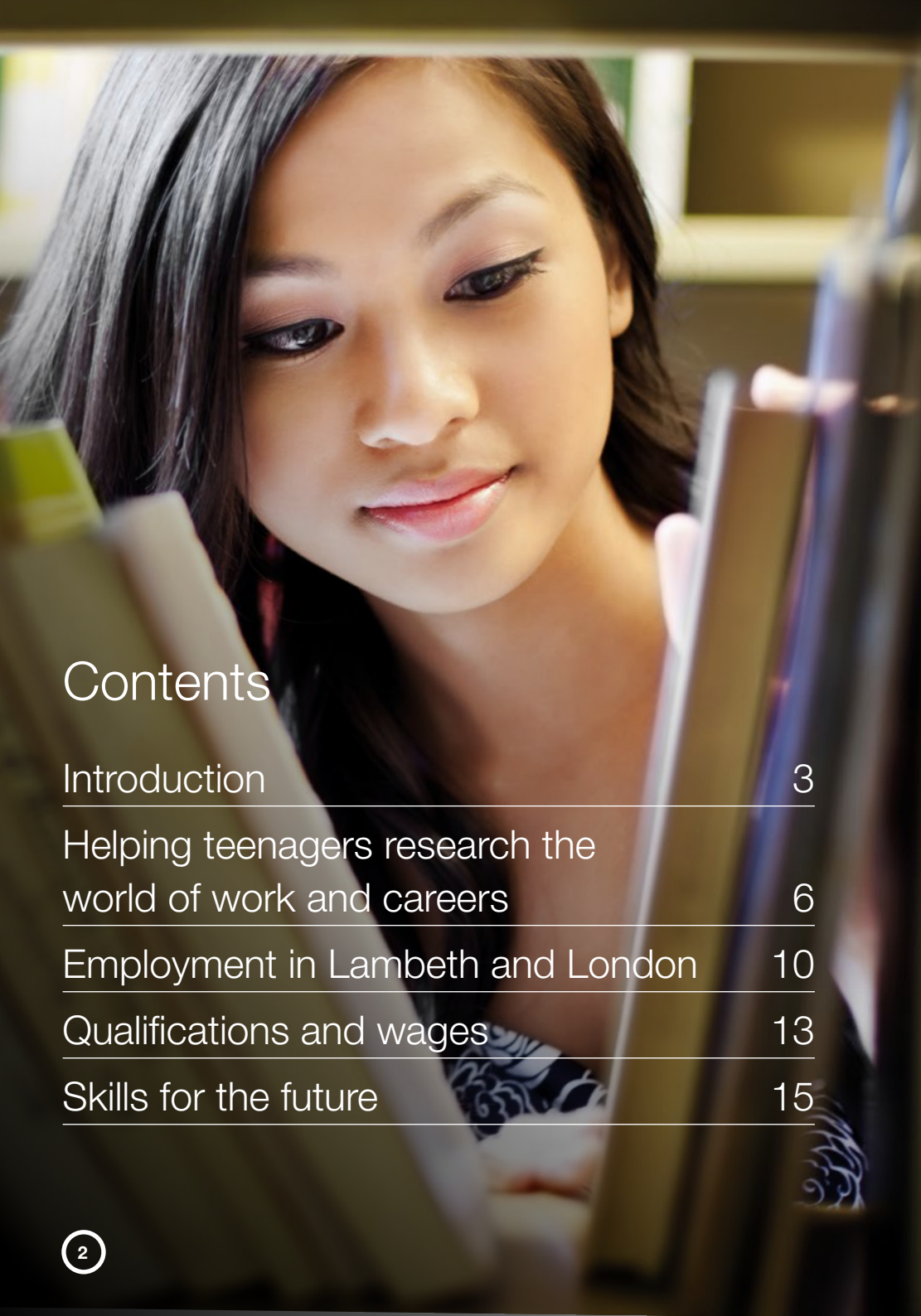


16–19

# Parents' and Carers' Guide

Post-16 choices and the changing job market





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## Introduction

Everyone wants to see their child start a successful career, but in a rapidly changing world parents and carers do not always feel equipped to support their children fully. This booklet focuses on the choices young people have to make at 16. They need to make decisions about their education or training routes over the next two or three years, but they have to make choices based on limited knowledge and very little experience. Students in Lambeth get a lot of support from their schools and colleges, but parents and carers can also play a key role in helping children to make more informed choices about their future. A good starting point is to better understand the changing world of work and what skills employers will be looking for in the future.

### Great expectations

A study, by City & Guilds, found that teenagers were generally pretty optimistic about their future careers and felt they had the information they needed. Unfortunately, their confidence was often misplaced when it came to information about jobs. There are potentially thousands of courses and careers open to young people, but teenagers were only considering about a third of the jobs available. They choose jobs they came across in their daily lives or saw represented in the media, not looking at around two-thirds of jobs – many of which could offer good, well paid careers.

In the Qualifications and wages section of this guide we will see that investing in qualifications and skills does significantly increase the chances of getting a good job in the future. However, the City & Guilds study found that over two-thirds of teenagers planned to go to university with many

believing that studying for a degree would automatically lead to a good job. Often this is true, but it is not always the case. Worryingly, a third of those planning to university did not know what they wanted to study. In the next section of this guide we will look at researching what to study at university and where it might lead, as well as some alternatives.

It is good to have the ambition and motivation to achieve your career goal, but is also important to be realistic and have a backup plan. For example, very few people can make a living from being a TV celebrity or professional footballer. Some studies have found dropout rates of more than 9 out of 10 from football academies – and they were the ones talented enough to get into the academies in the first place! Some of those who do not make it find success in other careers, but others struggle. Admittedly, this is an extreme example of a competitive job, but the lessons apply to other careers. Aiming





high and having ambition is good, but it is also important to have a realistic route map to success and a plan B.

### The changing world of work

The world of work is changing and some are talking about a Fourth Industrial Revolution. Previous industrial revolutions brought in machine power, made mass production possible and brought digital devices to billions of people. This fourth revolution is characterised by a range of new technologies fusing the physical, digital and biological worlds. Machines that are able to “think” are expected to become especially important in key sectors, such as healthcare (cancer detection), transport (driverless cars) and the environment (smart energy consumption).

The way work is organised is changing too. Remote working is now possible for more and more people. At the same time, the rise of self-employment and the “gig economy” means that for some people work is no longer tied to a steady job.

These changes have led some to be pessimistic about the future job market, seeing robots taking over jobs. However, automation will also create new jobs, as will other trends such as globalisation, population aging and the green economy.



In the Employment in Lambeth and London section of this guide we will look at the job sectors that are expected to grow, but even the experts struggle to predict exactly what new jobs will emerge in ten years. We can be more certain about the skills that will be needed in the changing workplace and we will look at these in the Skills for the future section.

### Getting more advice

Many schools and colleges in Lambeth have excellent careers programmes, as well as access to independent careers advice. Parents’ evenings and events are a good time to talk to teachers, tutors or a careers adviser about careers and post-16 options.

The National Careers Service website ([nationalcareersservice.direct.gov.uk](https://nationalcareersservice.direct.gov.uk)) has job profiles, careers assessment tests, job hunting advice and a telephone advice line (0800 100 900).

# Helping teenagers research the world of work and careers

Young people are most likely to find their way into the world of work when they work with their school or college and parents or carers. However, a recent survey found that many parents had reservations about discussing career options because they were concerned that might give the wrong advice. In this section we will look at some of the resources available to help take a systematic approach to choosing the right path.

How to approach giving advice and support to a teenager is a tricky subject – one that is too complicated for any quick solutions in this guide. However, there are some good tips online from the Careerpilot Parent Zone ([parentzone.careerpilot.org.uk/parent](http://parentzone.careerpilot.org.uk/parent)), EY Parental Advice page ([ukcareers.ey.com/students/career-advice](http://ukcareers.ey.com/students/career-advice)) and Win-That-Job.com ([win-that-job.com/parents-guide](http://win-that-job.com/parents-guide)).

Many schools and colleges in Lambeth have excellent careers programmes, so the first task is to make sure you know what help they are getting through lessons or other activities. There might be specific careers lessons

or topics may be covered in other lessons or tutorial time. They may have been using a careers software package that includes interest guides, job profiles and links to education and employment opportunities.

Schools and colleges have to ensure that students receive impartial careers advice and this will often mean a one-to-one meeting with a careers adviser, resulting in a plan with what action is needed and when. This interview will be more valuable if your child has started to explore their career options and thought about the questions they need answered.



## Explore skills, interests and personality

We saw in the previous section that there are thousands of jobs and careers open to young people, but based on limited information they tend to only look at only a few well-known options. There are many online profiling tests and quizzes designed to suggest a broad range of career options based on interests, personality or skills. Many schools subscribe to careers packages that include such tests, but there are also some good resources online for free, including:

- **The Buzz Quiz** from icould.com ([icould.com/buzz-quiz](http://icould.com/buzz-quiz)) is a short, fun quiz that looks at personality type. It does not give a list of suggested jobs or careers but is good for starting to think about strengths that might match with work tasks explored later.
- **The National Careers Service Skills Health Check** ([nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk)) is a more in-depth batch of tests that will probably take a few sessions to complete. They look at interests, skills and motivation and suggest possible types of jobs and sectors to consider.
- **Careerpilot** has a jobs quiz ([careerpilot.org.uk](http://careerpilot.org.uk)) as well as links other websites with careers tests and quizzes.

It is important to remember that the results of tests like these are just suggestions. They do not really know the teenager they are testing and the results might have been a bit different on another day. However, they can be useful tools to help start thinking about how personality and skills match jobs and to broaden the range of career possibilities.

## Explore careers

When a teenager has a job or career direction in mind, the next step is to get a realistic insight into what the work might be like and how you get into it. In the end they will need to ask the right questions and find information for themselves, but they are likely to need some help at the start.

**The Nationals Careers Service Explore Careers** pages ([nationalcareers.service.gov.uk](http://nationalcareers.service.gov.uk)) have information on hundreds of jobs, including how to get in, what the job involves, what skills are needed and the possible career path. If the job looks interesting links are provided to more in-depth information.

Schools and colleges will have links with local employers as part of their careers programme, such as employers coming into the school, taster days, careers fairs and work experience. These activities help young people to understand what working in certain jobs



and industries might involve and what you need to get in. Parents and carers can help here to, possibly by helping teenagers talk to friends and contacts working in jobs or sectors they might be interested in.

The **LMI for All Careerometer** is available on a number of careers websites, including Careerpilot ([careerpilot.org.uk/information/careerometer](http://careerpilot.org.uk/information/careerometer)). You can compare up to three jobs, looking at pay, hours and job growth along with a brief description of the job.

Seeing people talk about and doing their jobs can also help and there are a number of websites with video clips including:

- **icould** ([icould.com/explore](http://icould.com/explore)) with job videos organised by job sector or linked to school subjects.
- **CareersBox** ([careersbox.co.uk](http://careersbox.co.uk)) with hundreds of videos showing people talking about and doing their jobs.

When a young person has more information about what a job involves, they will either get more enthusiastic or lose interest. It is a good thing to find out at this stage that certain jobs are not right for you and to explore alternatives.

### How do you get in?

Young people now have to continue to do some kind of education or training until they are 18, but what course is most likely to lead to their chosen career? Many choose a course, assuming it will lead to their chosen career, without checking the facts. In fact, most jobs will remain open whatever course young people follow from 16 and 18. However, for entry to some careers there are specific courses or subjects that need to be studied in sixth form or at college.

If young people are thinking about going to university, it is important to check where the subject they are planning to study at degree level might lead. What they are thinking of studying at university could dictate the choice of course or subjects at 18, so it is important to think ahead.

The **Prospects** website ([prospects.ac.uk](http://prospects.ac.uk)) is aimed at those already at university, but is also useful for future planning:

- What can I do with my degree? page ([prospects.ac.uk/careers-advice](http://prospects.ac.uk/careers-advice)) lists jobs directly linked to degree subjects, along with jobs where that subject might be useful.
- Job profiles ([prospects.ac.uk/job-profiles](http://prospects.ac.uk/job-profiles)) say more about those jobs, along with the range of subjects you could study to get in.

Having confirmed the possibly degree subject, what course or subjects should they choose at sixth form or college? The **Which? University** course search page ([university.which.co.uk/courses](http://university.which.co.uk/courses)) has guides by subject covering course content and what subjects are needed for entry to the degree. Many schools will have activities and careers packages to help young people with this choice.

University is not the only route and in other parts of this guide we have looked at apprenticeships as an option, at either 16 or 18. For some careers an apprenticeship has always been one of the best entry routes. Other business sectors are now offering more apprenticeships, particularly with the growth of higher and degree apprenticeships.

The official **Apprenticeships** website ([apprenticeships.gov.uk](http://apprenticeships.gov.uk)) has information on apprenticeships and stories from apprentices and young people can search for live vacancies on Find an apprenticeship ([findapprenticeship.service.gov.uk](http://findapprenticeship.service.gov.uk)). There is more detailed information on higher and degree apprenticeships at [gov.uk/education](http://gov.uk/education). It is a good idea start looking at apprenticeships well before leaving school or college – even looking two years before leaving to help make the right choices of course or subject at 16. Young people can find out if apprenticeships are likely to be available

in jobs and careers that interest them and what qualifications and skills employers will be looking for.

If they decide to apply for apprenticeships young people should start early and check back regularly. Large employers start advertising vacancies aimed at school and college leavers from the October or November before they leave and many will have closed by Easter. However, some vacancies continue to come up throughout the year, so it is worth checking back at any time.

### CVs, applications and interviews

How to find and apply for jobs is already well covered on many websites and in many guides, including the **National Careers Service** ([nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk)).



# Employment in Lambeth and London

The world of work is a very different place today, compared to the one most parents or carers will have faced when they made their first career decisions. New roles are being created all the time and many jobs now open to young people did not even exist 10 years ago.

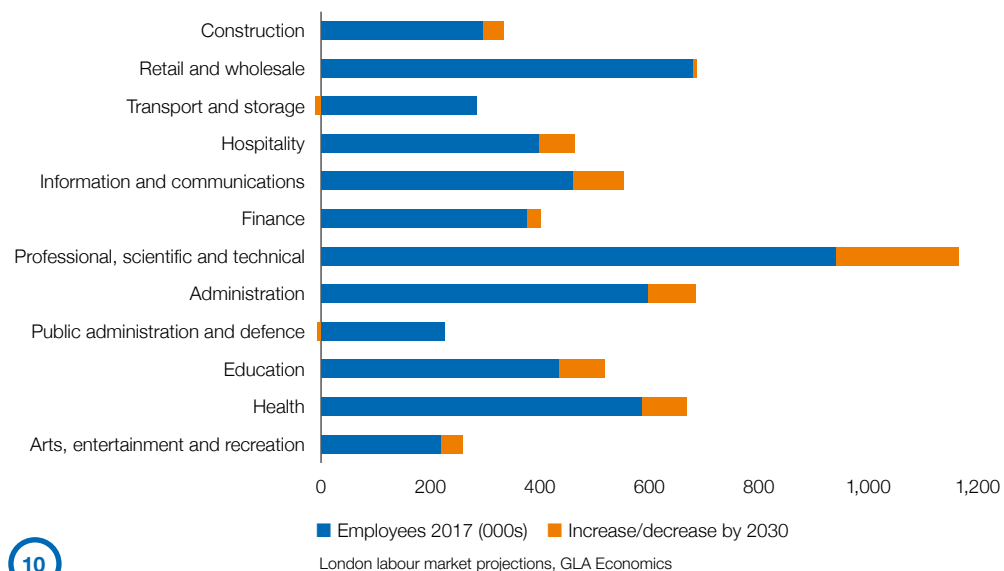
As we discussed in the previous section, whether a job is on the increase is just one of the things to think about when teenagers are making career decisions. However, having a realistic overview of the labour market, and how it is likely to change, will help teenagers decide where they might find their place in the working world.

London is a global city with an economy larger than many EU states and makes up more than a fifth of the total UK economy. Lambeth has enjoyed good economic growth and

regeneration in recent years and has levels of employment and economic activity well above both the London and national averages.

Despite Brexit concerns, London's economy has remained strong, with unemployment continuing to fall and job numbers increasing. The Greater London Authority predict that jobs in London will increase by an average of just under 50,000 a year to 2041. The same predictions show a 14% increase in Lambeth jobs between 2016 and 2041.

## Employment projections for London



Jobs in the professional, scientific and technical sector are expected to grow strongly, accounting for over a third of the total increase expected in London by 2041. This sector includes law, accountancy, management consultancy, architecture, advertising as well as scientific and engineering research and development. These jobs are highly skilled and require a lot of training.

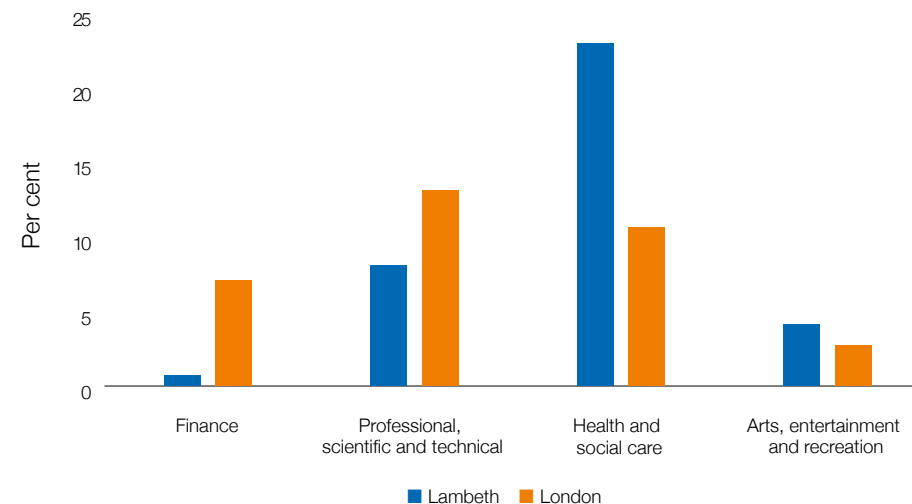
Strong growth is also expected in the administrative and support services, accommodation and food services, information and communications, education and health sectors.

So, in London (and throughout the country) the biggest growth is expected to be in higher skilled management,

professional and technical occupations. However, some jobs requiring fewer skills and qualifications to enter, such as caring and customer service occupations, are also increasing.

There are fewer people working for Lambeth employers in the professional, scientific and technical sector, and far fewer working in finance, than in London as a whole. Young people looking to work in these sectors may need to think about travelling to work – eg to the City, West End or Canary Wharf. On the other hand, there are more jobs in arts, entertainment and recreation, and far more in health and social care, locally than the London average.

## Employment differences - Lambeth v London (%)



Business Register & Employment Survey 2017, ONS

**ELEVATE** ([lambeth.gov.uk/elevate](http://lambeth.gov.uk/elevate)) is Lambeth's mission to support diverse talent and open up the creative workplace. Over the coming years ELEVATE will be working on pioneering projects with employers, educators and community groups.

In this section we have been looking at the broad business sectors in Lambeth and London, but what about the particular jobs teenagers are interested in? For example, the professional sector is growing, but does that mean there will be more demand for accountants?

It is notoriously difficult to make predictions for single occupations. Technology and society's changing needs mean the work force is constantly evolving. While economists

and statisticians make long-term predictions for broad employment sectors, they hesitate to look more than a decade ahead for a particular job. Many careers websites, such as Careerpilot.org.uk ([careerpilot.org.uk/information/careerometer](http://careerpilot.org.uk/information/careerometer)) use government statistics to estimate changes up to around 6 years ahead – when Year 11 students are in the early stages of their careers or leaving university.

Looking further ahead the skills, knowledge and abilities today's teenagers develop are likely to be the most important factor behind their success in the labour market. This is covered in the Skills for the Future section.



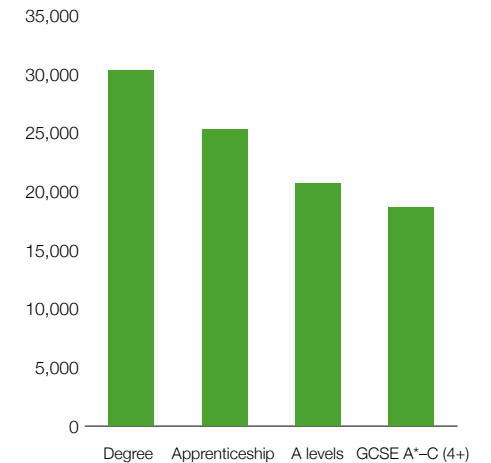
## Qualifications and wages

Qualifications are increasingly important as we move towards a higher-skilled and knowledge-based economy. Put simply, the more qualifications you have the more jobs that will be open to you. There are now few jobs around that ask for no qualifications at all.

The evidence shows that people with higher qualifications can expect to earn more than those with lower levels of qualifications, or those with no qualifications at all. Some of those in their early twenties might wonder if the cost of education was worth it. However, by the age of 30 the average graduate earns over a third more the average worker (with five good GCSEs) without a degree. The income of all workers increases as they become older and more experienced, but graduates' earnings tend to increase faster and continue to increase for longer.

The chart shows the earnings of those who completed an apprenticeship behind graduates, but above those with A Levels or good GCSEs. When these 30 year-olds started their apprenticeships only Level 2 (equivalent to good GCSEs) and Level 3 (equivalent to A Levels) apprenticeships were available. Those who completed an apprenticeship had higher average earnings than those with similar qualifications who had not. Now apprenticeships are available up to Degree and even Master's Degree level (see the Apprenticeships section of the Lambeth 16–19 Education and

**Average weekly wage by highest qualification (aged 30)**



Graduates in the UK labour market: 2017, ONS

Training Guide). So, in the future, we might expect those who complete a Degree Apprenticeship to earn more (on average) than those who attend university full-time.

London may have the greatest concentration of well qualified people in the world. Over half of London's population aged 21 and over are graduates – significantly higher than other major world cities.

# Skills for the future

While the knowledge and qualifications are important in moving from education to work, the skills and competencies a young person has are also vital in making them 'employable'. Employability skills are the ones people need to function well at work. Every job will need a unique combination of skills, but certain skills are needed in almost all jobs. Competences are personal qualities, behaviours and attitudes. The list below shows these skills and competences.

Skill or Competence	Examples
Problem solving	Finding important information, making an action plan
Communication	Day-to-day communication, writing skills, presentation skills
Self-management	Organisation, dress and behaviour
Teamwork	Involvement, support, collaboration
Creativity	Original thoughts and ideas, being open minded
Numeracy	Estimation, drawing conclusions from facts and figures
Digital skills	Use of digital devices, responsible use of social media
Informed	Preparation for interviews, understand the job market, put customers first
Confidence	Leading teams and groups, decision making
Drive	Flexibility, enthusiasm
Resilience	Handle criticism, dealing with workloads
Reflection	Dealing with conflicts, adaptability, accept feedback and change

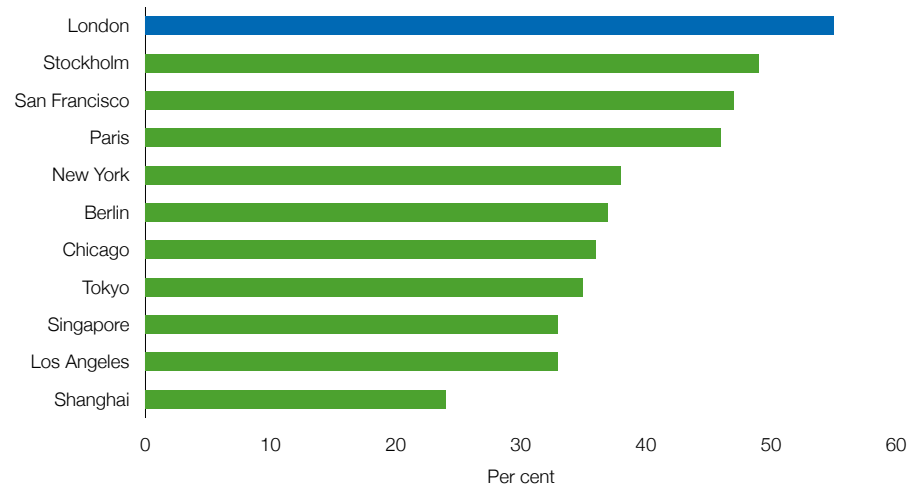
How are schools developing real employability skills? Education & Employers

Earlier, we looked at how the Fourth Industrial Revolution and artificial intelligence are likely to change the world of work. It is predicated that around a tenth of the workforce are in occupations that are likely to grow, but about a fifth are in occupations that will shrink. So, roughly seven in ten people

are currently in jobs where no one can say with certainty what will happen.

We may not be able to predict what will happen to most jobs, but there is more certainty around the skills that will be needed for employment in ten or fifteen years. The future is likely to be about combining the artificial intelligence of

## Graduate percentage by city



London 2036: An Agenda for Jobs and Growth, London First

In general, the more qualified you are the more likely you are to be employed and the more you will earn - but this does not work for everyone. Many graduates now start in jobs that do not require a degree, before moving into a career with better pay and prospects. However, some struggle to find a 'graduate job' and some looking for work after sixth form or college do not find the sort of opportunities they hoped for.

Having good qualifications is increasingly important, but what young people choose to study, where they study it and the skills they develop are also important. Earlier (in the Helping teenagers research... section) we discussed how to find out what course or subjects are likely to be needed for

their chosen career. In the next section we will look at the skills that are likely to be needed to succeed in the future.

Over recent years Lambeth residents have become increasingly skilled – nearly two thirds of Lambeth's working age population now have a higher education level qualification. We saw in the previous section that many future opportunities in London will be in high skilled occupations, but that there will also continue to be some sectors open to people with a range of qualifications.

The right qualifications will increase the range of opportunities available to young people, but to get the job and succeed they will also need the sort of skills and abilities discussed in the next section.



computers with the mental, social, emotional and physical capabilities of humans.

All of the skills and competences listed above will still be vital in 2030, but some others are also likely to become increasingly important:

- In a changing economy with global competition continued education and training will be important, with skills such as active learning and instructing.
- Computers perform many tasks more efficiently than people, but showing emotional intelligence is still where humans come in, with skills like active listening, persuasion and an understanding of psychology.



Understanding human emotions, this is a real 'human skill' in the light of impending automation”.

**Head of Sustainability,**  
manufacturing company.

### Developing employability skills

Schools, colleges and universities now have a role in helping students to develop employability skills. All schools and colleges in Lambeth have programmes designed to build these skills. So, helping teenagers to understand the importance of these skills, and taking advantage of activities offered, is one vital role for parents and carers.

But it is not just in school or college that teenagers develop these skills. Interests and interaction with friends and family also build many of these skills and competences. The finance and professional services company EY have tips on how young people can develop 'future skills' on their #EYFutureSkills website ([ukcareers.ey.com/students/career-advice](https://ukcareers.ey.com/students/career-advice)), including:

- 12 practical tips to unlock your creative thinking
- 5 ways to improve your emotional intelligence
- Ask the right questions: 4 steps to solve complex problems
- Bring your best self to the workplace: 4 mindsets to help you succeed
- How to play well on any team: 9 collaboration tips
- Prepare for the unknown: 8 tips to stretch your cognitive flexibility



Often these young people have got a whole host of skills they just don't talk about until they're really prompted.”

**New Talent Manager,**  
IT/technology company.

When it comes to applying for a job an employer will look for evidence of particular skills. Young people often have a skill but either do not know they have it or fail to tell the employer about it. Teenagers will have limited experience and need to look more widely at school work hobbies, interests, sports, as well as any part-time, holiday or voluntary work. For example, taking part in a charity event might show evidence of drive, communication, teamwork and resilience.

It is important that they have experiences and examples to back up words. Aim to show not just these examples of activities undertaken, but also challenges faced, how they were overcome and positive results.







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Parents and carers can play a key role in helping young people to make more informed choices about their future.

