A-Level Dance Drama Performing Arts BTEC Performing Arts</p>
 <p>Degree Ideas</p>	<p>Performing Arts Musical Theatre Drama and Theatre Acting and Community Theatre Scenography and Theatre Design</p>
 <p>Apprenticeship Ideas</p> <p>Download resource</p>	<p>Arts Therapist Live Event Rigger Event Assistant Creative Venue Technician Publishing Assistant Assistant Technical Director (visual effects)</p>

Activity Ideas

1|



Encourage students to identify a job related to your subject that they will be doing in ten years' time and ask them to present the pathway they took to that role.

2|



Encourage students to research local options at 16/18 in pathways related to your subject that interest them.



Resources to highlight pathways from your subject

- [Download My Learning, My Future student facing presentation deck.](#)
- [Download Where Can Drama/Performing Arts Take You Poster by National Apprenticeship Service](#)
- [Discover Creative Careers: Bringing together careers information and opportunities from creative organisations in one explorable directory](#)

Example Key Sector Bodies:

- [Arts Council](#)

Employer engagement

You may wish to invite someone from the world of work in to support you in highlighting the relevance of your subject to careers. Use the below guidance to help you.

Key Questions	Guidance
<p>What are you are looking to achieve?</p> <p>Try and be as clear and purposeful as possible when framing an 'ask' of employers</p>	<p>What are the planned outcome(s)? i.e.</p> <ul style="list-style-type: none"> • For students and parents/carers to understand the relevance of your subject to careers. • To encourage students to consider pursuing your subject to GCSE level. • For students to have an insight into <u>key labour market information</u>.
<p>What benefits would there be to the employer for supporting?</p>	<p>For emotional reasons:</p> <ul style="list-style-type: none"> • Personal connection, e.g. they have family at the school or a relative works at the school or college. • History, e.g. they are an alumni of the school or college. • Locality, a local employer wants to give something back to the local area. <p>For commercial reasons:</p> <ul style="list-style-type: none"> • Skills shortages – to attract young people into their industry. • To help change perceptions of certain industries. • Corporate Social Responsibility (CSR) positioning – being seen to give something back.
<p>How to engage an employer?</p>	<p>Speak to your Careers Leader to access contacts that already exist in the school. Try:</p> <ul style="list-style-type: none"> • Staff networks (e.g. family, friends, Governors). • Student networks (parents, relatives). • Alumni network. • Supply chains (IT, Catering, Maintenance). • If your school or college has an Enterprise Adviser, they may have wider employer links or suggestions. • Social media appeal with a clear ask.
<p>Format</p>	<p>Articulate where, when and how the encounter will take place.</p> <p>Would you like someone to create a video/take part in a recorded Q&A or is this a physical invitation into a lesson?</p>
<p>Recording and Evaluation</p>	<p>How will you evaluate the session and get a temperature check of value from students and the employer?</p> <p>Remember to communicate activity and student register to Careers Leader as this supports Gatsby Benchmark 4 and potentially 5/6.</p>

Acknowledgements



With special thanks to the following organisations for their support and insight into developing the My Learning, My Future resources:

Amazing Apprenticeships

Arts Council

BBC Bitesize

Discover Creative Careers

Education & Employers, icould

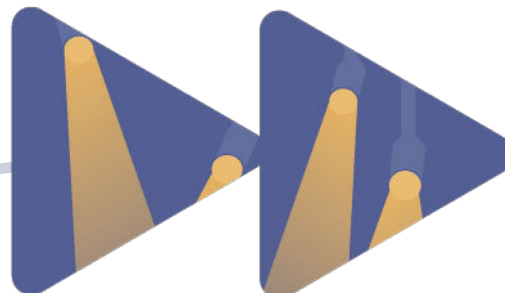
LMI for All

Loughborough University

National Careers Service

National Careers Week

Skills Builder Partnership



My Learning, My Future

If you have any questions about this guide,
contact us at:

education@careersandenterprise.co.uk

Access all resources at:

[resources.careersandenterprise.co.uk/
my-learning-my-future](https://resources.careersandenterprise.co.uk/my-learning-my-future)



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