

London Nautical School



Moving On

Career Education Information Advice and Guidance



A Booklet for students, parents and carers

Name:.....

Form:.....

Dear Student, Parent(s)/Guardian(s)

London Nautical School's (LNS) "Moving On" Booklet is designed to inform you of the current careers, education, information, advice and guidance that your son/daughter will be receiving throughout the academic year. It will provide you and your son/daughter with an overview of the CEIAG program and outline the aims and objectives of the school to provide education and career guidance for all students so they are inspired and motivated to achieve the best outcome as they proceed to the next stage.

LNS is committed to providing students with the skills, qualities and knowledge they need to develop high aspirations when considering a broad range of educational and professional pathways. It is important for all students to have a vision and realistic plans in place for the years to come which can enable them to stay focused.

If you have any questions or need advice or guidance about supporting your son/daughter at home, please feel free to email me at ceiag@lns.org.uk

Miss L Bennett
CEIAG Coordinator.



How are you doing?

There's a lot to think about when you are making decisions about your options at the end of Y11

Action:

Read the questions in **each section below and tick the one** which applies to you most.

Hope and Dreams

How much have you thought about what you want to do in the future?

1. I know where I am going and have made plans
2. I have one or two main ideas and have started to think about my next steps
3. I have some ideas but haven't thought about how to achieve them
4. I haven't had any thoughts about what to do in the future

Parents and carers

Have you discussed your plans or even your lack of plans with your parents/carers?

1. I have discussed my future plans with my parents and we know the actions to take.
2. I have discussed my plans, but they want me to consider something else.
3. I have briefly mentioned my plans to my parents/carers.
4. I have discussed anything with my parents/carers

Other people

Have you spoken to other people available to help you? These could include teachers, advisers, friends, people who do a job that interest you or anyone else that you know.

1. I have spoken to a number of people about my plans and gained a lot of information
2. I have spoken to few people and got some ideas which I need to look into further
3. I have spoken to someone, but only briefly
4. I haven't spoken to anyone

Participation

How well do you take part in activities in and out of school?

1. I play a full part in lessons, join school activities and have many outside interest
2. I play full part in lesson and sometimes volunteer in lessons
3. I take part in lessons when asked but do not volunteer myself
4. I do little in lessons, don't take part in school activities and have few outside interests

Motivation

How well motivated are you?

1. I am very motivated and have a 'get and go' attitude to life
2. I am motivated in the subjects and others activities I enjoy doing
3. I find it hard to motivate myself and am easily put off
4. I can't really be bothered



Your skills and Interests

When making decisions about your future you need to take into account what you are good at and the things you like.

Action:

Give yourself a mark between 0 (for no interest/ability) and 6 (for high interest/ability) for the following statements.

Exercise 1:

I enjoy/think I am good at...

Statement	Type	Score	Statement	Type	Score
Solving problems	E		Being sensitive	P	
Using initiative	E		Having sense of humor	C	
Being patient	P		Being accurate	N	
Working alone	O		Coming up with new ideas	E	
Concentrating	O		Looking after children	H	
Working in a team	P		Caring for older people	H	
Following Instructions	C		Planning	O	
Sticking with task	O		Being on time	O	
Helping other people	H		Being polite	P	
Leading other people	E		Getting on with others	P	
Using words	C		Being reliable and trustworthy	P	
Talking to others	C		Using my imagination	E	
Listening	P		Drawing or painting	A	
Using graphs	N		Playing a musical instrument	A	
Repairing things	T		Making things	T	
Meeting deadlines	O		Sculpting	A	
Using languages	C		Keeping to the rules	O	
Using figures	N		Helping at home	H	
Using Maths	N		Working under pressure	O	

Managing money	N		Caring for disabled people	H	
First Aid	H		Using my physical strength	T	
Expressing myself	C		Measuring things	N	
Persuading others	C		Helping friends with their problems	H	
Being independent	E		Selling promoting	E	
Negotiating	C		Estimating costs and amounts	N	
Creative writing	A		Comforting others when they are upset	H	
Being respectful	P		Using ICT for my work	I	
Cooking	T		Computer programing	I	
Word-processing	I		Sport	T	
Using spreadsheets	I		Researching information	E	
Designing things	A		Making up new recipes	A	
Computer Graphics	I		Using the internet	I	
Designing color schemes	A		Playing computer games	I	
Solving number problems	N		Understanding how things work	T	
Styling my hair	T		Photography and video	A	
			Assembling IT equipment	I	

Definitions of skill types

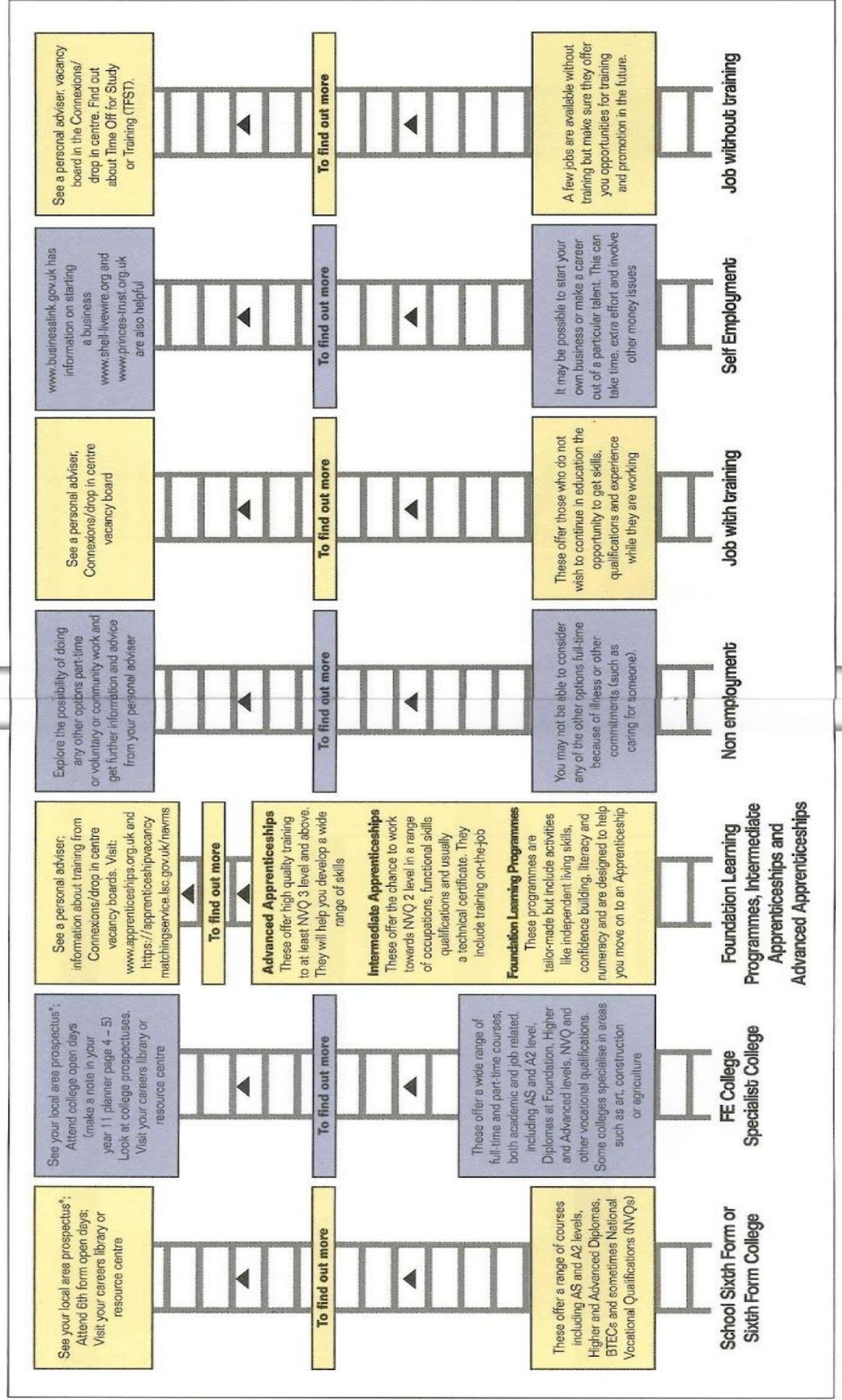
Action: Add up your total scores for each letter. Look at the areas where you scored highly and think about how you might use these skills in the future.

Exercise 2

	Total Score
P-People This is about the way you work with and get on with others.	
T-Technical/Practical This is about completing practical tasks and using tools and equipment.	
H-Helping This is about completing practical tasks and using tool and equipment	
I-Information Communication Technology This is about your interest in and ability it use ICT	
C-Communication This is about how well you use written and verbal communication	
A-Artistic This about how much you enjoy being creative and/or using different forms of art media	
N-Numbers This is about how much you enjoy working with numbers and calculation	
O-Organisation This is about how you plan, organize, keep deadlines and manage your time	
E-Enterprising This is about how you are able to come up with new ideas and put your ideas into action	

Which way do you go?

What route are you taking? Here is a guide to your post-16 option choices. In some areas, schools and colleges work together as a consortium. This means you will have a wider range of courses to choose from, and might do one or more subjects at a different school or college.



Different qualifications and their equivalents

You may remember this table from the STEP 2 booklet. High qualifications usually lead to higher earnings and less chance of unemployment. Qualifications can be arranged in levels, from certificates of achievement at Entry level to higher degrees and professional qualifications at level 8.

Qualification level	Achievement level	Examples of some qualifications at this level
Entry Level 1	Building a basic level of knowledge, understanding and skills	Entry Level awards, certificates and diplomas at Levels 1, 2 or 3; Foundation learning at entry level; Functional skills at entry level; Skills for Life at entry level
Entry Level 2		
Entry Level 3		
Level 1	Basic knowledge, understanding and skills and the ability to apply learning to everyday situations	All GCSE grades D-G; Foundation Diploma; Functional Skills Level 1; BTEC Vocational Qualifications Level 1 or City and Guilds Level 1; National Vocational Qualification (NVO) Level 1; Foundation Learning at Level 1; Skills for Life Level 1
Level 2	Building knowledge/skills in subject areas and their application. Important level for employers and FE applications	All GCSE grades A*-C; Higher Diploma; Functional Skills Level 2; City and Guilds Level 2 or BTEC First Certificates and Diplomas; Intermediate Apprenticeships and Young Apprenticeships; NVQ Level 2
Level 3	In-depth knowledge, understanding and skills, and a higher level of application. Appropriate for entry into higher education, further training or employment	All GCE AS and A levels; Advanced Diploma; Key Skills Level 3; Foundation Diploma in Art and Design or BTEC National Certificates and Diplomas; NVQ Level 3; International Baccalaureate; Advanced Apprenticeships
Levels 4-8	Specialist learning that involves a high level of knowledge in a specific occupational role or study	Certificates and Diplomas of Higher Education; Bachelor's degrees; postgraduate qualifications; professional qualifications; Foundation degrees; Higher National Certificates and Diplomas; NVQ Levels 4 and 5

Also known as Foundation Learning

The changing job market

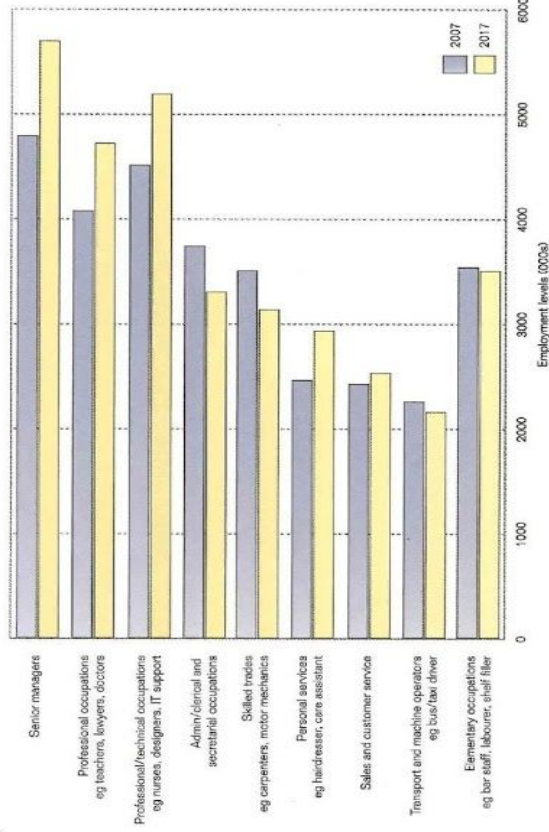
However long you are planning to stay in education, you will need to look for employment at some stage. Information about the labour market can help you to make decisions about your education and training routes.

How is the UK workforce changing?

The chart below shows a prediction of the numbers of people employed in some key areas of work in the UK. Between now and 2017 we are likely to see changes in the job market creating significant increases in higher level occupations and a decline in unskilled work.

Projections of Employment by Occupation 2007 – 2017: United Kingdom

These numbers (which are approximate) show the estimated increase or decrease in each category.



Source: Workless Future 2007-2017 National Report

These figures are projections so may change depending on unforeseen events, but as you can see the job market is likely to be different to the way it is today with a large increase in professional and technical jobs. Each year we can see different reasons for these trends. Answer the questions on the next page to think about these changes.

Where have you got to so far?

To succeed in your post-16 choice you need to be able to explain your decisions and preferences.

Action:

Answer the question below

- Do you know your strengths? YES
NO
- Are there any hurdles ahead for you? YES
NO
- Do you know who to ask for help? YES
NO
- Have you discussed your plans with your parents, carers? YES
NO
- Have you been to sixth form and/or College open day/evening? YES
NO
- Are you on course to get the GCSE or other results you need? YES
NO
- Do you need extra help with subjects you are studying? YES
NO

GCSE & Vocational Subjects	Tick two subjects only	A Level & Vocational Subjects	Tick two subjects only
English		English	
Math		Math	
Science		Biology	
Art		Chemistry	
Business Studies		Physics	
Computer Science		Business Studies	
Design and Technology		Computer Science	
Drama		Economics	
Economics		Geography	
French		History	
Geography		History	
History		Maritime Studies (Nautical)	
Maritime Studies (Nautical)		PE BTEC	
Music		PE A level	

PE BTEC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Psychology	<input type="checkbox"/>
PE GCSE	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Religious Education	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

If Yes, **tick the two subjects** where you think you need the most support;